

Honilands Primary School

Inspection report

Unique Reference Number	101998
Local Authority	Enfield
Inspection number	323565
Inspection dates	5–6 February 2009
Reporting inspector	Olson Davis

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	461
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Ray Barker
Headteacher	Mr Ralph Silverman
Date of previous school inspection	20 November 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lovell Road Enfield EN1 4RE
Telephone number	01992 701012
Fax number	01992 850799

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a diverse community. Five out of ten pupils are eligible for free school meals. The proportions of pupils from minority ethnic backgrounds and whose mother tongue is not English are much higher than in most schools. The largest minority ethnic groups are of Turkish and Other White backgrounds, Black African and Black Caribbean backgrounds, Asian backgrounds and mixed backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above average. There are pupils with communication difficulties, pupils with behavioural difficulties and pupils with physical disabilities. The rate at which pupils join and leave the school is much higher than is usually the case. There is Early Years Foundation Stage provision for pupils in the Nursery and Reception classes. The school was given a Notice to Improve in November 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is an improving school and its effectiveness is now satisfactory. In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

The previous inspection identified the need to raise standards and achievement by improving the quality of teaching and learning. Although standards remain below average, they have risen since the last inspection. Pupils are achieving satisfactorily. Judicious appointments of skilled teachers, closer monitoring of teaching by senior leaders and the reorganisation of learning groups have led to improvements in achievement. The school's strong focus on basic skills has led to improvements, particularly in reading and mathematics. However, the school recognises that pupils' literacy skills are still too low. Too few pupils reach the highest levels in writing in the Year 2 and Year 6 assessments. Also, pupils are not doing as well in science as they could because they are not given enough opportunities to develop their investigative skills. Raising achievement in writing and in science is featured strongly in the school's improvement plan.

The school is improving because the headteacher and deputy headteacher provide clear direction to the work of the school, ensuring a strong sense of community and teamwork among staff. As a result, pupils feel included in the life of the school and want to learn. As one pupil volunteered, 'I was telling my Mum just how better this school is since last year. I know it sounds strange but I now understand what it is I am learning and I really enjoy coming here now.' Governors support the school well and are more involved in moving it forward. The school works closely with outside agencies, including the local authority, which have provided valuable support and guidance. These links are helping to improve standards, teaching and aspects of leadership and management. There are good partnerships with parents, who are appreciative of the work of the school and recognise the recent improvements, particularly the way in which they are welcomed into school.

The school has strengths in the pastoral care provided by all adults and has many positive features that contribute to pupils' good personal development. Pupils enjoy their school and they feel safe. As a result, behaviour has improved and is now good and pupils are keen to do well in their work.

Pupils make steady progress because the quality of teaching is satisfactory. The school is not complacent and works to improve the overall standard of teaching and learning in order to accelerate pupils' progress. The school now assesses and tracks the progress of pupils from when they enter the Early Years Foundation Stage through to Year 6. This helps to identify individuals and groups of pupils who need additional support or who may be underachieving, as well as those who may be capable of reaching higher levels. The school's data shows that most pupils make satisfactory progress, and challenging targets are being used more effectively to reduce gaps in attainment. Nonetheless, teachers do not always make the best use of this assessment information when planning their lessons, particularly for more able pupils.

Although there have been improvements, school leaders have not yet ensured that initiatives and new structures are having a full impact on standards. The school has rightly recognised that some middle leaders lack sufficient oversight of standards and achievement. This limits their influence on the quality of teaching and learning within their areas of responsibility. The school has a satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the Early Years Foundation Stage with low levels of skills and knowledge, particularly in their personal and social skills, and communication, language and literacy. They settle quickly and enjoy their learning because relationships are strong and the school encourages parental involvement. Adults give proper emphasis to children's personal development and they cater well for children's welfare needs. One parent commented that since her child started in the Nursery, 'There is a real difference in his behaviour and attitude; he is polite, he now shares, washes his hands and speaks to us far more than he ever did.' Children make steady progress in their learning because of satisfactory teaching but by the time they start in Year 1, many have not reached the expected goals for learning. There are interesting activities to enhance children's skills in the different areas of learning. There is a good blend of adult-led tasks and opportunities for children to work independently. The recently added cover to the outdoor area ensures that they can develop their learning in all weathers. However, there is inconsistency in the way that daily assessments and planning are used to match activities to children's different needs.

What the school should do to improve further

- Build on current planning to raise standards and achievement in writing and in science.
- Make sure that teachers make better use of assessment information to plan learning activities that meet the needs of all pupils, particularly the more able.
- Strengthen the roles of some middle leaders so that each has better oversight of achievement and standards and greater influence on the quality of teaching and learning in their areas of responsibility.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory considering their learning needs and high mobility. Children enter the school with low levels of skills. They make satisfactory progress in the Early Years Foundation Stage, but few children reach the learning goals expected by the start of Year 1. Pupils make steady progress across the rest of the school, but standards in Year 2 and Year 6 are still below average because of pupils' low starting points. Current work shows that achievement is improving and more pupils are on track to reach the expected level. This is because of the school's focus on basic skills. Standards in mathematics at the end of Year 6 have improved because teachers make better use of assessment to identify and close the gaps in pupils' mathematical knowledge. Systematic work on pupils' phonic skills is improving their reading. However, too few pupils reach the higher levels at Year 2 and Year 6, particularly in writing, because teachers sometimes miss opportunities to add challenge to pupils' work. Standards in science are well below average. Pupils who find learning difficult make satisfactory progress because of the extra support provided for their additional needs. Pupils from minority ethnic backgrounds also make satisfactory progress. Those learning English as an additional language make good progress in acquiring fluency in spoken English, but their reading and writing skills do not improve as rapidly.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good as they respond well to the values taught and modelled throughout the school. Pupils enjoy school because 'teachers make lessons as fun as possible'. Attendance is satisfactory and the school has done much to encourage good attendance with prizes and competitions, and outside agency involvement for pupils who do not attend regularly. Pupils have a good understanding of how to lead healthy lives and participate enthusiastically in daily 'Take 10' exercise sessions. There is a strong community spirit successfully fostered by the school council. Members take pride in their achievements to improve the toilets and the playground and now say that they have some ideas on how to improve lessons. Older pupils take their responsibilities seriously, be it as play leaders, 'buddies' or helping younger pupils with their reading. Pupils appreciate the needs of the wider community through raising funds for charity. Pupils' sound basic skills and good social development prepare them adequately for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is improving across the school. There is more consistent use of learning objectives and 'Steps to Success' so pupils are clear about what they are to learn and why. Good relationships in lessons and strong class management also make learning more effective. Teaching assistants are used effectively to support pupils who find learning difficult, and this has a positive impact on pupils' enjoyment of school and their learning. Lessons generally go at a good pace and a range of teaching strategies including drama, 'talking partners' and good use of interactive whiteboards also engages pupils. However, teachers do not always make enough use of assessment information to plan for pupils' individual needs. Consequently, there is not always enough challenge in lessons for pupils who could do more. This slows down the progress for some pupils, particularly the more able, in areas such as writing and science. Pupils are becoming more involved in assessing their own learning, but this practice, and teachers' use of individual targets, is not consistent across the school.

Curriculum and other activities

Grade: 3

There is a strong emphasis on developing pupils' skills in numeracy, literacy and information and communication technology. Teachers are making links between different subjects to make learning more interesting for pupils and to improve standards. However, some opportunities for pupils to plan and carry out investigations in science are missed. A structured scheme for pupils' personal, social and health education enriches their understanding of how to keep safe and healthy and helps them to develop a growing sense of social responsibility. Pupils acquire a strong awareness of the cultural diversity of the community and of wider society through their work in art, religious education, geography and music. A 'collaborative arts project' offers pupils from different year groups the opportunity to extend their talents and to work collaboratively. Visits, such as the Year 6 residential stay at a farm, visitors and popular clubs contribute well to pupils' physical, social and cultural development and add to their enjoyment of school.

Care, guidance and support

Grade: 3

Pastoral care is good. Procedures governing the safety and protection of pupils are effective. The school makes effective use of specialist staff and outside agencies to provide a wide range of care and support for pupils, including those who are vulnerable. Particularly effective is the work of the learning mentor team and the teaching assistants, who have helped improve attendance, reduce poor behaviour and provide good support for pupils at risk. Pupils feel safe because adults respond quickly to their concerns. Pupils new to the school are helped to settle quickly. There is satisfactory provision for pupils who find learning difficult, allowing them to make the same progress as their classmates. Academic guidance is satisfactory. Systems for keeping track of pupils' progress and evaluating how well they are doing are developing. Teachers make satisfactory use of this information to set targets for pupils. As a result, pupils have a growing understanding of what they need to do to improve in English and mathematics. However, pupils are not so clear about what they need to do to improve in science.

Leadership and management

Grade: 3

The school's use of well-focused professional development has raised teachers' expertise in key areas such as assessment, the teaching of mathematics and the teaching of phonics. This is already having a positive impact on standards, but not enough has been done to ensure that teachers consistently use assessment information to accelerate the progress made by pupils. The headteacher knows the school well and the detailed school improvement plan identifies the key areas for development. Phase leaders contribute well to the good pastoral care in school. Good support has enabled middle leaders to monitor, evaluate and plan developments satisfactorily. However, some middle leaders do not make full enough use of assessment and monitoring information and this lessens their impact on improving standards. Governors are supportive and place strong emphasis on developing the community aspects of the school's work. Hence, the school promotes community cohesion well and pupils have a good understanding of diversity in the local and national communities. Governors' knowledge of the school is advanced through regular, detailed reports from school leaders. This allows them to ask searching questions and to more fully hold the school to account for its performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 February 2009

Dear Pupils

Inspection of Honilands Primary School, Enfield, EN1 4RE

Thank you for all your help when we visited your school. We enjoyed visiting your classrooms and talking to you. In the last inspection, your school was told that it had to improve. We found that your school has improved and now provides you with a satisfactory education.

Here are some of the good things about your school.

- The adults take good care of you, which makes you feel happy and safe.
- You enjoy your learning and the other activities in school.
- You are making satisfactory progress in your learning and this is getting better.
- You behave well and want to do your best in lessons.
- You take lots of exercise and know a good deal about healthy living.
- The school council represents your views well and you all help the school to run smoothly.
- The school works well with outside people to make sure that you get the help you need.
- The headteacher and governors are clear about what needs to be done to improve the school.

We have asked the headteacher, staff and governors to make your school better for you by doing three main things:

- help you do better in your writing and in science
- make sure that teachers give you tasks that are at just the right level for you so that you can make faster progress in your learning
- help teachers who have particular responsibilities use the information they have about how well you are doing to help you to do even better.

You can help by always trying your hardest and doing your best work. We hope that you will help your teachers as they work hard to make your school even better for you.

Yours faithfully

Olson Davis

Lead Inspector