

Honeywell Junior School

Address: Honeywell Road, Battersea, London, SW11 6EF

Unique reference number (URN): 101011

Inspection report: 14 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

All pupils achieve well here from their starting points. Overall attainment in national tests in reading, writing and mathematics at the end of Year 6 is consistently above average. Disadvantaged pupils also achieve highly. Attainment gaps between disadvantaged pupils and their peers are narrowing, reflecting the positive impact of targeted support and high-quality teaching. Pupils with special educational needs and/or disabilities and those with other barriers make rapid progress. Teachers understand these pupils' unique challenges and provide highly effective support.

Pupils achieve well across the curriculum. This can be seen in pupils' high-quality work in lessons and in their books. Well-considered transition support and a wide range of enrichment opportunities prepare pupils well for their next stages of education. Pupils are proud of their achievements and speak positively about the support they receive to improve. They value their successes across the curriculum, including in subjects such as drama, music and English.

Attendance and behaviour

Strong standard ●

Leaders make attendance a high priority and establish clear expectations for pupils and families. They act quickly when any concerns emerge. For example, leaders work directly with families through home visits, mentoring and tailored action plans to remove barriers and improve attendance. Leaders analyse attendance data regularly to evaluate the impact of their work on different groups of pupils and adapt their approach for different contexts where needed. This proactive approach helps individuals make rapid improvements in their attendance. Persistent absence is consistently below the national average, and overall attendance is above or close to the national average in recent years.

Behaviour is a real strength at this school. Staff set clear routines and welcome every pupil so that they feel valued and ready to learn. Pupils show very positive attitudes to learning and do not give up when work is hard. Staff are well trained and reinforce the school's high expectations consistently well. Pupils feel safe and respected. Staff deal swiftly and effectively with any concerns, and leaders maintain a zero-tolerance approach to discrimination, harassment and bullying, both online and in person. Pupils acting as 'young leaders' and older pupils actively help to make the school a kind and friendly place. For example, they play games with younger pupils in the playground. Staff provide highly effective support for pupils, including those with special educational needs and/or disabilities, enabling them to make friends and meet the school's high expectations for behaviour.

Curriculum and teaching

Strong standard ●

Leaders have an ambitious curriculum that supports pupils in studying subjects in great depth. Pupils enjoy learning a wide range of subjects, with drama, French and physical education particularly popular among pupils. Leaders train teachers using high-quality research, helping staff feel confident and supported in their teaching. Leaders make careful

checks on how the curriculum works, such as by reviewing pupils' books and visiting lessons. They make curriculum changes as necessary to ensure it fully supports pupils' learning.

Teachers plan engaging lessons and think carefully about resources to develop subject-specific knowledge. For example, in science, staff use practical experiments to help pupils understand key concepts. Leaders prioritise pupils' essential learning in English and mathematics. Staff use high-quality texts to develop pupils' vocabulary and reading skills, with targeted support for those who find reading difficult. Staff help pupils build confidence in their mathematics knowledge, for example through daily sessions on number fluency. In writing, staff ensure that pupils master the basic skills, such as of handwriting and composition, so that they can take on harder tasks.

Teachers respond quickly to the needs of pupils with special educational needs and/or disabilities and those who are disadvantaged. In subjects such as mathematics and history, practical resources help these pupils engage with learning and work alongside their peers. Staff carefully balance additional support with opportunities for pupils to develop independence. For example, the use of visual aids, word banks and structured learning steps ensure that all pupils can participate fully.

Inclusion

Strong standard ●

Staff promptly identify and track pupils who need additional support. The school is committed to providing effective help for pupils with special educational needs and/or disabilities (SEND). Teaching is adapted skilfully so that all pupils can participate and learn successfully. Pupils with SEND have access to the full curriculum and are included in every aspect of school life. When necessary, staff seek support from external experts to enhance provision.

Staff work closely with pupils and parents and carers to find what works best for each child. For example, parents appreciate the extra 'early bird' sessions which have contributed to improved attendance and improved progress for some pupils.

Disadvantaged pupils receive targeted assistance. Leaders use pupil premium funding to provide clubs, counselling and additional lessons. Leaders regularly check the effectiveness of these strategies and the impact can be seen in pupils' improved progress and wellbeing. Support plans for pupils with SEND are reviewed at set intervals and adjusted as necessary to better meet pupils' needs. Staff also support pupils involved with social care, working alongside other professionals to ensure that these pupils feel safe and heard. Pupils who speak English as an additional language and those needing emotional support are given tailored help to enable their learning and personal growth.

Leaders uphold high expectations for everyone, build positive relationships, and continually seek ways to enhance their approach. Every pupil is valued and encouraged to achieve.

Leadership and governance

Strong standard ●

Leaders provide highly effective leadership, underpinned by a clear vision centred on high expectations, inclusion, and achievement for all pupils. They know the school's strengths

well and use their rigorous analysis of the school's effectiveness to drive continuous improvement. Leaders set strategic priorities and make decisions that consistently serve the best interests of pupils. They maintain a sharp focus on curriculum development, inclusive practice, and professional development for staff. Leaders quickly tackle new challenges. This includes supporting mental health and adapting to changes in the local community.

Governors provide steady oversight and fulfil their statutory duties with diligence. They ensure that school leaders get the support they need. Governors hold leaders robustly to account through regular monitoring of key areas, including safeguarding, attendance, behaviour and the use of additional funding. As a result, resources are used highly effectively, vulnerable pupils are well supported, and the school remains focused on securing the best possible outcomes for all pupils.

Wellbeing initiatives for staff help to create a positive culture in which staff feel valued and are well placed to support pupils. Staff feel fully supported by leaders and by their peers. They benefit from tailored professional learning, leadership development opportunities and regular collaboration which helps to build staff expertise. Leaders and governors engage very well with parents and carers, external specialists and other schools. These partnerships support the sharing of best practice and contribute to ongoing school improvement.

Personal development and wellbeing

Strong standard ●

Leaders place an emphasis on pupils' personal development and wellbeing. They set clear priorities and ensure that all pupils benefit from a rich, inclusive and carefully planned programme. Leaders invest in staff training to support the delivery of this programme. For example, staff are knowledgeable about supporting pupils with their mental health. The personal development programme prepares pupils well for life in modern Britain. Through personal, social, health and economic (PSHE) education, pupils learn about a wide range of topics. These include healthy relationships, online and offline safety, money management and the protected characteristics. Leaders regularly review and update the PSHE curriculum so that it reflects current issues and emerging risks. Pupils develop a detailed understanding of British values, diversity and equality. They learn how to contribute positively to society through citizenship projects and leadership roles such as young leaders and eco warriors.

The school provides a caring and nurturing environment where pupils are safe, happy and valued. Leaders enrich pupils' experiences through a wide range of opportunities. For example, art exhibitions, sporting events, cultural visits, themed curriculum days and celebrations such as World Book Day and history days. An inclusive approach ensures that all pupils, including those with special educational needs and/or disabilities, and those who speak English as an additional language, participate fully in the school's extensive personal development offer. These experiences help pupils to develop resilience, confidence and pride in their school. Through a carefully structured programme of transition, including talks, school visits and personalised support, staff equip pupils with the skills and knowledge needed for their next stage of education.

What it's like to be a pupil at this school

Honeywell Junior School welcomes everyone with kindness. Pupils are part of a welcoming and caring community. Staff know pupils well and value each individual. They support everyone to achieve their best. All pupils take part in every aspect of school life, whatever their needs or backgrounds. Pupils with special educational needs and/or disabilities and those who are disadvantaged learn alongside their classmates in lessons, during playtimes, and in enrichment activities.

Pupils enjoy a broad curriculum. They learn subjects such as music, French and drama while developing firm foundations in their reading, writing, and mathematics. Pupils learn about issues such as citizenship, children's rights, and finance. These lessons help to prepare them for life beyond school.

Pupils join clubs and activities, for example art, sports teams, chess, and fashion design. They enjoy various trips, including to exhibitions and sporting events. These experiences build confidence, independence, and a love of learning.

Pupils receive additional support if they need it. This includes sports therapy, sensory circuits, and counselling sessions. When pupils move on to their next steps, notably at the end of Year 6, staff make sure that pupils get the right support. This helps pupils to feel confident when dealing with any change.

Pupils follow routines and show excellent behaviour. Classrooms are calm and friendly environments as a result. Some pupils become young leaders, helping their peers and learning the importance of responsibility. Pupils treat each other with respect, and they say that bullying does not happen. If it does, teachers deal with it quickly. Staff put pupils' wellbeing first. Pupils are safe in school and attend regularly. They enjoy learning, are proud of their school and know that they belong to the school community.

Next steps

- Leaders should continue to refine the school's successful approaches, particularly in personal development and wellbeing, to have a transformational impact on all pupils, especially those with special educational needs and/or disabilities.

About this inspection

The chair of the board of governors in this school is Emma Healey.

The school is part of a federation called Honeywell Schools Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 14 July to 15 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the assistant headteachers, some parents and carers, staff, pupils and members of the governing body during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Jo Clarke

Lead inspector:

Stephanie Salter, His Majesty's Inspector

Team inspectors:

Milan Stevanovic, Ofsted Inspector

Sarah Saunders, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

320

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

360

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.00%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.38%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.00%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	61%	Above
2024/25 (final)	84%	62%	Above
2023/24 (final)	84%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (final)	92%	75%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	86%	74%	Above
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	72%	Above
2024/25 (final)	91%	72%	Above
2023/24 (final)	87%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (final)	64%	47%	Above
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	58%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	62%	Above
2024/25 (final)	86%	63%	Above
2023/24 (final)	38%	62%	Below
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	59%	Close to average
2024/25 (final)	71%	59%	Above
2023/24 (final)	50%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	67%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	58%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	68%	-12 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	58%	66%	-8 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25 (final)	86%	81%	5 pp
2023/24 (final)	38%	80%	-42 pp
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	78%	-13 pp
2024/25 (final)	71%	78%	-7 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	67%	77%	-11 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (final)	64%	81%	-16 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	58%	79%	-21 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.4%	13.0%	Below
2023/24 (3 term)	10.1%	14.6%	Below
2022/23 (3 term)	9.9%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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