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Nuala McNeely
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Dear Mrs McNeely

Requires improvement: monitoring inspection visit to Honilands Primary School

Following my visit to your school on 14 July 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school received a judgement of requires improvement at its previous section 5 inspection.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

The school should take further action to:

- ensure that specialist teaching in wider curriculum subjects is planned, delivered and monitored with the same rigour as in other subjects.

Context

Since the last inspection, the team of senior leaders has changed. Two new assistant headteachers have been recruited, along with a special educational needs and disabilities coordinator (SENDCo).

New appointments have also been made to the expanded governing body.

Main findings

Since the last inspection, you and the leadership team have put in place a curriculum improvement plan. Governors have made sure that this and other improvement plans are robust and implemented effectively.

Leaders have tackled weaknesses in teachers' subject knowledge. Staff have had subject-specific curriculum training and support. As a result, subject leaders and teachers have grown in confidence, and in turn this has improved how well the curriculum is delivered.

Commercial schemes of work have been adapted in science, mathematics, art and modern foreign languages (MFL) to meet the needs of pupils at Honilands. These subjects are all well sequenced and plans meet the ambition of the national curriculum. In science, further curriculum documentation ensures that teachers are aware of pupils' prior learning, next steps and common misconceptions.

Leaders have set clear expectations for how the curriculum is taught. All staff are expected to help pupils recall what they have previously learned, be clear about the new knowledge they will be learning and know key vocabulary. Leaders told me that this has helped to make checking pupils' learning easier.

Specialist teaching in MFL, computing and music, however, does not follow this model as well. In these subjects the monitoring of the curriculum and how well pupils develop their knowledge is not fully established. You have plans to adapt leadership and staffing arrangements to tackle this. These changes will take effect from September 2021.

Music requires the most work. While there have been some improvements, the music curriculum still does not meet the scope of the national curriculum. Pupils have opportunities to sing, and all pupils learn to play the ukulele in Years 3 to 6. However, reviewing and evaluating music, including listening to the work of great composers, is still not planned for. The school does not have a cohesive scheme of work that incrementally builds pupils' knowledge and musical understanding.

The teaching of phonics is consistent across the early years and key stage 1. Pupils read decodable texts that are matched to the sounds they know. This supports them in

learning to read at the earliest opportunity. Additional, daily support is in place to help weaker readers to catch up quickly.

Additional support

You have been proactive in seeking the support you need to improve the school. This includes working with a representative from the local authority, as well as buying in further support from a neighbouring local authority. Investment in consultants for reading and mathematics has also supported your work to secure continued improvement. Links made with a secondary school art specialist have helped leaders to identify key knowledge for the art curriculum. You have plans to use this same approach to develop the music curriculum.

Evidence

During the inspection, I held meetings with you, the deputy headteacher, assistant headteachers, the SENDCo and subject leaders. I also met with representatives of those responsible for governance and representatives from the two local authorities who are supporting the work of the school to discuss the actions taken since the last inspection.

In addition, I listened to pupils read in Reception and Year 1. I scrutinised improvement plans and leaders' self-evaluation, and reviewed curriculum-planning documents for mathematics, art and design, MFL and science. I considered the views of parents, carers and staff through Ofsted's surveys and I spoke to a group of pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Enfield. This letter will be published on the Ofsted reports website.

Yours sincerely

Samantha Ingram
Her Majesty's Inspector