

Hyland House School

Holcombe Road, Tottenham, London N17 9AD

Inspection dates

27–29 November 2018

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

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, leaders have ensured that the quality of teaching and learning has improved. As a result, most pupils make strong progress in subjects across the curriculum. Pupils now receive a good quality of education.
- Governors and leaders have ensured that all the independent school standards are met, including the statutory requirements of the early years foundation stage.
- Governors know the school well. They support leaders by visiting the school and holding them to account.
- Pupils are happy, safe and enjoy coming to school. They are well behaved and show respect to each other and adults.
- The early years is outstanding, because children make an excellent start to their education. The quality of teaching is exceptional, which has resulted in children making very good progress.
- Leaders' work to prepare pupils for their future lives in modern Britain is effective. Pupils are given a range of opportunities to develop spiritual, moral, social and cultural values.
- The curriculum is well organised and stimulates pupils in their learning in a wide range of subjects. However, occasionally, teachers set learning activities that do not routinely challenge pupils to gain a deeper understanding and think hard. Consequently, pupils' progress could be even better.
- While pupils make good progress in mathematics, they are offered insufficient opportunities to develop their problem-solving and reasoning skills.
- Although leaders have identified the correct school priorities for further improvement, their development plans do not incorporate measurable targets to measure success effectively.

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?

- Sharpen school improvement plans to incorporate precise and measurable targets to improve pupils' outcomes further.
- Strengthen the wider curriculum, so that pupils, including the most able, are routinely given demanding work in order to deepen their knowledge and understanding.
- Ensure that teachers provide pupils with more opportunities to solve problems and develop reasoning skills in mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the headteacher and senior leaders have ensured that the quality of teaching and learning has improved. As a result, most pupils currently in the school make strong progress. Leaders and governors have ensured that all of the independent school standards are met.
- Staff value and appreciate the opportunities they are given to attend training to improve their teaching. All staff responding to Ofsted's questionnaire agree that leaders have created an environment where they are trusted to take risks and be creative in their ways of working with pupils. This boosts staff morale.
- Most parents and carers agree that the school is well led and managed. Parents are appreciative of leaders' work, and are happy with the quality of education their children receive. They have confidence in leaders and staff, saying that their concerns would be heard and addressed, should there be the need.
- Leaders' work to raise pupils' spiritual, moral, social and cultural awareness is effective. For example, pupils vote for their peers to represent them on the school council. Hence, they learn about how democracy works and develop leadership skills.
- Leaders have designed a curriculum that offers pupils exciting and meaningful learning opportunities in a wide range of subjects. The learning is sequenced in such a way that it builds on pupils' previous knowledge, understanding and skills. For example, some pupils told inspectors that in mathematics they needed to learn about coordinates before they could plot these on a graph. However, sometimes, teachers set tasks in science, history and geography that lack sufficient challenge. This affects pupils' progress in these subjects.
- Pupils' learning is enriched through a variety of extra-curricular activities. Highlights include educational visits and clubs, such as drama and sewing. Such opportunities contribute to pupils' enjoyment of school life and their personal development.
- The school's development plans correctly identify the areas for improvement from the last inspection. However, these plans do not include precise enough success criteria to further improve outcomes for pupils.

Governance

- Governors know the school well and have a good understanding of its performance. They have a secure understanding of the strengths and areas of improvement. Governors have worked closely with leaders to ensure that the areas for improvement identified at the last inspection have been addressed.
- Members of the governing body visit the school regularly. They offer support to leaders and challenge them about pupils' progress and attainment.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture of vigilance. Staff spoken to during the inspection know who to approach should they have a safeguarding concern about a pupil.
- Parents agree that pupils are safe and well cared for at school. Pupils told inspectors they feel safe at school and they can talk to an adult about anything that is worrying them. They report that adults take their concerns seriously.
- The school's personal, social, health and economic education programme enables pupils to learn how to keep themselves safe in a range of situations. For example, pupils learn about road safety and the dangers associated with talking to strangers.
- The school's safeguarding policy is available to parents on the school's website. It is reviewed annually and reflects current government requirements.

Quality of teaching, learning and assessment

Good

- Classrooms are well organised and pupils' work is valued through displays in the rooms and around the school. This creates a positive climate for learning.
- Pupils share good relationships with their peers and adults. Pupils support each other well in their learning, and this boosts their self-confidence.
- Teachers have good subject knowledge and explain learning well to pupils. They use questions effectively to check pupils' understanding of what is being taught.
- The teaching of reading is strong. Pupils read regularly at home and school. They enjoy reading a wide selection of books that are available to them in their classrooms. Younger pupils use their phonics well to read unfamiliar words.
- The teaching of writing is good. Pupils are taught to write for a range of purposes and styles. They are given opportunities to present their written work to a wider audience. For example, recently, older pupils wrote an essay about 'The Windrush', and entered a local competition. Sometimes, pupils do not take care in presenting their work neatly.
- Pupils develop good speaking and listening skills. They are given many opportunities, such as drama and discussion, to develop these skills. For example, in drama pupils created their own performances to raise awareness of bullying.
- In mathematics, number and calculation are taught well. However, pupils, including the most able, are offered limited problem-solving and reasoning activities to deepen their learning.
- Sometimes, teachers' expectations of what pupils, including the most able, can do and achieve are not consistently high. While pupils are gaining knowledge, understanding and skills in a wide range of subjects, occasionally, teachers set learning activities that do not challenge pupils sufficiently well to deepen their learning in science and foundation subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils said that bullying is a rare occurrence and that adults respond quickly if there are any concerns. The school's records confirm that there are no incidents of bullying.
- Leaders provide pupils with opportunities to take on additional roles and responsibilities in the school. For example, pupils take on roles such as classroom monitors and reading buddies. During the inspection, younger pupils confidently led the whole-school assembly. These activities help pupils to develop their social and leadership skills.
- Pupils know the importance of learning about different religions. In the voice of one pupil, that summed up the views of others: 'It is good to know about different religions so that you respect others.' They understand the importance of being tolerant and respecting cultural diversity.
- Staff provide good opportunities to develop pupils' physical well-being. Pupils are given plenty of opportunities to participate in sporting activities and encouraged to eat healthily. They are taught about healthy eating through the science curriculum.
- Pupils know how to stay safe when using the internet. For example, they know not to share personal information with anyone they do not know.

Behaviour

- The behaviour of pupils is good. An overwhelming majority of parents agree that pupils are well behaved.
- Pupils spoken to during the inspection show a good understanding of the school's behaviour system. Pupils rise to their teachers' high expectations of good behaviour.
- Pupils walk around the school quietly and in an orderly manner. They are polite, respectful and well-mannered. Pupils hold doors open for each other, adults and visitors. All of this contributes to a calm learning environment.
- Attendance is improving and is now closer to the national average. Pupils arrive to school on time and make a prompt start to their learning. Persistent absence is low. There have been no exclusions over the last few years.

Outcomes for pupils

Good

- Consistently good teaching has resulted in pupils making good progress in most subjects. The vast majority of parents agree that their children make strong progress.
- Inspection evidence confirms that most pupils currently in the school are making good progress in reading and writing. Pupils who read with inspectors, did so with fluency, expression and accuracy. Younger pupils used their phonics well to read unfamiliar words. They demonstrate a good understanding of the texts they read.
- The work in pupils' mathematics books shows that pupils are developing a strong understanding of number and calculation skills. However, pupils are not routinely given opportunities to apply their mathematics to solve problems and develop reasoning skills.

This hampers pupils' progress.

- The work in pupils' science, history and geography books shows that they are gaining knowledge, understanding and skills in these subjects. For example, older pupils talked confidently to inspectors about their learning in science about the digestive system. However, sometimes, activities for pupils to gain a deeper understanding in these subjects are not sufficiently demanding. This means that pupils do not make the progress of which they are capable.

Early years provision

Outstanding

- The early years provision is exceptionally well led and managed. Leaders have been extremely successful in creating an exciting environment in which children flourish in their learning and development. Leaders have ensured that all the independent standards relating to the early years are met.
- In 2018, all children achieved a good level of development, and this has been so for the last three years. The majority of children exceeded the national expectations in reading, writing and mathematics. This means that children have acquired the fundamental literacy and numeracy skills necessary to continue their learning journey into Year 1. Similarly, they have developed the emotional resilience, personal and social skills to be successful in their future learning.
- Teaching is exceptional. Adults provide imaginative experiences to entice children in their learning and development. They are highly skilled at modelling speaking and listening skills to children. For example, during a 'mushroom hunt', adults built upon children's sentences by describing the size and colour of mushrooms by modelling correct vocabulary. This supports children's language development very effectively.
- Children apply their knowledge of phonics very well to read and write sentences. Children's written work displayed in the classroom shows that they are making very strong progress.
- Children's behaviour is impeccable. They show high levels of concentration on their selected activities and are not easily distracted by each other. This is a result of well-established routines.
- Partnerships with parents are highly effective. For example, parents are given opportunities to design and develop the outdoor provision with their children. They attend workshops on topics such as phonics, to help their children with reading. Such opportunities provide excellent continuity for learning between home and school.

School details

Unique reference number	103111
DfE registration number	309/6005
Inspection number	10067128

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	50
Proprietor	South England Conference of Seventh Day Adventists
Chair	Emmanuel Osei
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	24–26 January 2017

Information about this school

- This school has a Christian, Seventh Day Adventist, ethos.
- The school was last inspected in January 2017, when it was judged to be requiring improvement.
- The early years provision includes Nursery and Reception classes.
- There are no pupils with education, health and care plans. The number of pupils who are receiving educational support is small.
- There are no pupils who are looked after by the local authority.
- The school manages its own breakfast club and after-school clubs.

Information about this inspection

- This inspection took place with one day's notice.
- Inspectors visited lessons to observe pupils learning in a range of subjects, mostly jointly with senior leaders. They scrutinised pupils' work within and outside of lessons.
- The inspectors spoke to pupils to ascertain their views about learning and experiences of school life. They met formally with one group of pupils and attended an assembly.
- Inspectors also listened to pupils from Years 2, 5 and 6 read.
- Meetings were held with governors and senior leaders.
- Inspectors talked to parents informally at the start of the school day. They analysed the 27 responses to Parent View, Ofsted's online questionnaire, including five free-text responses.
- Inspectors observed pupils' behaviour within lessons and at social times of the school day.
- Inspectors analysed the 11 responses to Ofsted's staff questionnaire.
- Inspectors reviewed a wide range of school documentation, including documents related to safeguarding, the self-evaluation, plans for improvement and information related to pupils' progress and attainment.
- Inspectors toured the school site and reviewed information in order to check the school's compliance with the independent school standards.

Inspection team

Rajeshree Mehta, lead inspector

Ofsted Inspector

Neil Harvey

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018