

Hyland House School

Holcombe Road, Tottenham, London N17 9AD

Inspection dates

24–26 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- School leaders have not ensured that pupils make good progress overall by the end of key stage 2.
- Teachers do not plan challenging enough work for pupils that suits their different starting points. As a result, pupils do not make good progress in developing their knowledge and understanding by the end of key stage 2.
- Pupils, including the most able, do not make good progress in mathematics.
- Leaders have not ensured that pupils write confidently. Pupils do not have enough opportunities to develop their own writing in English and other subjects. As a result, pupils do not make as much progress as they should by the end of key stage 2.

The school has the following strengths

- The headteacher and governors have managed the school's transfer to new premises successfully. They have worked together to ensure that all the independent school standards are met.
- The headteacher's vision has combined skilfully the school's Christian ethos with fundamental British values. This has a positive impact on pupils' personal development.
- School leaders provide a broad curriculum for pupils with a range of experiences. As a result, pupils develop positive attitudes to learning.
- Staff are proud to work at the school and are fully committed to delivering the best for all the pupils in their care.
- Pupils' personal development and welfare are good. Pupils have many opportunities to practise their leadership skills and they develop into confident, independent young people.
- Pupils' behaviour is good, in lessons and around the school.
- The provision for the early years is outstanding. Children make exceptionally good progress and are well prepared for Year 1.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve teaching by ensuring that teachers plan learning activities for pupils, including the most able pupils, from their different starting points, which challenge them to think more deeply.
- Improve outcomes for pupils by ensuring that teachers:
 - routinely move pupils on much more quickly to more demanding work in mathematics
 - use a range of learning activities that encourages pupils to write more confidently across the curriculum
 - provide opportunities for pupils to apply their knowledge of spelling, punctuation and grammar in their own writing.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because school leaders have not ensured that pupils, including the most able pupils, make good progress by the end of key stage 2.
- School leaders have not ensured that teachers set challenging enough work for pupils so that they make consistently good progress, particularly in mathematics and writing.
- School leaders were disappointed in pupils' results at the end of Year 6 in 2016 because pupils' attainment was lower than national figures. School leaders decided to meet with parents to plan how to improve outcomes for current pupils. These improvements are under way but have not yet had time to have an impact on pupils' progress in mathematics and writing.
- School leaders have introduced a new approach to monitoring pupils' progress. This is helping teachers understand how well pupils are learning and where they need to catch up. This information is giving school leaders a sharper focus on evaluating the progress being made by pupils in their different subjects.
- The headteacher has developed a clear vision for the school. She has combined successfully the Christian ethos of the school with fundamental British values. This has a positive impact on pupils' personal development. They have a secure understanding of modern British values and develop empathy skills very well.
- Subject coordinators are fully committed to their pupils. They are knowledgeable about the demands of the new curriculum and monitor the quality of teaching regularly. However, they have not ensured that teachers provide a higher level of challenge in activities.
- The new premises have been refurbished successfully. Classroom spaces have been designed well and provide a modern, stimulating environment for pupils to learn. This has a positive impact on pupils' attitudes to learning.
- The curriculum provides a wide range of experiences and learning for pupils. All pupils learn French and find out about French culture. They go swimming, learn to cook, use computers and have access to specialist laboratory facilities. This has broadened and raised pupils' aspirations.
- School leaders have ensured that pupils are well prepared for life in modern Britain. Pupils were very enthusiastic about their recent visit to a centre where they could try out different employment opportunities.
- Staff unanimously are proud to work at the school. They care well for their pupils and are committed to doing their best for them.

Governance

- Governors have a long association with the school through their local community, their faith or as parents. They have been instrumental in developing the vision for the school. The governors' committee structure ensures that all aspects of school life are scrutinised and they visit regularly to keep themselves up to date. They offer strong support to the headteacher but have not challenged school leaders enough on pupils' outcomes.
- Governors played a key role in identifying new premises and managing the transfer of the school to its new home. This has been a testing time for governors and school leaders. The building, while providing wonderful new opportunities for the pupils, has required extensive refurbishment and presents its own challenges in terms of size, monitoring and maintenance.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding within the school as a result of effective leadership by the safeguarding lead and the headteacher.
- The profile of safeguarding is high in the school. Training certificates are clearly displayed for parents and visitors. Safeguarding displays at key points in the building are regularly updated and ensure that all staff and pupils know whom to go to if there are concerns. Displays also update staff on new information such as e-safety. Pupils say that they feel safe.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement because teachers often give pupils work to complete that is too easy. Teachers do not move pupils on fast enough to more difficult activities.
- In mathematics, pupils spend too much time consolidating work that they have already understood and practised. As a result, pupils do not make good progress over time.
- Sometimes, teachers do not use resources appropriately. In English, simple grammar and spelling activities limit the opportunities for pupils to develop their understanding of language through their own writing.
- Not all teachers use questioning effectively. Pupils are not consistently given opportunities to answer questions and so teachers cannot be sure whether pupils understand their work. Sometimes pupils shout out answers, noise levels rise and so quieter pupils disengage from the activities. However, pupils make better progress where teachers plan their questions and ask individual pupils to answer.
- Teachers set high expectations of pupils' learning behaviour. Pupils have positive attitudes to learning. They are keen to learn, concentrate well and enjoy their studies. Pupils take pride in their work.

- Teachers always explain new knowledge to pupils using the correct subject vocabulary. Pupils hear this and use the same words confidently when answering questions or in discussion activities. In music, pupils demonstrated their knowledge of musical notation and terms in a class quiz.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- School leaders effectively promote pupils' spiritual, moral, social and cultural development well. All pupils know and understand modern British values and can apply these to their daily lives. Pupils learn about and show respect for individual differences, including sexual orientation and faith.
- There are many opportunities for pupils to develop their leadership skills. Pupils confidently led an assembly during the inspection and all pupils participated in a spiritually uplifting and joyous occasion.
- Lunch is an important social occasion. The headteacher has made sure that it provides an opportunity for pupils and staff to talk together. Healthy lunches are cooked on site and tables are set out attractively.
- Pupils say that bullying is rare and if it does occur, staff deal with it quickly. Pupils have a strong sense of right and wrong and have an understanding of duty to their community. Many pupils said that they would take responsibility and report any bullying.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school. They wear their uniform with pride and are polite and welcoming to visitors.
- Pupils have good relationships with each other and get on well. Whole classes often organise games together at break- and lunchtime.
- Many pupils travel a long distance to attend school. Nevertheless, pupils' attendance and punctuality are good. Pupils enjoy coming to school.
- Pupils mostly behave well in lessons and show positive attitudes to learning. However, sometimes pupils call out in lessons where teachers' questioning has not been planned well enough. Pupils settle very quickly at the start of the day and are immediately ready to learn. They concentrate very well on their work.

Outcomes for pupils

Requires improvement

- Pupils are not making good progress in mathematics because teachers set work that is too easy for them. Pupils spend too much time repeating work they have already mastered and teachers do not move them on quickly enough to more challenging mathematical ideas and concepts.

- Pupils do not have enough opportunities to do their own writing in English and other subjects, such as history and science. Pupils understand spelling, punctuation and grammar. They complete exercises accurately and copy from textbooks. However, they do not have enough opportunities to use and develop their knowledge in their own extended writing.
- Current pupils are making stronger progress in reading. Changes implemented after the 2016 results are having an impact. Pupils say that they are getting more help, and school progress data shows that pupils in the current Year 6 are making expected progress in reading.
- In Year 1, all pupils met the expectations of the phonics check.
- Pupils' speaking and listening skills are good. Pupils have opportunities in lessons and in leadership roles to develop a wide vocabulary and confidence in speaking to a range of audiences.
- School leaders have made developing pupils' handwriting a key priority. All pupils develop legible, good-quality handwriting because teachers plan learning carefully for each pupil. The presentation of their work is good.
- Pupils are aspirational about their own career paths. The school encourages them to explore possibilities for further study.

Early years provision

Outstanding

- The early years team has ensured that children make exceptional progress and are well prepared for Year 1. The early years provision meets the requirements of the independent school standards.
- Teaching is outstanding. Staff are highly qualified. They use their deep understanding of children's development and learning to plan and deliver a range of stimulating activities. As a result, children grow into confident, independent learners.
- Teachers set very high expectations of children's behaviour, reading with expression and building tension in the story. Children concentrate very well and listen intently to each other read. During the inspection, children read their versions of the 'three little pigs' story to the class, carefully sounding out words.
- Teachers ensure that activities flow smoothly, including when the outdoor space is being used. Teachers know precisely when to intervene, for example, with a few well-chosen questions to start children thinking about the wolf's character in the story. This prompted children to develop and use rich language in their descriptions.
- Children have developed their own interpretation of the fundamental British values in language and ways that are more accessible to them. Children learn about these values, for example by exploring meanings in the stories from which they are learning.
- In 2016, all children reached at good level of development and the majority exceeded the national expectations.
- The early years team has developed very strong relationships with parents, carers and other significant adults in children's lives. Parents are invited to a variety of events and feel well informed about their child's progress.

School details

Unique reference number	103111
DfE registration number	320/6052
Inspection number	10020784

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Number of part-time pupils	None
Proprietor	South England Conference of Seventh Day Adventists
Chair	Richard DeLisser
Headteacher	Gina Abbequaye
Annual fees (day pupils)	£3,600
Telephone number	020 8520 4186
Website	www.hylandhouseschool.org
Email address	info@hylandhouseschool.org
Date of previous inspection	5–6 October 2011

Information about this school

- Hyland House School is an independent school in the London borough of Haringey. It has a Christian ethos, Seventh Day Adventists. The school motto is 'The Lord is the Master of our school'.
- The proprietor is The South England Conference of the Seventh Day Adventist Church.
- The school was established in Walthamstow in 1923. It moved to new premises in Haringey in September 2015. The school now occupies the purpose-built premises of a former secondary school.

- The school has strong links with Roehampton University and provides teaching practice placements for trainees.
- The school's last standard inspection was in October 2011.

Information about this inspection

- The inspector visited 10 classes to observe pupils learning. Three of these visits were made jointly with the headteacher. A visit was made to early years to observe a range of indoor and outdoor activities.
- The inspector looked at pupils' work in a range of subjects.
- Two groups of pupils talked to the inspector about their views of the school. The inspector also talked informally to pupils at break- and lunchtime.
- The inspector toured the buildings with the headteacher. Meetings were held with the headteacher and subject coordinators.
- The inspector held telephone conversations with two governors, including the acting chair of governors, and met with another governor in person.
- The inspector considered 13 responses to the staff questionnaire.
- The inspector spoke informally with parents at the start of the school day. There were insufficient responses to Ofsted's online questionnaire, Parent View, to be taken into consideration.
- The inspector looked at a wide range of documentation including: leaders' evaluation of the school's performance; policies; safeguarding records; and information about the curriculum and teaching.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

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