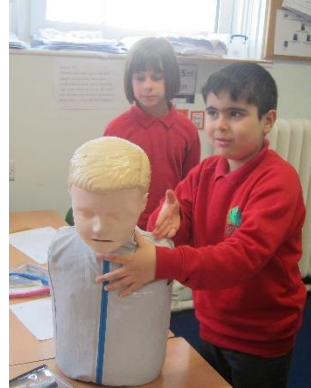


Holly Park Primary School



HOLLY PARK
PRIMARY SCHOOL



School Prospectus



Welcome to our school

Dear Parents and Carers,

Holly Park School is a medium sized primary school initially built as a small junior school in 1908. Our school has grown into a two-form entry school with over 400 pupils between the ages of 3 and 11 years. We have a 52 place (15-hour) morning Nursery and a 52 place (15-hour) afternoon Nursery and in addition to this, we offer 30-hour places in Nursery as well. The School is in Friern Barnet. The school buildings reflect the history of the school and have been built at different times. The oldest part of the school dates back to 1908, while the newest part was opened in 2001. The school site houses the nursery building, the Infant building and the junior building. The grounds and buildings are attractively arranged with planted areas, grass, trees and lots of outdoor space for the children to use including three separate playground spaces an all-weather sports area and an allotment on site.

At Holly Park, we all work as a team to create an exciting and challenging learning environment where everyone is committed the best outcomes for all children whilst developing a love of learning. We believe in building a strong partnership with parents and carers and value their contribution to school life. Our School serves a community with a wide number of cultures, faiths and ethnic groups and this is a distinctive strength of the school. We consider this diversity to be an asset. We are a richly diverse school community in which families of different languages, cultures and religions learn together in harmony. We also have a very strong commitment to inclusion.

Everyone at Holly Park thinks that it is a very special place and we are sure you will think so as well. Holly Park children learn our school song and we are proud of all that it represents. We also believe that 'Once a Holly Parker, Always a Holly Parker.'

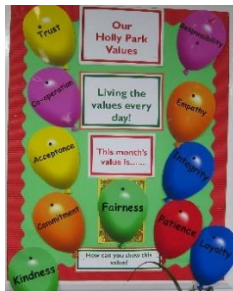
We are a happy, ambitious and inclusive school and I am very proud to be the Head Teacher. We are a friendly, caring school with high expectations for all our pupils. Whilst the school is often a hive of activity, the staff work to provide a calm, stimulating environment with good behaviour and mutual respect. We believe that children should go through the school feeling that it is a happy and stimulating place in which they feel confident and valued. They should leave it not only having fulfilled their personal best in terms of academic results, but also equipped to progress to the next stage of their lives with confidence, enthusiasm and the values of truth, compassion, generosity and optimism. Every school has a head, but not all schools have a heart. This is why I count myself so fortunate to be at Holly Park.

We are always delighted to show parents around our School. If you would like to visit our School or find out more information, please get in touch with the school office. You can find contact details on the back cover of the brochure.

A handwritten signature in blue ink that reads "Ann Pelham". The signature is fluid and cursive, with a long horizontal stroke at the end.

Ann Pelham

Headteacher



Our Vision and Aims

As Headteacher I aspire to lead a school that aims:

- To ensure that we inspire in all pupils, a love of learning;
- To equip all pupils with the self-confidence necessary to constructively influence their own lives and to develop into caring competent adults;
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- To be a place every child remembers with affection.

As a school we:

- Place creativity at the heart of teaching and learning
- Strive to make learning vivid, fun, relevant and real
- Work to ensure all learners succeed in an environment that is welcoming, secure and stimulating.
- Recognise and celebrate success
- Aim high and set high standards
- Plan with thought and creativity
- Match teaching styles to learning need.
- Have a commitment to equality of opportunity with appropriate support and enrichment.
- Value children as individuals, enabling them to develop a positive self-image and respect for others.
- Believe that asking questions is central to learning
- See our assessment priority as involving children in their own assessment.
- Aim to develop learning skills across the curriculum, inside and outside the classroom.
- Value and celebrate our rich diversity.
- Believe that special events and traditions play an important role in school life.
- See the school as a learning community where everyone works hard and enjoys themselves.

We aim to develop pupils who:

- Gain good basic skills and are valued, respected and celebrated
- Have a strong moral, cultural, emotional, spiritual and social purpose
- Develop healthy minds and healthy bodies
- Are rounded individuals who believe in their own potential
- Have high standards of behaviour and tolerance by developing respect and responsibility for themselves and their community
- Will be good citizens of the future who understand the principles of British Values.
- Take an active part in the life and work of the school and have a desire to go on learning throughout life
- Have self-esteem, self-confidence, self-discipline and responsibility
- Are excited by their learning and take pride in their learning



The Governing Body

The Governing Body consists of 15 governors. Alongside the Headteacher who is automatically a governor, there is 1 representative of the local authority, 6 parent governors, 1 staff governor and 6 local community governors. Members work closely with the school and meet regularly with the Headteacher. The Full Governing Body meet once a term to agree policies and discuss the strategic running of the school through the Headteacher report.

Committees

There are a number of committees that form the Governing Body. Each committee has its own role in developing the school alongside the Headteacher. The committees are: Finance & Premises, Teaching & Learning and Staffing and Pupil Welfare

Link Governors

Each member of the governing body has a specific role, which helps them to get a better picture of the workings of the school. The Governors link with some of our Subject Leaders and meet with them to discuss that area. This helps to monitor and to ensure that the aims on the School Improvement Plan are met. There are also link governors responsible for safeguarding, Special Educational Needs, Health & safety, GDPR and Pupil Premium.

Learning Walks

Every month the school arranges a learning walk for school governors. These walks take on different topics – usually taken from our school improvement plan. The aim of the walks is for governors to find out more about the school in operation – to talk to teachers, to hear presentations, to talk to children, to see children's work, to sometimes see lessons in operation.

The PTA

PTA stands for **Parent Teacher Association**, a school-based organization with a mission to make the school a better place for children to learn. Parents of children work together with teachers to raise money for the extras that cannot be afforded from the normal school budget. The PTA hosts an annual AGM where a chair (or co-chairs), a secretary and a treasurer are elected for the academic year.

At Holly Park, the PTA is very active. We see the PTA as a way to raise much needed extra funds but also to create a community atmosphere and family friendly environment where all are welcomed through the events that are held each year.

The PTA hosts events such as quizzes, fairs, bingo events and much more. Every parent is automatically a member of the PTA. Each year group has two reps who liaise between the main PTA officers and the parents in the year group.



The School Day

School starts at 8.55am each day for Reception to Year 6.

Children should be in the playground by 8.50am to ensure they are not late. Reception children should wait by the outside area gates for the staff to welcome them in. In all other classes, children should line up and wait for their teacher to collect them.

If it is raining at the start of the day, children can wait in their classroom where staff will supervise them. Children who arrive late for school must go to the school office to sign in.

School ends at 3.30pm each day for Reception to Year 6.

Please note that children should always be collected by an adult.

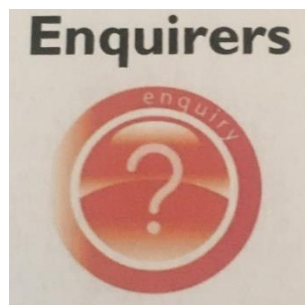
Only children in Year 5 and Year 6 may walk home alone if written permission is given from a parent.

The school day (not Nursery)

School starts	8.55am
Morning break KS1	10.15 – 10.30am
Morning break KS2	10.20 – 10.40am
Lunch (Reception)	11.40 – 1.00pm
Lunch (KS1)	12.20 – 1.20pm
Lunch (KS2)	12.00 – 1.00pm
Afternoon break KS2	2.20 – 2.30pm
School day ends	3.30pm

Nursery Timings

Breakfast Club	7.45 – 8.45am
Morning session	8.45 – 11.45pm
Afternoon session	12.45 – 3.45pm
After school club	3.45 – 6.00pm



Admissions

Visits from prospective parents and carers are warmly welcomed and take place regularly. Please contact the school office to make an appointment.

Admission to Reception

Admission to Reception is administered through the London Borough of Barnet. Places for Reception are allocated according to Barnet's admission criteria:

- Children for whom an EHCP of Special Educational Needs has been made or is likely to be made and for whom the school has been named in that EHCP or is likely to be named.
- Children whom the Chief Education Officer accepts have an exceptional Social, medical or educational need which the school is particularly able to meet. This will include children 'looked after' by the London Borough of Barnet.
- Presence of a sibling in the school.
- Children of teaching staff of the school where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and will be in employment as a teacher at the school when the child starts school.
- Proximity and location of the child's home in relation to the school of preference and all other community schools in the area.

Contact **www.barnet.gov.uk** for further advice about primary admissions

Admission to Nursery

Admissions to Nursery are administered by the school under the same criteria. If you would like your child to attend our Nursery please contact the school and speak to the school office.

A place in the Nursery does not automatically guarantee a place in Reception.



Attendance and Punctuality

Children are expected to attend school every day and arrive on time. Children arriving late distract the class and miss important teaching time.

All children arriving after 9.00a.m. will be marked as late on the register.

We monitor attendance closely and persistent lateness or absence is referred to the Education Welfare Officer, who will then contact you on behalf of the Local Authority. Absences and lates will be recorded for each child on their end of year report.

Parents and carers are required to explain any absence from school either in writing or by a telephone call to the school office.

If no reason is given, or an unacceptable reason is given, it is called an *unauthorised* absence. Unauthorised absences are regarded as truancy and are reported to the London Borough of Barnet.

Unauthorised absences can result in fixed penalty notices being administered to parents and carers.

Holidays should not be taken during term time and they will be unauthorised with the possibility of a fixed penalty notice being issued to each parent and carer.

Parents and carers must request a 'leave of absence' form for any time they need to take their child out of school during term time which must be sent via the School Pupil Support Officer for the attention of the Headteacher, who will then make the decision if the absence will be authorised or unauthorised.

Leave of absence reports forms can be found on our website or picked up from the school office.

Here are some of the ways we try to improve and encourage attendance:

- Each week we award Attendance Alligator for the class with the best attendance
- Punctuality Parrot for the class with the best punctuality
- We have a half term trophy for the class with the best attendance for the half term
- We award stickers to individuals each half term for 100% attendance
- At the end of each full term we award certificates –
- Bronze 96-97.9% Silver 98-99.9% Gold – 100%

The list below shows how we judge attendance:

Excellent 100%

Very Good 97%

Good 96%

Satisfactory 95%

Unsatisfactory 90%

Cause for concern less than 90%



Parental Involvement and Support

We value the importance of working in partnership with parents and carers and we believe that children learn best when there is a partnership between home and school.

Home Visits

If your child is being admitted to school in Nursery or Reception, you will be offered a short home visit. The visit will take place at the beginning of September or in January (if a nursery January intake). Two members of staff will visit your child at their home, to get to know them in an environment in which they feel safe and secure. The home visit is a good opportunity for staff and children to get to know each other, it is also a good opportunity for parents to ask questions about any concerns they may have.

If your child joins the school as an in year admission into another year group we will hope to make a home visit – but if this is not possible we will invite you in for a school visit.

Meet the Teacher Sessions

At the beginning of every school year we hold sessions for parents in Y1 to Y6 to give parents and carers the opportunity to 'Meet the Teachers' and to hear about the curriculum the children will be covering in the forthcoming year. You will find out about trips, homework, PE days etc. This is also a good time to meet other parents and carers from your child's class/ year group.

Parent-teacher consultations

We have two parent consultations a year for parents in Y1 to Y6 (Autumn & Spring). These sessions provide an opportunity for teachers to talk about the progress your child has made and for you to ask any questions you may have. We expect children to attend with their parents. In the summer term you will receive a written report of your child's progress throughout the year; if you wish to discuss the report you are free to make an appointment to see the class teacher. Consultations for parents in Nursery and Reception are more informal at the end of sessions. Each parent still gets two sessions and an annual report.

Parent Meetings and Workshops

Throughout the year we hold regular parent meetings to share information with parents about the school curriculum. These meetings include: Reception Curriculum meeting, Y1 phonics, Y2 and Y6 national assessment meeting, Y6 sex and relationships meeting, Y5 and Y6 residential trip meeting. We also hold termly workshops for parents and children to work together. This is a great opportunity for parents to work with their children in school. We hold workshops on math, reading, writing, SPAG and other curriculum areas.

The Holly Park Book Club

The Holly Park Book Club happens every half term and is an opportunity for parents to come into school first thing in the morning and share books with children.

Parent Helpers

At various points in the year we encourage parent volunteers. We need parent volunteers for Forest schools, for swimming, for some of our curriculum days and for some of our school trips. Parent helpers have to go through the appropriate safeguarding checks and follow the school expectations,



Communication

We try to communicate well with parents. Communication is usually through text messages, phone calls, emails and our school website.

There is a weekly newsletter, which is emailed to parents and is available on the school website. The newsletter reflects and celebrates on school events; It also advertises upcoming events and gives parents reminders about school rules and procedures.

At the start of each term the class teachers will send out a curriculum newsletter outlining what will be learned each term.

At the end of each term, we send out our 'Holly Park Highlights' which celebrates highlights from the past term.

Festivals and Events

We celebrate a number of religious festivals across the school year, reflecting the diversity of religious beliefs held by our school community. These may be celebrated in school assemblies or special lunches or whole school activities. We sometimes invite in religious faith leaders to assemblies. We always celebrate Harvest, Christingle Assembly and the Nativity.

Diversity & Equal Opportunities

Our school serves a community, which is socially, culturally and linguistically diverse. We consider this diversity to be an asset, which enriches the educational experience we can offer the children. We aim for all children to achieve their potential, irrespective of ability, class, age, gender, race, ethnic, cultural or religious background. We expect both boys and girls to take an active part in all areas of the curriculum. We provide a multi-cultural environment and an anti-racist curriculum and we work towards removing barriers that discriminate against people. We celebrate a range of festivals and use artefacts from around the world. Our books are multi-racial and reflect our global community - some are written in languages other than English.

Multilingualism is valued and regarded as an asset. We are committed to identifying and meeting the Special Educational Needs of our pupils. Our Equality Policy and equality objectives are available on our school website

At Holly Park, we have many activities that help us think about the wider world and our global links:

- Black History
- Rights Respecting Schools
- Values
- Spanish teaching from Reception to Y6
- Displays reflecting the global diversity of our school
- Links to other cultures through the curriculum & languages on display
- Special curriculum days, Workshops and visits
- Eco issues
- Supporting either a local, national and International charity each term



Homework

Our last Ofsted inspection found that homework was age appropriate for the children.

In Reception, children take home books to read and key words. They also need to access Bug Club online books

In Year 1, children have a weekly open-ended task to do from one subject in the curriculum. This is a broad and balanced range throughout the year. The children also take home weekly phonics words to practice.

In Year 2, the children have a weekly open-ended task to do from one subject in the curriculum. This is a broad and balanced range throughout the year.

In Reception and KS1 children take home books from the book corner and have access to online Bug Club books that are graded in difficulty and support the phonics approach to reading

In Years 3, 4 and 5 the children have a weekly open ended question to answer and present in their own style. The questions allow for self-differentiation; fit with each individual's own learning style and are designed to show breadth across all subjects over the year. In addition, the children will complete either one maths task or one Spelling, punctuation and grammar task each week. These two tasks are alternated each week.

Year 6 homework is the same as the other junior years and in addition, there is a weekly comprehension task.

In KS2, children take home spellings every half term. These are a mixture of common words, national curriculum words, No Nonsense spelling pattern words and topic words. There is a half termly spelling test.

Children in KS1 and KS2 have access to My Maths, which they can also access at home





Reading

At Holly Park, we provide our pupils with a rich and diverse reading curriculum that aims to strengthen our children's engagement with reading throughout their time at primary school. The regular teaching of de-coding skills develops fluency; while exposure to a wide range of texts and literature helps foster a love of reading.

Our purpose is to:

- Support pupils' progress in reading all through the school (de-coding and comprehension).
- Ensure a range of genres are covered which include poetry, fiction and non-fiction.
- Expose pupils to a diverse range of literary characters that reflect the school community. Pupils should be able to find familiarity and see reflections in the lives of the people they read about with their own – as well as experience those of others'.
- Allow pupils to make meaningful connections by creating links to topics and other subjects taught.
- Stimulate class discussions.
- Make reading enjoyable, for staff and pupils.
- Create a community of readers at Holly Park School.

At Holly Park, we intend to foster a lifelong love of reading, amongst all children. We aim to inspire a habit of reading widely and often and intend children to be exposed to high quality texts from a wide range of authors and genres in order for them to develop individual tastes and preferences.

We want our children to build a wide vocabulary throughout their time at school; to have a love of language and to enjoy experimenting with words and their power.

We believe that enthusiasm for and a secure knowledge of these literacy skills are crucial to a child's education and will equip them with vital skills for the future.

Promoting A love Of Reading

At Holly Park, we have Reading Champions whose job is to help promote a love of reading across the school and support the Reading Key Leader with choosing books to add to our reading lists.

We have regular reading competitions.

Adults at school show that they love to read

We always take part in World Book Day

Every year we have a Holly Park Book Swap. Children bring in books they don't want to read and take a new book home. This is a great way to reuse and recycle books.

We also enjoy reading outside. In each playground we have a reading shed

Every half term we invite our parents in to share books with us at the start of a school day.



Welfare

First Aid

We have a Pupil Support Officer who is qualified in first aid. We have several other teachers and support staff who are also qualified first aiders. All of our nursery nurses have Pediatric First Aid. These staff will take excellent care of children if they have an accident or feel unwell during the school day. Parents and carers will be contacted if we feel they need extra further care.

Medicines

Only prescribed medicines can be administered at school. Parents who would like medicine to be administered at school need to sign a permission to administer medicines form when handing in the medicine that day. Medicine should be collected at the end of each day.

Inhalers and Epi Pens

If a child uses an inhaler at home, then we must have an inhaler at school. This is the same for Epi pens. All medication is kept in the First Aid room. Epi pens and inhalers are taken on all school trips. For residential trips children take their home inhaler or Epi pen. Parents whose children have an inhaler sign a consent form and this states how often the inhaler is needed. Children with Epi- pens will need a care plan which is written and kept in the First Aid Room. Parents get a copy of this care plan.

Defibrillator

We have a defibrillator, which is situated in the First Aid room.

Sickness and Diarrhea

If your child has suffered from sickness or diarrhoea, they should remain off school for 48 hours after their last episode.

Childhood illnesses

If your child comes down with any viral infections such as chicken pox or measles, you should inform the school immediately.

Allergies

Parents must inform the school if their child suffers from any allergies. This includes an allergy to plasters.

Accidents at school

All accidents at school that are reported to the Pupil Support Officer are recorded. Minor bumps and scratches can occur during a school day. We do not inform parents of every single incident. Major accidents are recorded and parents are informed (often by phone). Head injuries are always reported to parents via a text message. If we feel that a child needs to go home because of an accident; needs to see a doctor or needs to be checked by the hospital (not as an emergency) or due to sickness we would call the parents.

If there is a really serious incident we call an ambulance and also the parents. A Barnet accident form is completed for major accidents including fractures or hospital admissions.

Emergency contact numbers

It is vital that we have up to date contact numbers for parents in case we need to contact you because your child is unwell or they have had an accident. In addition to this it is essential that we have an up to date emergency contact number (a neighbour, friend or relative) in case we cannot contact you.

Child Protection

The welfare of the children is our first priority. All members of staff receive regular child protection training and are aware of who the Designated Safeguarding Lead is if they have concerns. At Holly Park, we have a safeguarding team.



Behaviour

At Holly Park School, we aim to provide a learning environment in which children can achieve their maximum learning potential. We believe it is the right of all children regardless of gender, ethnicity, age, physical or academic ability, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment. Children need security, consistency, praise and encouragement if they are to develop a positive self-image and be able to achieve. We aim to teach our children how to behave appropriately so that they become responsible social people within our school and within society.

At Holly Park, we use the Restorative Approach to behaviour. We believe that it is important for children to learn about how their behaviour affects others and to do this, we help them to develop skills to talk about their own emotions and to develop empathy. We aim to create a positive learning environment where children have the necessary skills to self-regulate their own behaviour.

We use the Restorative Approach to:

- Develop – emotional literacy, truth telling, accountability, responsibility
- Improve – behaviour, attendance, learning environment, teaching
- Increase – empathy, happiness, social and communication skills
- Reduce – bullying, exclusions, conflict, need for sanctions

The emphasis of Restorative Approach is placed on affecting real change, above the need for blame and punishment. By doing this, we are able to create an environment where children have the opportunity to reflect upon and change their behaviour.

We want to teach our children the skills, which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills. We want to promote pro-active strategies for when children are on the receiving end of unacceptable behaviour, conflict or aggression. We use the Holly Park Helping Hands.



Anti Bullying

Holly Park aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and achieve. Bullying of any kind prevents this from happening. Bullying makes people feel unsafe. As a school, we take bullying seriously. Pupils, parents and staff should understand that reporting bullying is essential, and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-bullying policy. Our school definition of bullying is:

“Bullying is a repetitive series of actions, carried out on purpose, and designed to hurt someone’s feelings and make them feel ashamed of who or what they are. We will not accept it at Holly Park”



Curriculum

At Holly Park, we follow the National Curriculum. This curriculum focuses on essential core subject knowledge and skills. The National Curriculum is only a part of a school's overall curriculum.

Early Years Foundation Stage

At Holly Park, we have outstanding provision in the Early Years and Foundation stage. Our Nursery and Reception classes are bright and lively environments where children make excellent progress in their learning through a balance of self-initiated play and adult led activities. Children have free-flow access to both indoor and outdoor provision.

The KS1 and 2 Curriculum

In Years 1 and 2 we continue the implementation of an 'integrated day', which aids transition from the Early Years and feeds into the cross-curricular approach we take when implementing the National Curriculum.

At Holly Park, we are constantly developing our provision to meet the needs of our pupils. Children here experience a fun and innovative curriculum where areas of learning are taught via different 'topics'. Teachers creatively link subjects together to build exciting units of work and plan activities to challenge and motivate their pupils whilst following a progression of skill.

A full broad and balanced curriculum is on offer here. We ensure that statutory curriculum requirements are adhered to, but each teacher has the freedom to take their own approach as to how best to deliver their lessons, ensuring optimum learning and progress for their cohort of pupils. This means the school is constantly buzzing with fresh ideas and enthusiasm as the excellent team of teaching staff work effectively together, while pupils proactively engage with their learning.

Pupils are encouraged to develop the Holly Park Learning Skills as they progress through the school. The 6 Learning Skills are:
Commitment, Creativity, Self-Management, Reflection, Enquiry and Teamwork. Please refer to the separate section for more detail on these Learning Skills.

We also Promote British Values at Holly Park

We also promote a wider curriculum, which includes:

The World of Work

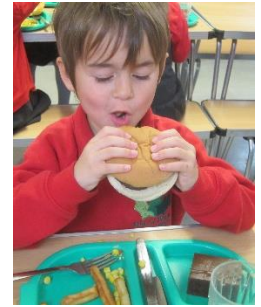
First Aid

Rights Respecting schools

Forest Schools

SMSC

These are promoted throughout our curriculum in lessons, in competitions, fund raising, assemblies, concerts, shows, trips and visits, visitors to the school etc



Our Holly Park Curriculum Intent

Our staff understand that our children come from a variety of backgrounds. They are aware that many of our pupils have English as an additional language, that we have children from a variety of ethnic minority backgrounds and various religions and that the percentage of children from disadvantaged backgrounds and with SEND is in line with national.

We recognise that our mobility is increasing and that our children come from our close locality, which includes children from very varied socio economic backgrounds, however many are from low socio economic backgrounds. Many of our children have no access to outside space in their home environments. The Cultural Capital of many of our pupils is very low. Increasing numbers of our pupils and their parents have emotional and social difficulties.

Many of our children have little home support or resources to support their learning. With these facts in mind, our teachers recognise that our curriculum therefore needs to embrace varying viewpoints and beliefs, encourage debate and discussion, be based on the global dimension, give children a good basic skill set and equip them for life and learning beyond Holly Park.

With this in mind, we encourage our own Holly Park skills (and Enabling Enterprise Skills) of – Creativity, Team work, Self-Management, Enquiry, Commitment, Reflection, Problem Solving, Leadership, Aiming High, Staying Positive and Listening Carefully. We feel these are important skills, as we want to teach our children 'HOW' to learn.

Many of our children enter our school in nursery with little prior knowledge of English (verbal and fine motor skills) They have limited life experiences outside of the home. Many have little experience of interacting with others. Annually we have several children who clearly have SEND but these have not been recognised.

Children who join us as in year admissions generally come with no English, behaviour issues, SEND or have been out of the education system for a significant amount of time. As a result, our children need to be challenged in their schooling; learning from failures and celebrating successes.

At Holly Park, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals as well as learners from whatever their starting points may be. We intend to offer our pupils new and exciting experiences through extra-curricular activities and enrichment activities that are designed to build resilience, confidence and self-esteem.

Our curriculum is intended to be cross-curricular with in depth learning opportunities so that our children can make links and transfer knowledge between subjects. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence. Holly Park provides a rich ambitious learning environment, both inside and outside the classroom, which is conducive to high quality teaching and learning and builds a rich cultural capital for all learners.

It is our school's policy to maximise the potential of all pupils, including identifiable cohorts of pupils such as: disadvantaged, English as an Additional Language, summer born, SEND pupils and academically more able pupils, including those who are gifted and talented. We aim to accelerate the learning progress of the most disadvantaged and vulnerable pupils in order to diminish the difference in progress and

attainment between them and their peers. The curriculum also makes provision to enable pupils to work at greater depth within age related expectations. This is supported at all levels in the school.

We want our children to achieve well in the next stage of their life. Our curriculum is designed to prepare children for opportunities, responsibilities and experiences of future life, and we strive to do so by offering a broad and balanced curriculum from the children's first days in the Nursery through to the end of Year 6.

In addition, we actively promote British values to ensure pupils are well prepared for life in modern Britain. Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We want all children to achieve their very best and to become successful adults.

Enabling Enterprise offers skills that will be needed in the work place and offers children the chance to consider broader issues such as Democracy, the environment and profit and loss. Disadvantaged children are given opportunity to experience this at a deeper level with trips to the work place. We intend to offer careers fairs to our upper juniors.

The end point of the pupil journey at Holly Park needs to ensure that children can see links and make connections in learning and have real life reasons for learning.

We hope that pupils will be motivated by achievement both at the end of their time at the school and in the future so that they will have a positive attitude towards themselves, others and their environment. We aim to develop resilience in our pupils, so they are willing to take risks in their future learning, accepting that making mistakes is an important part of the learning process. By the end of their time at Holly Park, we want pupils to have gained good basic skills, have a strong moral, cultural, emotional, spiritual and social purpose, develop healthy minds and healthy bodies and be rounded individuals who believe in their own potential.

We want our Holly Parkers to have high standards of behaviour and tolerance by developing respect and responsibility for themselves and others, take an active part in their community and have a desire to go on learning throughout life. We hope they will have self-esteem, self-confidence, self-discipline and will be responsible.

Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. Discussion, communication skills and vocabulary are very important and are planned for within our curriculum so that children can achieve well.

Through our school's curriculum, we seek to promote the spiritual, moral, cultural, mental and physical development of pupils at the school. The Creative Curriculum at Holly Park has been developed to engage children fully in their own learning by adopting an imaginative, practical and cross-curricular approach, as we believe this results in the optimum learning outcomes.

We aim to have a curriculum, which is broad and balanced and provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. The curriculum provides continuity and progression and creates a culture of high expectations, with challenge.

We supplement the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities. The curriculum promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations. It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

The curriculum recognises the crucial role that parents play in their child's education. The curriculum works in tandem with the Holly Park values. It provides skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between phases of education. We want our pupils to learn more than mere facts and content, we want them to acquire the skills to be good learners (our Holly Park learning Skills and our Enabling Enterprise Skills) Our curriculum encourages a respect for the school and its environment so that learning is a positive and pleasurable experience for all.



We want children to:

- Gain good basic skills – can solve problems, challenge themselves and reflect on their learning
- Have a strong moral, cultural, emotional, spiritual and social purpose
- Develop healthy minds and healthy bodies and know how to stay safe
- Are rounded individuals who believe in their own potential and have resilience to persevere and communicate effectively
- Will be good citizens of the future who understand the principles of British Values.
- Have high standards of behaviour and tolerance by developing respect and responsibility for themselves and their community
- Take an active part in the life and work of the school and have a desire to go on learning throughout life
- Have high self-esteem, self-confidence, self-discipline and take responsibility
- Are excited by their learning, ask questions, are curious and take pride in their learning

We aspire to have a curriculum that:

- Is broad and balanced and provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Provides continuity and progression
- Creates a culture of high expectations and encourages individual talents
- Ensures breadth and balance and challenge and problem solving
- Creates cultural capital with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- Prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations
- Keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism.
- Contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Fosters a love of learning in pupils who are resilient to failure.
- Encourages pupils to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Takes account of individual differences and need
- Provides a positive and stimulating learning environment that is stimulating and engaging and as practical as possible making links with other subjects
- Recognises the crucial role that parents play in their child's education
- Works in tandem with the Holly Park values.
- Empowers learners to develop their own questions and lines of enquiry and encourages communication skills
- Provides skills-based as well as knowledge-based learning
- Sets up imaginative learning opportunities that encourage learners to experience life beyond the classroom
- Promotes partnership between pupil, parent/carers, teacher and community
- Ensures continuity and progression within the school and between phases of education
- Fosters teaching styles which will offer and encourage a variety of relevant learning opportunities
- Accelerates the learning progress of the most disadvantaged and vulnerable pupils in order to diminish the difference in progress and attainment between them and their peers
- Makes provision to enable pupils to work at greater depth within age related expectations
- Encourages a respect for the school and its environment so that learning is a positive and pleasurable experience for all



The Wider Curriculum

Educational Visits

From Y1 to Y6 each child will make two trips (linked with their curriculum) take part in two curriculum days and visit a place of worship: Y1 visit a church Y2 visit a synagogue Y3 visit a Gurdwara Y4 visit a church Y5 visit a mosque Y6 visit a Hindu Temple

In addition:

Children in Y3 do a team building day Children in Y4 have a pyjama party until late at school
Children in Y5 go on a 3 day residential trip for outdoor adventurous activity
Children in Y6 go on a 5 day residential trip for outdoor adventurous activity including water sports

Whole School Special Days and weeks

Throughout the year, we have special themed days and weeks to enhance the curriculum. These include: Math Day, Science Week, World Book Day, British Values Day, Wellbeing Week, Walk to School Week, Be Bright Be Seen Day, Anti Bullying Week, Decorations Day, Remembrance Day, Online Safety Day, International Day.

Enabling Enterprise – Skills Builders

We are an Enabling Enterprise partnership school. Through this, we hope to develop the enterprise skills and experiences of work and aspirations to succeed. We work in partnership with schools and businesses such as: Santander, IBM, BT, Hamleys, Birmingham University, Virgin Active, London Business School. Enterprise is now a core part of the school experience through special projects, trips and Challenge days.

Forest School

We are a Forest School. All children get the opportunity to attend for a six-week period (half a day a week) in KS1 and again in KS2. Forest School is a type of outdoor education in which children visit forests/woodlands, learning personal, social and technical skills. It has been defined as 'an inspirational process that offers children regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment.' A forest school uses the woods and forests as a means to build independence and self-esteem in children. Topics include the natural environment, for example the role of trees in society, the complex ecosystem, recognition of specific plants and animals. Personal skills such as teamwork and problem solving are also learnt. The woodland environment can also be used to learn about mathematics and communication.

Swimming

Swimming is part of the national curriculum. At Holly Park we walk around to St John's school which is 5 mins away and we have lessons in their pool and with their teacher. Each child will get a minimum of a term of swimming in KS2.

First Aid

As part of the PHSE curriculum, it is compulsory for primary schools to teach First Aid - so we buy sessions for all classes from Reception to Y6 from a company called 'Mini First Aid'. Classes meet the National Curriculum Requirements.

Clubs

We offer lunchtime clubs run by staff on a half term basis.
We have after school clubs such as choirs, netball, gymnastics, athletics, cross-country
We have sports clubs run by Non Stop Action, which includes football and dance.

Modern Foreign Language (MFL)

At Holly Park, children from Reception to Year 6 learn Spanish.



Pupil Voice

Holly Park has four school councils made up of pupils from each class:

- The School Council
- The Eco Council
- The Learning Council
- The Healthy Living Council.

School Council

These pupils are elected by their peers. We aim to have one boy and one girl from each class. One school councillor from each class is an Anti-Bullying Ambassador and the other is a Rights Respecting Champion.

The aim of the school council is to represent the ideas of their class and to discuss school wide issues from a child's perspective.

The school council have been involved with issues such as: choosing playground equipment, discussing anti-bullying, getting mirrors in the boys' toilet and floor mats at the entrances to the main hall, changing the school lunch menu and writing to a local MP.

Eco Council

Eco Council is made up of one pupil from each class from Year 1 – Year 6 who are chosen by the class teacher.

The aim of the Eco Council is to help the school develop as an Eco School. The council have been involved in issues such as recycling, climate change marches, switch off fortnight, litter and our school allotment.

Learning Council

Learning Council is made up from one pupil from each class from Year 1 – Year 6.

These pupils are chosen by the class teacher. The aim of the Learning Council is:

- to make children at the school more aware of what good learning is;
- have pupil input into what makes a good lesson
- get children more involved in the learning process.

The council have thought about issues such as: what good learning behaviour is, how teachers can make learning fun, how we can engage children in reading more.

Healthy Living Council

The Healthy Living Council is made up of one pupil from each class from Year 1 – Year 6 who are chosen by the class teacher.

The aim of the Healthy Living Council is to help the school develop exercise, fitness and healthy eating patterns. The council have been involved in issues such as: writing to an MP about vaccinations, Walk to school week, healthy snack homework, a healthy packed lunch competition and food education.



Rights Respecting Schools

Holly Park is a Rights Respecting School. We have a clear commitment to the ethos of children's rights. The Rights Respecting Schools Award programme supports schools to embed the United Nations Convention on the Rights of the Child (UNCRC or CRC) in their practice to improve well-being and help all children to realise their potential. As part of our work pupil voice is very important. Our Rights Respecting Champions lead assemblies, Rights Respecting Days for the whole school and parent workshops. There are Class Charters in every room. We use the language of Rights. Our school policies have the Rights embedded within them. Many displays reference articles. We take part in UNICEF training. There are pupil leadership opportunities. Pupils from Y5/6 attended a climate change march. House Challenges and Enabling Enterprise give all pupils the opportunity to research a topic of importance to them and present their findings to others.

House System

At Holly Park, we have a 'House' system. Every child from Y1 to Y6 is in a 'House'. The children can earn house points for their 'House'. House points are awarded for good deeds – e.g. manners, politeness etc. Children in Y6 are chosen to be House captains. Sports day is competitive and children compete to earn points for their house. The 'Houses' are named after mythical creatures and have a corresponding colour: Dragons (Green) Phoenix (Red) Hydra (Blue) Griffin (Yellow) Unicorn (Black). Siblings are always in the same 'House.'

House Challenges

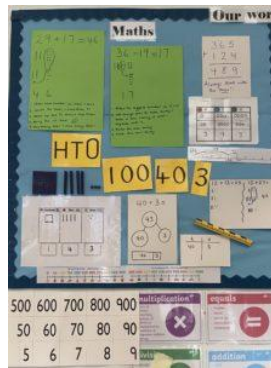
Every term we hold a house challenge. This is a competition in 'house' groups. We often use these events to do activities in vertical groupings within each house – so older and younger children working together to complete an activities. Challenges vary and have included – sporting challenges, poetry, posters, drama, DT, art etc. They are always lots of fun!

Partnerships

We are in an informal partnership with some of our local schools - St John's, St Paul's, Coppetts Wood, Hollickwood and All Saints. This is very useful as it means we share ideas, discuss national and local issues, visit each other's schools, moderate work together and have sporting competitions. The headteachers of each school meet very regularly.

Technology & Online Safety

With technology being at the forefront of every aspect of everyday life, at Holly Park we feel it is important for children to develop their computational thinking through the three main areas: computer science, information technology and digital literacy. Through the study of computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will equip them for the rest of their lives. We have a range of iPads, laptops, Chrome Books, Beebots, Car robots, Digital cameras and Visualisers for children to use. Every classroom has an Interactive Whiteboard. When children start at the school they sign an Acceptable Use Agreement. There are clear online safety rules to follow in school. We follow the national computing curriculum and ICT is also used as a tool to support all of the curriculum areas. As they progress through the school, children are taught through the three main strands of: Computer Science, Information Technology and Digital Literacy. Through Digital Literacy, children are taught about: Conduct, Contact and Content. In digital literacy, the children will learn the many positives of technology and being online but also its pitfalls and potential hazards. They will learn how to stay safe and how to behave appropriately when using technology that connects to the internet. Holly Park has many events throughout the year to highlight the importance of online-safety and to keep children and adults up to date with the newest information out there. We use Google Classroom in school and as part of our homework system. This also enables us to deliver remote education or blended learning when required.



School Lunches

We have our own school kitchen on site and our own dining room.
Nursery children who stay for lunch eat in the dining room.

Children can choose between having a school cooked lunch or bringing their own packed lunch.
We encourage children to have the school lunch.

Our school caterer is Caterlink.

All Reception, Year 1 and Year 2 children are entitled to a free school lunch paid for by the government.

The children can choose from a variety of healthy options, cooked on the premises.

It is a two-course lunch each day

The main course has a meat option and a vegetarian option each day

There are always jacket potatoes as an extra

There is always a salad bar and bread

For dessert, there is a cooked dessert and always yoghurt or fruit

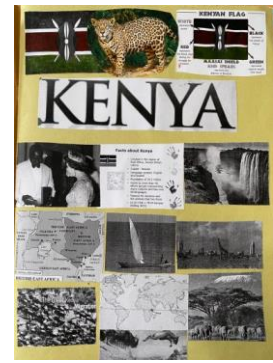
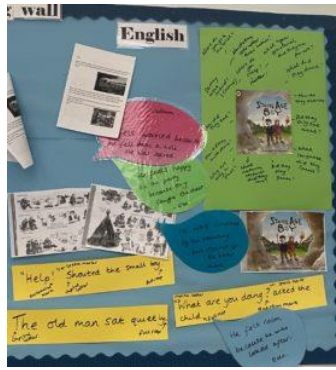
Allergies can be catered for.

The menu is always on the school website so parents can see what it is

We are a cashless school and so parents pay for the school lunches online with our School Money system,

If a child chooses a packed lunch – then these must be a healthy packed lunch and must not include sweets or chocolate. We are a NUT FREE school. Packed lunch children do not need to bring a drink as water is available for everyone.





Uniform

Nursery and Reception Classes

Grey jogging bottoms.
 Holly Park School red polo shirt
 Holly Park School red sweatshirt
 Black shoes (Velcro or secure slip-on shoes)

Reception to Year 6

Winter

Grey skirt or pinafore or trousers (not tracksuit bottoms or jeans)
 Holly Park School red polo shirt
 Holly Park School red sweatshirt
 Red cardigan
 Red or grey tights or grey or white socks
 Black shoes (maximum heel height 3cm) No trainers
 Black boots (maximum heel height 3cm)
 Red, green, white or black hair accessories
 School fleece (optional and for outdoor use only)

Summer - As winter or:

Green and white checked dress
 Grey shorts
 Red cardigan
 White socks
 Black shoes (maximum heel height 3cm) **No trainers**
 White or black sandals with secure fastening (maximum heel height 3cm)
 Red, green, white or black hair accessories
 School green fleece (optional)
 A cap to protect from sun

All clothing and footwear should be clearly labelled with the child's name

PE Kit

PE bag
 Red shorts
 Plain white T-shirt
 Plain white trainers
 Outdoor kit of dark green jogging trousers and top – Year 1 to Year 6 only

All PE kit should be named and kept in a named PE bag. No backpacks.

All children will also need a book bag.

Jewellery and Make Up

Jewellery should **not** be worn to school. Stud earrings or jewellery with religious significance only is permitted.

No make up is to be worn to school, as it is not considered appropriate or consistent with our school uniform.

No nail varnish should be worn on nails or toes.

Nail extensions, tips, gels or other products should not be worn. Nail extensions could be dangerous and are also not conducive to good handwriting or playing sport.

Hair

We recommend that hair should be neat and tidy and worn with accessories of school colour – red, green, black or white.

Long hair should be tied back during the school day.

Hijab

The hijab may be worn by Muslim girls if this is their parents choice.

The hijab must follow the school uniform colours and be red, green, white or black.

It must be no longer than shoulder length.

Holly Park branded uniform is available from:

Braggs School Outfitters,
341 Ballards Lane,
North Finchley
N12 8LJ

www.braggsschoolwear.co.uk





Further Information

Shows and Concerts

Every child will get to perform for different audiences during their time at the school. We feel that this is very important for self-esteem and confidence and as part of the speaking part of the English curriculum. Children from Y1 to Y6 will perform once each year in a class assembly that parents will be invited to watch. The assembly lasts about 20 minutes and will be based on something from the curriculum.

Parents will be given advance notice of the date.

In addition every child will get to perform in one larger performance each year:

Reception – a year group assembly at the end of the year

Year 1 and 2 – do a joint production in February

Year 3 – do the Nativity

Year 4 - do a review of their year in the summer term

Year 5 - do a review of their year in the summer term

Year 6 – do a performance at the end of their time at the school

For those children who sing in our choirs or play an instrument there are extra opportunities throughout the school year to appear in musical concerts.

Inter School Activities and Competitions

We enjoy taking part in Barnet events for all kinds of activities.

In sport, we enjoy the Copthall Athletics Competition, the gymnastics competition, the cross-country competition. We also participate in league matches for netball and football.

Annually we participate in the Barnet Dance Festival and also the Barnet Infant and Junior Music Festivals.

Reward Systems

Children receive regular and justifiable praise in all classrooms and during the Celebration Assemblies, for good work, behaviour, attitudes, thoughtfulness towards others in school.

Housepoints are given for non-academic, social or behavioural success, effort or achievement – e.g. good behaviour, helpfulness, responsibility etc

Stickers are given for academic success in demonstrating our Learning Skills, or for demonstrating great effort. Every child has a sticker chart. A badge is given every time a chart is completed.

Star of the Week have the general purpose of rewarding children for being good members of the school or class community – e.g. hard work, kindness, generosity and notable effort. Two are awarded each week

Headteacher's Award Individual children who produce exceptional work will be rewarded with a Headteacher's Award. They are sent to the Head with a brief description of what it is that makes the work exceptional.

Marbles are given as a whole class reward for exceptional behaviour, or to encourage improvements in behavior. Once the marble count has been achieved there is a whole class reward.

KS2 Reading Challenge – once each level of the challenge has been completed, a badge will be awarded

Poppy The School Dog

Our school does have a 'no dogs' policy. There are also 'No Dogs' signs at the school entrance. This means that we do not allow dogs of any size on our school site past the entrance gates on the school path. However Poppy will be the school dog and will be in school for a specific purpose. Only Poppy and any other therapy dog that we introduce will be allowed on our school site. Children can benefit educationally and emotionally, increase their understanding of responsibility and develop empathy and nurturing skills, through contact with a suitable, calm dog. In addition to these benefits, children take great enjoyment from interaction with animals. By having a school dog we want to encourage those children who are vulnerable, or those less confident at reading to have a friendly audience and look forward to reading as a treat. Poppy is a Cockapoo. The breed of Cockapoo is carefully selected as suitable for this type of environment.

Cars and Parking

Parents and carers are expected to park in local streets where there are no restrictions. There is a small car park – this is for staff ONLY. Other than staff and deliveries – no other vehicles are allowed on site. Parents are asked to park responsibly around the school with respect to neighbours and their drives and entrances. Parents should be advised that there are cameras outside the school operated by the London Borough of Barnet and fines are issued to those pulling up, dropping off, stopping or parking on the zigzag lines outside the school.

Parent Code of Conduct

At Holly Park we have a code of conduct for our pupils – ‘The Holly Park Way’. We also have a Code of Conduct for parents while they are on school property. Parents need to read it and abide by it. The parent code of conduct is also clearly displayed on our school website. The purpose of this Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding. The Code of Conduct explains clearly that parents should not tell another child off, speak to them directly about an event that happened in school or contact their parent about it. The matter should be dealt with through the school. At Holly Park we cannot and will not tolerate staff being shouted at or spoken to without courtesy and respect. This includes on the telephone and emails that may be written. All staff have a right to work in an environment free from abuse, which includes verbal abuse. We ask parents to speak to staff in a way that they would be happy to be spoken to themselves.

Breakfast Club

There is a breakfast club each day for children in Reception to Year 6. There is a separate breakfast club for nursery children. Breakfast Club runs between 7.45am and the start of school at 8.55am. There is no need to book, simply turn up and register your child with a member of staff. Breakfast is prepared on the premises by the school cook and includes cereal, toast, drinks and regular ‘specials’ such as beans on toast. We also offer a range of activities including board games, drawing, large construction toys, books and sports activities.

After School Club

There is a school run after school club for nursery and Reception children. Places must be booked. The session runs from 3.30pm to 6pm each day. For children from Y1 to Y6 there is a separate after school club run by a private provider who rent out space at our school. This is called Bellevue Afterschool Club. Bellevue Afterschool Club are separately Ofsted registered, do their own admissions, safeguarding, invoices, first aid and manage the behavior of children at the club. The club runs from 3.30pm to 6pm.

Headteacher:
Ann Pelham

Chair of Governors:
Tim Graveney

Tel: 020 8368 1434
Email: office@hollypark.barnetmail.net



Holly Park School
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Friern Barnet
N11 3HG

www.hollyparkschool.co.uk

BARNET
LONDON BOROUGH

