

Honeywell Infant School

Inspection report

Unique Reference Number	101012
Local Authority	Wandsworth
Inspection number	335640
Inspection dates	19–20 January 2010
Reporting inspector	Linda Pickles

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

Type of school	Infant
School category	Foundation
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Terry Dignam
Headteacher	Jane Neal
Date of previous school inspection	0 January 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 13 lessons and observed all class teachers at least once. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a wide range of documentation including development plans, the school's monitoring of provision, safeguarding documentation and 103 questionnaires completed by parents and carers. They also looked at questionnaires from staff.

An Ofsted administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question 'The school makes sure that my child is well prepared for the future (for example, changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)' is not recorded in the report.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the quality of teaching promotes high standards of attainment, particularly for pupils with special educational needs and/or disabilities
- the extent to which the newly developed creative curriculum matches the needs of all learners, including more able pupils
- the effectiveness of leaders at all levels in securing improvement in provision
- the effectiveness of the Early Years Foundation Stage in improving the progress made by the youngest children.

Information about the school

Honeywell is a large infant school. The large majority of pupils are from a White British background and a small number are from a wide range of minority ethnic groups. A small minority have a first language other than English and a few are at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is lower than that found nationally. Childcare provision is provided on the school site. This is not managed by the governing body and is subject to a separate inspection report

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Honeywell Infant School is an outstanding school which has demonstrably gone from strength to strength since its last inspection. Under the determined leadership of the headteacher, the school provides very rich experiences for all pupils and is constantly seeking ways to improve further. The school's ethos of excellence pervades all aspects of its provision and results in outstanding outcomes for all pupils. Parents and carers value and appreciate the school's work. As one stated, 'I feel it is a wonderful school and has managed to achieve the ideal balance between academic achievement, creativity and enjoyment.'

Children get off to a flying start in the Early Years Foundation Stage and continue to make rapid progress. By the end of Year 2, pupils' attainment in reading, writing and mathematics is well above average. Pupils' achievement is outstanding because teachers have a very thorough knowledge of the pupils in their class. Assessment data is used assiduously to plan activities which accurately match pupils' needs, excite their curiosity and foster high levels of enjoyment. Pupils' learning and well-being are closely monitored and this makes a significant contribution to the accelerated progress they make. This is especially the case for pupils with special educational needs and/or disabilities and those who are identified as more vulnerable. Effective questioning and detailed feedback through marking and oral comments are regular features of teaching in all lessons. The curriculum offers exciting opportunities which challenge and extend the understanding of all pupils, including the more able.

Pupils feel safe and secure at school. They show excellent awareness of the importance of healthy eating and are keen participants in physical education lessons and after-school clubs. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a clear sense of right and wrong and show a good understanding of the diversity of cultures represented within the school community. The school has accurately identified that pupils have limited opportunities to learn about other local and national communities. Pupils have a thorough understanding of how they contribute to the school community through their excellent behaviour in class and around school. As one pupil said, 'We follow the golden rules because they keep us safe.'

Leaders and managers at all levels have high expectations, systematically evaluate the impact of their actions and have been successful in improving provision and sustaining excellent outcomes for pupils. All of these strengths demonstrate the school's outstanding capacity for sustained improvement.

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What does the school need to do to improve further?

- Ensure that pupils learn more about the traditions and lifestyles represented in the local and national communities.

Outcomes for individuals and groups of pupils

1

In lessons, pupils display extremely positive attitudes to their learning and tackle all tasks with enthusiasm and high levels of engagement. Consequently, attainment is high and progress for pupils of all abilities is outstanding. When they begin Year 1, the attainment of most pupils is above that expected for their age. During Key Stage 1 pupils' well-developed basic skills are extended to ensure pupils continue to make rapid and sustained progress. Pupils with special educational needs and/or disabilities, and those who are more able, often make exceptionally good progress to reach standards that are high relative to their abilities.

Pupils' excellent behaviour and mature attitudes make a significant contribution to their learning. Pupils are able to work independently for sustained periods and demonstrate maturity when working in groups. Pupils feel safe and are confident that any concerns they have will be sorted out by an adult. They speak enthusiastically about their contribution to the school through the school council, particularly their project to involve the kitchen staff more fully in the life of the school. Older pupils appreciate the responsibilities they are given, such as being allowed to distribute 'kindness vouchers' at lunchtime and help organise play equipment for children in the Early Years Foundation Stage. Pupils' commitment to raising funds for international appeals demonstrates their concern and awareness of others less fortunate than themselves.

Pupils' high attainment in the basic skills, their confidence in using information and communication technology (ICT) and very well-developed social skills means that pupils are extremely well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

All teachers have high expectations and an in-depth understanding of their pupils' needs and abilities. Progress is regularly monitored and comprehensive assessment information is used to plan activities which build on pupils' prior learning and ensure pupils all make accelerated progress. Teachers use skilful questioning to check pupils' understanding during lessons. Very effective links are made across all subject areas to support pupils' wider understanding. Opportunities for pupils to use ICT are planned into all lessons and contribute to the very rapid progress that they make. Additional adults make a significant contribution to pupils' accelerated progress through well-targeted support both in and out of the classrooms.

Marking and feedback make a significant contribution to achievement because pupils get clear guidance on how to improve their work against targets which are simple and understood. The newly developed creative curriculum offers an excellent range of exciting opportunities which pupils find memorable and absorbing. It is meticulously planned so that pupils make rapid progress in acquiring key basic skills. Visitors to the school, off-site educational visits to places of interest, themed weeks and a range of extra-curricular activities, such as Mandarin and circus skills, provide pupils with excellent opportunities to enjoy, learn and practise their basic skills.

Support for pupils' well-being and welfare is at the heart of the school's provision and pervades all aspects of school life. Pastoral care supports pupils' learning exceptionally well. Support for vulnerable pupils and their families through the family support worker and a range of agencies is deeply embedded. Parents and carers of pupils with specific needs are fully involved in their child's education.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The high expectations of the headteacher for excellence in every aspect of the school's performance are shared by all staff and governors. Senior leaders and managers demonstrate a relentless commitment to continuous improvement. Rigorous and extensive monitoring and evaluation by all subject leaders have secured improvements in the quality of provision, particularly teaching and learning and the creative curriculum, to maintain outstanding outcomes for all pupils. Self-evaluation is accurate and informs clear priorities for actions. The school's prompt action to further improve girls' attainment in mathematics has been successful. Boys and girls now do equally well in all areas.

Governors make an outstanding contribution to the school. They have robust systems for evaluating the school's performance and holding senior leaders to account. They are rigorous in ensuring that pupils and staff are safe. Procedures for safeguarding pupils are comprehensive and permeate all aspects of the school's life. The school has excellent relationships with parents and carers who are regularly informed about all aspects of their child's learning. Actions to promote community cohesion are good and reflect the school's inclusive ethos. The school recognises that more can be done to promote pupils' understanding of communities different from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter Nursery with skills that are above expectations in communication,

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language and literacy and mathematical development. The very large majority make rapid progress from their starting points, including those with special educational needs and/or disabilities, across all areas of learning. Children's social and emotional development is outstanding because of the many opportunities children are given to develop skills of independence. They readily cooperate, showing high levels of imagination and concentration during child-initiated and teacher-led activities. A particular strength is children's extensive use of computers, which make an excellent contribution to developing skills that will help them in the future. Children's behaviour is exceptionally positive and relationships with adults are excellent. Well-organised transition arrangements ensure children settle quickly into school routines.

Teachers and other adults have an in-depth understanding of the learning and development needs of the children. The learning environment provokes high levels of curiosity and enjoyment. Teaching motivates all children and skilful questioning and observations directly inform planning to ensure that children make rapid gains in their learning. Procedures for ensuring the safety and well-being of all children are robust and consistently implemented. The Early Years Foundation Stage leader communicates high expectations and seeks continuous improvement based on accurate and well-informed evaluation of provision. Leadership and management are outstanding because children's needs are exceptionally well met through highly effective partnerships between staff, parents and carers and children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires are happy with their child's experience at school. They feel that their child is safe and enjoys being at school. All parents and carers agree that their child is making enough progress and almost all think the school helps them to support their child's learning. The inspection findings support these positive responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Honeywell Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	83	17	17	0	0	0	0
The school keeps my child safe	82	80	19	18	1	1	0	0
The school informs me about my child's progress	71	69	28	27	3	3	1	0
My child is making enough progress at this school	70	68	33	32	0	0	0	0
The teaching is good at this school	86	84	16	16	0	0	0	0
The school helps me to support my child's learning	80	78	20	19	1	1	0	0
The school helps my child to have a healthy lifestyle	75	73	24	23	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	80	78	21	20	0	0	0	0
The school deals effectively with unacceptable behaviour	67	65	27	26	0	0	0	0
The school takes account of my suggestions and concerns	73	71	23	22	0	0	0	0
The school is led and managed effectively	89	86	11	11	0	0	0	0
Overall, I am happy with my child's experience at this school	91	88	11	11	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Honeywell Infant School, London SW11 6EF

Thank you very much for the warm welcome and all the help you gave the inspection team during the two days we were in your school. We really enjoyed talking to you and seeing you working in class and playing outside. You will be pleased to know that the inspectors were very impressed by your school and we think it gives you an excellent education.

These are some of the best things about your school.

- Children in the Nursery and Reception classes get off to a really good start when they begin school.
- You are looked after and cared for extremely well and the school makes sure you all have the same opportunities to do things.
- You reach high standards in your reading, writing and mathematics and you work very hard in class and make excellent progress in your learning.
- You behave exceptionally well and are kind and helpful towards each other and adults that help you.
- Your teachers make sure that all your lessons are interesting so you are all challenged to do the best you can whilst having fun.
- Your headteacher and all the staff and governors work very well together to make sure that the school keeps improving.

To help your outstanding school get even better, I have asked the headteacher to make sure that you learn more about the lifestyles and beliefs of people who live in other communities.

You can help by continuing to do your best. Good luck for the future.

Yours sincerely

Linda Pickles

Lead inspector

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