

Inspection of a good school: Holly Park Primary School

Bellevue Road, Friern Barnet, London N11 3HG

Inspection dates:

6 and 7 March 2024

Outcome

Holly Park Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming school where pupils are happy and safe. Pupils are proud to be a 'Holly Parker'. They enjoy school and all the exciting opportunities that staff organise for them, including various educational visits and residential trips. Warm and trusting relationships between staff and pupils are evident across the school.

Staff are ambitious for pupils here. Pupils work hard and are eager to learn. Staff encourage pupils to follow the school's vision: to be kind, respectful, resilient and inquisitive. Pupils are reminded of these often and rewarded for showing these traits, such as having their name on the 'kindness tree.' Pupils behave very well. The school's high expectations for behaviour start in the early years. Children in Nursery know, for example, that they have to tidy up their toys after using them and to listen carefully to staff.

Pupils support each other well and help to create a harmonious school community. For example, 'play leaders' make sure that no-one is left on their own in the playground, while 'mini mentors' are on hand to sort out occasional friendship issues. Pupils are encouraged to take on responsibility and to give their opinions, such as taking on a role in the 'eco-council' or 'learning council.'

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

Leaders at all levels have a culture of high standards at this school. They share a commitment and ambition to give pupils a high quality and well-rounded education. From Years 1 to 6, pupils study a wide range of subjects, including Spanish, computing and art. In the early years, the school ensures that pupils have a solid foundation for future learning. For example, children learn about the concept of the past through talking about events that have happened in their lives. In Years 1 and 2, pupils develop this by finding out in history lessons about significant events that have happened in the past.

Reading is at the heart of the curriculum. Pupils who are 'reading champions' help staff to promote reading across the school. For example, they recommend books for the school to buy and help with 'reading challenges' which encourage pupils to read a variety of texts. In Reception, children start their phonics learning in earnest and have regular practice in applying their skills. For example, they enjoy feeding the 'phonics monster' with words and sentences they write each day. Staff follow a consistent approach to teaching phonics. The school has many pupils who join the school at various times throughout the school year who are often new to English. Staff identify pupils who have gaps in their phonics knowledge and give targeted additional support to help them catch up quickly.

Teachers are clear about the specific knowledge that pupils need to be taught and in what order. Subject content is broken down into small steps of learning. This is particularly noticeable in the school's new approach to teaching mathematics. The development of pupils' vocabulary has been a recent focus for the school. In lessons, staff teach and reinforce key words. For example, pupils in Year 3 used vocabulary such as 'conquered' and 'empire' accurately when describing the Roman invasion. However, there are some inconsistencies in how the curriculum is delivered and the depth of pupils' subject learning. Occasionally, pupils' misconceptions are not picked up and addressed.

The school works with staff, parents, carers and external agencies to identify pupils with special educational needs and/or disabilities (SEND) accurately and at an early stage. Staff use a variety of strategies to support pupils with SEND, such as concrete resources and support staff for individual pupils and small groups. This helps to ensure that pupils with SEND achieve well alongside their peers.

The school has consistently high rates of attendance. Staff work with families to follow up any concerns about attendance. Pupils understand and follow the school's rules. Lessons are not disrupted by poor behaviour. Staff teach pupils how they should behave and help them to manage their emotions. For example, if pupils are feeling angry or anxious, they are given strategies to cope or can even spend time with Poppy, the school's dog. Staff are also well supported here. Their well-being and workload are hugely important to school leaders and the governing body. Staff morale is high as a result.

Pupils are taught about the importance of tolerance and respect. Events such as 'Equality afternoon' and 'Cultural Day' help pupils to learn about the differences between people. Through the curriculum, pupils find out about a diverse range of significant people, including famous mathematicians and scientists. The curriculum is enriched by a wide variety of school clubs including karate, tag rugby, street dance and gymnastics. Leaders monitor attendance at these and ensure that the extra-curricular activities are accessible to all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the curriculum is not implemented as consistently as it could be. This leads to inconsistencies, such as in identifying and addressing pupils' misconceptions and how well pupils learn and remember subject knowledge. Where this is the case, the school should iron out any inconsistencies so that the curriculum is delivered well in all subjects and that pupils build their knowledge securely over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101286
Local authority	Barnet
Inspection number	10313885
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	The governing body
Chair of governing body	Clare Hegarty
Headteacher	Ann Pelham
Website	www.hollyparkschool.co.uk
Dates of previous inspection	20 and 21 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school is a two-form entry primary school, with an additional class in Year 6 currently.
- The school's leadership team was restructured in 2022. Two new assistant headteachers were appointed at that time.
- The school does not use any alternative provision currently.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector held discussions with the headteacher, deputy headteacher, other school leaders and staff.

- The inspector met with eight members of the governing body, including the chair of governors, and had a discussion with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to the survey, Parent View, and to the online staff survey.

Inspection team

Jude Wilson, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024