

# Inspection of Honeywell Junior School

Honeywell Road, Battersea, London SW11 6EF

---

Inspection dates: 13 and 14 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Previous inspection grade	Outstanding
---------------------------	-------------

## **What is it like to attend this school?**

Pupils are respectful of each other and of the adults in the school. Staff have high expectations of pupils' behaviour. Movement around the school is calm and orderly. There is little disruption in lessons. Bullying is rare and staff are quick to deal with any incidents. The pupil 'anti-bullying ambassadors' typically said that they 'don't have much to do'. Pupils are proud that their school is friendly and welcoming. There is a strong shared ethos at the school. Pupils spoke confidently about equality and diversity. They are mature in their thinking.

Pupils are happy and safe here. They value the additional resources made available to support well-being and mental health. Pupils learn about keeping themselves healthy in subjects such as science and physical education lessons.

Leaders organise various experiences for pupils, such as an author visit for the whole school and magistrate workshops for Year 6 pupils. All pupils visit the local common each week for a range of activities, such as geography fieldwork and team-building games. Most pupils attend at least one after-school club. These include cooking, chess, girls' football and 'art party'.

## **What does the school do well and what does it need to do better?**

Leaders have identified that the curriculum needs updating. They have carefully considered the necessary changes in each subject. The new curriculum is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders have made sure to give all subjects equal consideration. Up until recently, there was too much of an emphasis on English and mathematics, as well as preparation for national assessments. Progress in leaders' work on the curriculum has been heavily impacted by the COVID-19 pandemic. As a consequence, some subjects are further along in their development than others.

In subjects where the curriculum is embedded, there is a coherent progression of skills and knowledge. Pupils develop their knowledge over time and revisit prior learning. In music, for example, pupils in Year 3 discuss their own and other pupils' work. By Year 5, pupils can compare, discuss and evaluate more complex pieces of music. In religious education (RE), pupils reflect and compare aspects of religions, and they can recall key terms. They make links between different areas of learning, for example immortality and heaven.

In other subjects, leaders are in the process of implementing the necessary changes to the curriculum. They have correctly identified what needs to be done and are doing so with urgency. In mathematics, for example, leaders have identified one scheme which all year groups will use. Leaders hope that this will result in a consistent approach to how mathematics is taught. In history, leaders have rearranged the subject content with a clear rationale for the order in which events are taught. Leaders have also identified and planned regular opportunities for pupils to develop their skills as historians.

Leaders acknowledge that assessment is still a work in progress. There are too many variations in approach in each subject. Staff do not routinely identify gaps in knowledge or misconceptions.

Most pupils join the school as fluent readers. Some continue to need some support with their reading. Leaders have put in place the right programmes and interventions for these pupils to catch up quickly. Older pupils are articulate and can discuss texts at a deep level. A lot of consideration has gone into the choice of books provided for pupils. Staff want them to reflect diversity and the positive representation of people with protected characteristics.

Leaders provide effective provision for pupils with SEND. They have a clear process for how they identify pupils' needs. This leads to an accurate understanding of each pupil's strengths and what their next steps for learning should be. Leaders have strong links with external professionals, who provide specialist support and training for staff.

Leaders regularly consult with pupils from the school council about whole-school improvements. Pupils would recommend the school to others. Most parents and carers are overwhelmingly positive about the school. They appreciate the changes the leaders have made. They like in particular the focus on a broader curriculum and the emphasis on pupils' mental health and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and governors receive safeguarding training regularly throughout the year. Staff understand and are alert to national and local safeguarding issues. Leaders make sure that staff report any concerns and that the safeguarding team responds to them quickly. Leaders work closely with the local authority and other agencies to make sure pupils and families receive the support they need.

Pupils learn how to keep safe online and learn what they would do in different circumstances that might place them at risk.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school's curriculum is not yet sufficiently well planned and sequenced in some subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the curriculum in all subjects within their identified timescale. For this reason, the transitional arrangements have been applied.
- Assessment procedures vary in each subject and across the school. This means that teachers do not have a consistent approach to how they identify and address

gaps in pupils' knowledge. This affects pupils' learning. Leaders should ensure that staff have a consistent approach to assessment and that they identify and address any gaps in knowledge routinely.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	101011
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10211845
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	347
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emma Healey
<b>Headteacher</b>	Jo Clarke
<b>Website</b>	<a href="http://www.honeywellschools.org">www.honeywellschools.org</a>
<b>Date of previous inspection</b>	9 January 2008

## Information about this school

- This is a junior school. The main infant feeder school is on the same site. Both schools share a governing body.
- The leadership team is new to the school. The headteacher joined the school in January 2020. The deputy headteacher joined in September 2021.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders from the school. They met with most members of the governing body, including the chair of governors. They also spoke with the local authority school improvement partner.
- Inspectors met with pupils to understand their views on the school.

- Inspectors did deep dives in the following subjects: early reading, mathematics, music and RE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons with senior leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects and looked at a sample of pupils' work in computing and history.
- Inspectors considered the behaviour of pupils during lesson visits and around the school. They observed pupils as they arrived at school in the morning.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.
- Inspectors spoke to most of the staff about their workload and well-being. They also looked at the staff, pupil and parent surveys and talked to a number of parents at the school gate.
- Inspectors reviewed a wide of documentation provided by the school. This included the school improvement plan, school evaluation, curriculum documentation and school policies.

## **Inspection team**

Aliki Constantopoulou, lead inspector	Her Majesty's Inspector
Stephen Hall	Ofsted Inspector
David Thomas Hatchett	Ofsted Inspector

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

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 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022