

Holly Park Primary School

Bellevue Road, Friern Barnet, London N11 3HG

Inspection dates

20–21 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The leadership team has worked successfully to raise achievement and improve the quality of teaching in recent years.
- Members of the governing body are effective and make a strong contribution to school improvement. They use their skills and expertise well to help the school to improve.
- Senior leaders, including governors, monitor the work of the school very well and have an accurate understanding of its strengths and areas for improvements.
- Leaders thoroughly analyse pupils' progress. Consequently, they have an accurate understanding of the progress made by key groups of pupils over time in English and mathematics.
- The leadership of the early years provision is good. The children in the Nursery and Reception classes are keen to learn and behave well. They make good progress because of effective teaching.
- Pupils make good progress in most subjects and their attainment is improving across the school, particularly in reading.
- The behaviour of pupils and their attitudes towards work are good. Pupils treat each other with courtesy and respect.
- Pupils enjoy school because the curriculum is exciting and varied. There are also opportunities for pupils to take part in many visits to places of interest, which help to bring the curriculum to life.
- The school is an exceptionally caring, safe and nurturing environment where every pupil is known very well.
- Middle leaders take determined and well-considered action to bring about improvement across the curriculum, but systems to assess pupils' progress are at an early stage of development in subjects other than English and mathematics.
- Pupils do not routinely write at length in subjects across the curriculum. Handwriting lacks consistency and some work is poorly presented.

Full report

What does the school need to do to improve further?

- Increase the effectiveness of middle leaders by developing assessment procedures to measure pupils' progress and attainment across the wider curriculum.
- Strengthen pupils' achievement by ensuring that:
 - more opportunities are planned for pupils to develop their writing skills by writing at length in subjects across the curriculum
 - pupils' handwriting is improved so that they write in a fluent, joined, legible style
 - pupils' presentation of their written work reflects their good attitudes to learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders, strongly led by the headteacher, have made significant improvements in all areas of the school in recent years, following a dip in its performance. They have high expectations of, and aspirations for, pupils and staff.
- Monitoring of all aspects of the school's work, including teaching and learning, is rigorous. Senior leaders provide good support for teachers on how to improve their practice. School development planning is strong and is being used effectively to move the school forward.
- Senior leaders have established reliable systems to monitor pupils' progress. They analyse this information thoroughly with all staff to identify any underachievement on the part of individuals or groups of pupils. As a result, teachers are able to respond promptly to modify teaching or plan interventions to help pupils make better progress.
- There have been improvements in the achievement of pupils in recent years as a result of concerted action of all the staff. However, leaders have yet to ensure that the progress that pupils make in writing matches that in reading and mathematics.
- Teachers value the professional development they receive, and opportunities to work with their colleagues from external partnerships to review standards and improve teaching. Teachers and teaching assistants are actively encouraged to develop their expertise and share good practice.
- Leaders have successfully designed a broad and balanced curriculum. It now has an effective focus on developing pupils' reading, literacy and numeracy skills. Leaders also adapt the curriculum in order to give pupils meaningful experiences, such as the music provision, which has enabled pupils to sing at the House of Lords. The curriculum supports well the promotion of British values and builds on pupils' enthusiasm for learning.
- The provision for pupils' spiritual, moral, social and cultural development is very strong. Pupils actively participate in and reflect upon acts of worship; they also learn about other faiths. A range of extra-curricular experiences, including a wide variety of after-school clubs, trips and residential opportunities, enhances pupils' experiences and self-confidence.
- Leaders focus closely on the progress of pupils eligible for pupil premium funding. With the support of governors, senior leaders evaluate the impact of additional funding on teaching, interventions and pupils' progress. Good provision includes employing extra staff who provide support for eligible pupils and help them to achieve as well as all pupils nationally.
- The school uses the primary physical education and sport premium funding very effectively and now provides a wider range of activities for pupils. This has contributed to a raised profile of sport and has seen an increase in pupil participation in after-school sport clubs
- Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders work closely with external agencies to meet pupils' needs, in particular for pupils who have social and emotional needs.

- Parents have a very positive view of the school and the overwhelming majority of those who spoke to inspectors or who responded to the online questionnaire (Parent View) would recommend the school to other parents. One parent commented, 'Holly Park fosters an atmosphere of love, learning, kindness and community that every single member of staff works so hard to foster and sustain.'

Governance of the school

- Governors bring a range of skills, which they use to good effect in carrying out their roles.
- Governors demonstrate their diligent commitment to school improvement and play an effective role in contributing to school development planning. They are aware of the school's strengths and the areas to develop further.
- Governors scrutinise the detailed information about pupils' progress that they receive from the headteacher. This enables them to question senior staff carefully, effectively hold the school to account and fully support senior leaders in securing pupils' good achievement.
- Governors ensure that the school's finances are managed efficiently. For example, they have taken determined actions to monitor and ensure that additional funds are used well to support pupils who qualify for pupil premium funding.
- Governor committees focus on pupils' progress and curriculum provision. Governors visit the school regularly and complete reports on their areas of focus. In addition to providing challenge, they also support the school through regular attendance at key events, including special assemblies, performances and other school events.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong culture of safeguarding. Leaders and staff ensure that safeguarding of pupils is given the highest priority. Arrangements are highly effective and fully meet statutory requirements.
- The headteacher and governors ensure that there are effective and rigorous checks, systems and routines and that records are rigorously kept to keep pupils safe.
- Staff training records are impressive, with all staff undertaking a full programme of regular training, from e-safety to safeguarding practices. Staff clearly understand their responsibilities and recognise that safeguarding is everyone's responsibility.
- Documentation on vulnerable pupils is thorough and well maintained. Leaders engage with a variety of agencies to ensure that adequate support is provided for these pupils and their families.
- As a result of a curriculum matched to their wider needs, pupils talk confidently about how to stay safe online and how to react and report in situations where their safety may be threatened.

Quality of teaching, learning and assessment

Good

- Teachers are very effective in establishing a positive climate for learning and have high expectations for pupils' behaviour. The pupils respond well and there is very little disruptive behaviour in lessons.
- Pupils, including the most able pupils, respond to these expectations and typically try their hardest to rise to the challenges set for them. In a Year 5 class, for example, pupils enthusiastically rehearsed scripts they had written about the Victorians for an assembly they would be performing to parents.
- The teaching of phonics is strong. Teachers and teaching assistants have excellent subject knowledge in this area. Children in early years get off to a confident start in being able to blend and segment sounds. Pupils have a love of reading and can use their phonics skills when encountering new, unfamiliar words.
- The teaching of reading and mathematics is very carefully structured so that pupils make good progress. However, there are not enough opportunities for pupils to develop their writing in subjects across the curriculum. In addition, pupils' handwriting is inconsistent, with some not having developed a fluent, legible handwriting style and not presenting their work with care.
- Teachers' questioning is open-ended and deepens pupils' understanding. Lessons are carefully planned and teachers are adept at making explanations clear.
- Pupils with SEND receive excellent teaching. Often they work with the rest of the class, but this is balanced with very well planned individual support that enables them to make good progress. Teaching assistants are deployed very effectively and carefully guide pupils' learning. They know the pupils well and have a very clear picture of the needs of individuals.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Through the curriculum, pupils develop a good understanding of different faiths and cultures and show respect and consideration for others.
- There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural development, which is a real strength of the school.
- Pupils are confident learners who are happy to work well together. There are good opportunities for older pupils to take responsibility in school. If they have any concerns or worries, pupils have 'mini mentors' who help them to mediate when there are friendship issues.
- The school encourages pupils to be involved in making decisions and contributing to school policy. For example, pupils have a learning council, a healthy eating council and a school council, who are also trained as anti-bullying ambassadors. This is part of the underlying respect for children that underpins the school philosophy.

- Pupils say that they feel very safe in school, and their parents agree with them. Most parents who responded to Parent View would recommend the school to others. Pupils are aware of the different forms that bullying can take but do not view it as a problem in school.

Behaviour

- The behaviour of pupils is good.
- This school is very welcoming and friendly. Pupils are extremely proud of the school and its achievements and would like others to share in its success. They have good attitudes to learning in most respects, although the presentation of their work sometimes lacks care.
- Pupils demonstrate courtesy and respect for one another and try to ensure that every member of the school community is considered. Older pupils act as positive role models for their younger peers and mutual respect is highly evident.
- Pupils respond well to staff and generally behave well in lessons, try hard and join in with discussions and activities. A pupil commented, 'We are a community and there is a good bond between teachers and pupils'.
- In the playground, pupils play well with each other and appreciate the very wide range of play equipment provided for them. The play leaders make sure that the equipment is used well and make sure that everyone has someone to play with.
- Pupils, parents and leaders think that behaviour is good and this view is shared by the inspectors. In the school's surveys there are a number of positive comments from parents celebrating how their children's behaviour has improved. For example, one parent said, 'Behaviour is great and pupils have a sense of mutual respect for each other even if they may not be in the same class.'
- Attendance is above average and the school is prompt in checking on the reasons for any absences. Pupils are encouraged to attend regularly and on time.

Outcomes for pupils

Good

- Pupils achieve well from their starting points on entry to the school, which are generally in line with those expected for their age. Pupils' work in books, work seen in lessons and the school's own detailed assessment information confirm that they make good progress overall.
- Pupils make good progress overall in developing reading skills. Most pupils read widely at home and at school. Younger pupils in key stage 1 are eager to read, and use their knowledge of phonics to read unfamiliar words. Older pupils have a developed fluency and understanding of what they are reading. This was particularly evident in a Year 6 lesson, where pupils were skilled in inferring meaning from a book that was new to them.
- In 2018, provisional results show that pupils' attainment at the end of key stage 2 was above the national average. The progress made in reading and mathematics was stronger than in writing.

- At the end of key stage 1 in 2018, the proportions of pupils achieving the expected standard in reading and mathematics were above the national average. The proportion of pupils achieving the expected standard in writing was in line with the national average.
- In 2018, the proportion of pupils in Year 1 who met the expected standard in the phonics screening check was well above the national average.
- Disadvantaged pupils are making stronger progress than in the past because pupil premium funding is spent wisely on providing a range of additional support for pupils' learning, as well as giving them access to extra-curricular activities.
- Pupils with SEND make good progress as a result of the targeted support they receive. This shows the school's commitment to provide equal opportunities for all pupils to access all it has to offer.

Early years provision

Good

- Most children join the school in Nursery on a part-time basis. Some children enter school with knowledge and skills below those typically found for their age. From their starting points, children make good progress across all areas of learning. As a result of teachers' high expectations, an above-average proportion of children reach a good level of development, with all groups achieving well. This has been the case for the last three years.
- Staff work well as a team to monitor children's progress and identify and plan suitable next steps. They ensure that accessible and engaging activities are made available to promote child-initiated learning. Inspectors observed how confidently children moved between classrooms and outdoor areas, enabling them to learn through a variety of well-planned activities.
- The teaching of phonics is consistently well planned, with a high level of challenge. As a result, children are able to sound out words and are beginning to write them as well.
- The needs of disadvantaged children are carefully considered and catered for so that they make good progress.
- Staff adapt learning well for children with SEND and regularly liaise with outside agencies to better meet the children's needs. This personalised focus ensures that these children make strong progress from their starting points.
- Staff work hard to involve parents in their children's learning. This engagement of parents through meetings and discussions enables them to contribute to their children's progress logs known as 'special books'.
- Safeguarding is effective. Staff are vigilant in ensuring that the environment is safe. They are well qualified and receive annual training in safeguarding and child protection.

School details

Unique reference number	101286
Local authority	Barnet
Inspection number	10056707

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	540
Appropriate authority	The governing body
Chair	Tim Graveney (Acting Chair of the Governing Body)
Headteacher	Ann Pelham
Telephone number	020 8368 1434
Website	www.hollyparkschool.co.uk
Email address	head@hollypark.barnetmail.net
Date of previous inspection	21–22 November 2011

Information about this school

- Since the previous inspection in November 2011, the school has had several changes in staffing and leadership.
- Holly Park Primary School is larger than the average-sized primary school.
- The majority of pupils are from White British backgrounds, with pupils from any other White background forming the next sizeable ethnic group.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils eligible for the pupil premium is above the national average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an education, health and care plan is in line with the national average.

Information about this inspection

- Inspectors observed teaching and learning in all classrooms alongside school leaders, and additionally observed intervention groups.
- Meetings were held with school leaders, teachers and groups of pupils. Inspectors met with four members of the governing body including the chair, and the school improvement advisor from the local authority.
- The inspectors worked in partnership with the school's senior leaders when analysing information about the school. The inspectors looked at pupils' outcomes, the school's evaluation of its own performance, minutes from governing body meetings, the school development plan, and monitoring and evaluation records. Behaviour and attendance records and information relating to safeguarding were also checked.
- The inspectors walked around the school with pupils to find out more about their work from displays and extra-curricular activities. Inspectors interviewed groups of children from across the school to determine their views on behaviour and safety.
- Inspectors observed pupils' behaviour in the playground at playtime and in the lunch hall. They listened to pupils read and looked at work in pupils' books, alongside senior leaders.
- Inspectors took into account the views of parents by analysing the 155 responses to Ofsted's online survey, Parent View, as well as speaking informally to parents during the inspection.

Inspection team

Danvir Visvanathan, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Jeff Cole	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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