

Inspection of Hyland House School

Holcombe Road, Tottenham, London N17 9AB

Inspection dates:

13 to 15 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

The school is a friendly and safe place to learn. Pupils are proud to be here and value the support of staff. Parents and carers who shared their views with inspectors held the school in high regard. Respectful and caring working relationships between staff and pupils are at the heart of the school. Pupils get on well with each other and learn how to manage their own behaviour positively.

Pupils concentrate in lessons and behave well. Adults take action to help pupils should they have any concerns. Leaders provide pupils with wider enrichment opportunities such as visits to museums and different places of worship. They encourage all pupils to take part in extra-curricular activities, including swimming and music.

The school does not develop pupils' learning securely across subjects. Teaching does not support pupils routinely well, including those with special educational needs and/or disabilities (SEND). This limits pupils' deeper knowledge and understanding in many subjects. In early years, children get off to a strong start and are well prepared for Year 1.

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

Leaders provide a broad curriculum. Children in the early years gain knowledge, through an exciting curriculum that prepares them well across all areas of learning. Leaders' curricular thinking in most subjects is ambitious and sequenced appropriately in early years.

Leaders have not checked sufficiently how well the curriculum is implemented. Too often, teaching does not give enough consideration to meeting pupils' learning needs or building on what they know. Where staff routinely check how well pupils understand new learning, this helps them to pinpoint any key knowledge that needs revisiting. However, this does not take place routinely well across the school. As a result, gaps in pupils' knowledge are not identified and addressed quickly to support their next steps in learning.

Leaders identify the needs of pupils with SEND. However, they do not check that pupils with SEND receive the support they need to learn content successfully. Teaching does not adapt resources and teaching methods for pupils with SEND routinely well. This means that the learning of pupils with SEND is uneven across the curriculum.

Staff enable pupils to develop their reading well. There are opportunities in the curriculum for them to study texts and develop their writing and speaking. Leaders have ensured that there is a phonics programme in place. Staff have secure subject knowledge so that they teach phonics with consistency. They identify pupils who need extra support with reading and help them to catch up quickly. This enables most pupils to build their knowledge of phonics successfully and to read with

fluency. In early years, children develop strong foundations in phonics. Staff help children in Nursery to develop their communication and language skills well.

Pupils, including children in the early years, behave well. They have positive attitudes in class and there is little if any disruption to learning. In early years, staff help children to follow routines and instructions positively. They encourage children to take turns and develop their independence.

Pupils benefit from many activities that support their wider development. Teachers encourage pupils in an age-appropriate way to show respect for the different protected characteristics. They learn about the importance of democracy and rule of law. Leaders provide opportunities for pupils to understand and respect different religions, cultures and beliefs. Staff encourage pupils to socialise and develop their confidence, such as through visiting other schools and adventure outings.

Leaders have ensured that the premises are maintained well. An accessibility plan is in place. The school complies with the requirements of the early years foundation stage. Leaders and the proprietor body have not met the requirements of the independent school standards (the standards) in consulting parents about the school's relationships education programme.

Staff are proud to work at the school and typically enjoy working here and feel well supported. The proprietor body has not kept sharp oversight of the school's work. Current leaders have an accurate understanding of the school's priorities and have begun to make improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders work closely with the appropriate external agencies to get pupils the support they need. Safeguarding training for staff is regular. It helps them to identify and respond to any concerns confidently. Leaders make sure that appropriate pre-employment checks are carried out before adults start working with pupils. A suitable safeguarding policy is available on the school's website.

Pupils feel safe in school. Staff teach them about the potential risks that could cause them harm, including online.

What does the school need to do to improve?

(Information for the school and proprietor)

- The school has not made sure that parents have been consulted on the relationships and sex education programme. This means leaders do not meet their statutory requirements. The proprietor body must make sure that parents

are fully consulted about the school's approach to teaching relationships education.

- Teaching does not give enough consideration to meeting pupils' learning needs, including those with SEND. It does not check and build routinely well on what pupils already know. This means that gaps in pupils' knowledge are not identified and addressed quickly. The school must ensure that all teachers have the necessary expertise to deepen pupils' understanding and to adapt learning for pupils with SEND effectively.
- Leadership in many subjects is not securely embedded. This means that subject leaders do not routinely monitor and support the implementation of the curriculum. The school must make sure that all subject leaders have the necessary expertise to check that the delivery of the curriculum is consistently strong in all subjects.
- The proprietor body does not have a sharp oversight of leaders' work. It has not ensured that all the independent school standards are met consistently and that the work of leaders is challenged effectively. The proprietor body must make sure that they support leaders so that all the independent school standards are met, and that all pupils receive a good standard of education.

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.

School details

Unique reference number	103111
DfE registration number	309/6005
Local authority	Haringey
Inspection number	10267590
Type of school	Other independent school
School category	Independent
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Proprietor	South of England Conference of Seventh Day Adventist
Chair	Dr Emmanuel Osei
Headteacher	Errol Gayle
Annual fees (day pupils)	£5,085
Telephone number	020 8520 4186
Website	www.hylandhouseschool.org
Email address	e.gayle@hylandhouseschool.org
Date of previous inspection	27 to 29 November 2018

Information about this school

- Hyland House School has a Christian Seventh Day Adventist ethos.
- The last standard inspection took place in November 2018.
- A new headteacher took up post in September 2022.
- The early years provision includes classes for two-year-olds, Nursery and Reception classes.
- The school manages its own breakfast club and after-school clubs.
- The school does not use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- 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 carried out deep dives in reading, mathematics, physical education and science. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects.
- During the inspection, inspectors reviewed a range of documentation, including that in relation to safeguarding and information relating to the standards. They looked at records of pupils' behaviour and attendance. Inspectors also spoke with staff to understand how they keep pupils safe.
- The lead inspector toured the premises to review the suitability of the accommodation.
- Inspectors considered the responses of staff and parents, including to Ofsted's online survey.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Maureen Okoye

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e).

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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Piccadilly Gate
Store Street
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