

# 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 26 place (15-hour) morning Nursery and a 26 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 line extending from the end.

Ann Pelham

Headteacher



## **Our Mission and Vision**

### **The Holly Park Mission**

**‘We support our children to be their best.’**

### **The Holly Park Vision**

**At Holly Park we want our children to be:**

- **respectful**
- **resilient**
- **secure**
- **kind**
- **inquisitive**

**and to achieve their full potential**



## 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: Chairs Committee, 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 Additional Funding such as Pupil Premium & Sports Grant.

### Learning Walks

Every month the school arranges a learning walk for school governors. These walks take on different topics –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. In this way they can monitor the school improvement plan. They can support and challenge more effectively.

## 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

At Holly Park we meet the DFE requirement of a 32.5 hour week.

For Year 1 to Year 6, there is a soft start at 8.45am. The children come in to the playground and make their way to their classrooms without their parents. They are greeted in the playgrounds by staff members. Reception children and parents should line up down the path by the buzzered gate for the staff to welcome them in.

The school gates close at 8.55am.

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       | 8.45am – 8.55am soft start. Lessons begin at 9am |
| Morning break       | 10.20 – 10.40am                                  |
| Lunch (Reception)   | 11.40 – 1.00pm                                   |
| Lunch (KS1)         | 12.20 – 1.25pm                                   |
| 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](http://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 9.00am. 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.

### **To encourage attendance:**

- Each week we award an attendance trophy and SAM the dog (**S**chool **A**ttendance **M**atters)

### **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.

### **Visits**

If your child is being admitted to school in Nursery you will be offered a short home visit. If your child is starting Reception you will be offered a short school visit. The visit will take place at the beginning of September or in January (if a nursery January intake). The 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 you will have 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. A Meet the Teacher Pack will also be emailed home with all of the relevant information.

### **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. These are sometimes in person, sometimes online and sometimes recorded sessions – so that all parents have an opportunity to attend. We also aim to put as many notes as possible on the website following a session for those who cannot attend.

### **Read Together Session**

We aim to run Read Together Sessions once a term. This 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 believe that we 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:

- Diversity taught throughout our curriculum
- Rights Respecting Schools
- The PHSE curriculum
- Spanish teaching in KS2
- Displays reflecting the global diversity of our school
- Links to other cultures through the curriculum
- Special curriculum days, Workshops and visits
- Equality Afternoon
- Supporting various charities each term



## Homework

At Holly Park we believe that homework helps the children and parents understand that learning is a life skill that does not just happen in the classroom. We nurture a belief that learning is a continuous process which should be happening outside as well as in school. We encourage parents to take an active role in their child's learning. Homework should enhance and reinforce the child's experience of the curriculum, and should encourage the children to share their learning with their family.

Learning and Education is a partnership between home and school and there are certain areas such as reading, spellings and multiplication tables which parents can really support their children with. Whilst we teach multiplication and spelling at school and we do not expect children to do all the learning of spellings, multiplication etc at home – those who practice at home and are supported at home tend to be more confident with these skills.

Homework will be set each week using Google Classroom so that parents can see clearly what the weekly homework tasks are. The homework will be handed back in on paper.

The amount and frequency of homework increases as children progress through the school. Staff, Pupils and parents were consulted when reviewing our homework policy. The homework set in each year group is designed to have the greatest impact and is intended to support children to meet national expectations at each stage.

It is the responsibility of children in KS2 to do their homework and to take ownership over doing it each week. We want children to become independent and increasingly ready for the homework expectations at secondary school.

Children at Holly Park will be rewarded each half term for doing their homework. Children in KS1 and Year 3 will receive housepoints for doing their homework.

At the end of each half term children who have done the majority of their homework that needs to be handed in each week will receive Golden Time. Golden Time will be done in year groups. Golden Time for homework will be 15 minutes and will be extra playtime, Amazon Climber, ball area.

Children who have not done the vast majority of homework that needs to be handed in will not participate in Golden Time.

Our Designated Teacher for Disadvantaged children will monitor homework of Pupil Premium children and will liaise with parents to support as necessary.





## **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.

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

We have regular reading assemblies.



## **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 & Safeguarding**

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.

### **Pastoral Team**

We have a pastoral team of key staff who meet each week to discuss the social and emotional needs of various children. They often direct parents to support that may be needed

### **Mental Health First Aiders**

We have 7 mental Health trained first aiders. The Headteacher is also trained as a Senior Designated Mental Health Lead.



## **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.

Our three main principles for behaviour are:

## **Ready, Respectful, Safe**

**These are 3 key principles that make discussing behaviour simple and straightforward**

**Are you ready?**

**Is that respectful?**

**Is that safe?**

### **READY to learn**

Arrive at school on time.

Have the correct uniform and PE kit.

Have equipment ready.

Show good listening.

### **RESPECTFUL**

Listen when others speak and respect the property of the school.

Respect that other people have different ideas, beliefs and backgrounds.

Respect that people may look different and have different needs but we all feel the same emotions.  
Respect the law and the rules of school and society.

## SAFE

Move around school in a safe manner.  
Follow instructions to keep safe.  
Use equipment safely.  
Stay safe online and make safe choices in our community.

When talking to children about behaviour staff should refer to **Ready, Respectful, Safe**

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 and 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 skills and knowledge.

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.

We 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

The Protected Characteristics

Equality & Diversity

Trips and Visits

Curriculum Days

Clubs

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



## **Our Holly Park Curriculum Intent**

### **At Holly Park Our Curriculum:**

Is based on both Knowledge and Skills

Recognises the varied starting points and backgrounds of our pupils

Is inclusive of all of our pupils

Is unique to our school and our pupils

### **At Holly Park Our Curriculum Promotes:**

#### **Creativity:**

- Is inclusive, exciting and engaging
- Stimulates creative thinking and problem solving.
- Nurtures and celebrates children's individual talents across a variety of subjects.
- Promotes Cultural Capital
- Uses an imaginative, fun and creative approach
- Fosters a love of learning
- Encourages practical and real-life experiences
- Links to the work and skills of famous people as positive role models

#### **Ambition:**

- Teaches the essential skills of English and Mathematics across the curriculum.
- Develops effective communication skills
- Supports the vast majority of children to reach the expected end points of each phase
- Is broad and balanced.
- Teaches resilience and the ability to persevere.
- Is well sequenced, progressive and memorable.
- Prepares children for the next stage of their education.
- Encourages children to have pride in their learning
- Uses new technologies effectively and purposefully



## Curiosity:

- Reflects our diverse community.
- 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
- Fosters enthusiasm and a love of learning.
- Prompts children to ask questions and find out more
- Makes links between different subjects and prior learning
- Encourages children to make links and connections to help make sense of the world

## Health:

- Supports British Values and our school values.
- Encourages a mentally and physically healthy lifestyle.
- Nurtures and supports social and emotional development.
- Encourages collaboration with others
- Prepares children for life in modern Britain
- Keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism.
- Supports children to have high standards of behaviour and respect for themselves and their community
- Ensures that the Rights of the Child are respected





## **The Wider Curriculum**

### **Educational Visits**

We plan that each class will continue to have great experiences outside of the normal classroom day as part of our curriculum offer.

Every year group (not including nursery) should offer at least **5** experiences:

- RE place of worship (Y1 church, Y2 synagogue, Y3 Hindu temple, Y4 Church, Y5 Gurdwara, Y6 Mosque)
- Geography Fieldwork
- 3 Curriculum Days, at least one of which will be an off-site trip (not just in the local area).

In addition, there is an extra programme for KS2.

Y3 will have a team building day,

Y4 will have a Friday night pyjama party at school,

Y5 will have a 3 day residential trip for outdoor adventurous activity

Y6 will have 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: Diversity Day, Science Week, World Book Day, Cultural Day, British Values Day, Wellbeing Week, Walk to School Week, Be Bright Be Seen Day, Anti Bullying Week, Decorations Day, Equality Afternoon, Remembrance Day, Online Safety Day,

### **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. There is catch up swimming in UKS2 for those who still need to develop their swimming skills.

### **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, football, athletics, cross-country

We have lots of other clubs run by external providers such as: rugby, football, chess, karate, art etc.

### **Modern Foreign Language (MFL)**

At Holly Park, children learn Spanish in KS2.



## **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 3 – 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.

In addition, we have many other opportunities for pupil voice with:

Play leaders

Mini Mentors

Wellbeing Champions

Reading Champions

Junior Travel Ambassadors



## **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 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**

Once a year 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, pancake tossing 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, Hollickwood, All Saints, Brunswick Park, Tudor, Manorside and Churchill. 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, 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 Olive Dining.

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

Children in KS2 have a free school lunch paid for by the Mayor of London.

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

There is a deli option (sandwiches/ rolls) every day for KS2

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

Allergies can be catered for.

On a Wednesday (roast dinner day) we offer a Halal chicken option for those who opt in to it.

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

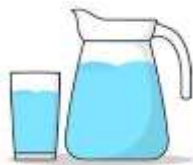
We are a cashless school and so parents pay for the school lunches online with our School Money system,

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.



# HOLLY PARK PACKED LUNCHES

|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Salty snacks                                                                                                                                                          | Confectionary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sweet spreads                                                                                                                                                              | Drinks                                                                                                                                                                                                                                                                                                                                                                                                        | Nuts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <br> |  sweets<br> chocolate<br> cereal bars<br> chocolate biscuits<br> fruit bars | <br> |  fruit juice<br> smoothies<br> flavoured milk<br> fizzy drinks |  sesame seeds<br> packets of nuts<br> houmous<br> Nutella<br> peanut butter<br> cakes or biscuits with nuts |

|                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fruit and Veg                                                                                                                                                                                                                                                                                                                                                                            | Carbohydrates                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Protein                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Dairy                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Drinks                                                                                                                                                                                                                                                                                             | Treat Tuesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <div data-bbox="56 228 349 472">  </div> <div data-bbox="62 563 190 681">  </div> <div data-bbox="76 699 320 914"> <p>Fresh, frozen,<br/>tinned or dried.<br/>Tinned fruit in<br/>water or natural<br/>juice.</p> </div> | <div data-bbox="396 244 685 331">  <p>bread</p> </div> <div data-bbox="389 384 674 483">  <p>pasta</p> </div> <div data-bbox="396 528 687 627">  <p>noodles</p> </div> <div data-bbox="396 651 665 742">  <p>rice</p> </div> <div data-bbox="396 778 694 884">  <p>couscous</p> </div> <div data-bbox="396 922 698 1016">  <p>potatoes</p> </div> | <div data-bbox="732 228 992 319">  <p>egg</p> </div> <div data-bbox="723 400 1016 510">  <p>meat</p> </div> <div data-bbox="732 587 1025 678">  <p>lentils</p> </div> <div data-bbox="763 730 987 887">  <p>kidney beans</p> </div> <div data-bbox="732 938 1001 1029">  <p>fish</p> </div> <div data-bbox="732 1090 1034 1177">  <p>chickpeas</p> </div> | <div data-bbox="1068 276 1368 384">  <p>cheese</p> </div> <div data-bbox="1081 528 1350 649">  <p>plain<br/>yogurt</p> </div> <div data-bbox="1081 746 1361 882">  <p>plain<br/>fromage<br/>frais</p> </div> | <div data-bbox="1480 268 1671 432">  <p>plain water</p> </div> <div data-bbox="1487 616 1659 868">  <p>plain milk</p> </div> | <div data-bbox="1742 264 2040 373">  <p>malt<br/>loaf</p> </div> <div data-bbox="1753 432 2065 580">  <p>fruited<br/>teacakes</p> </div> <div data-bbox="1760 678 2040 809">  <p>fruit<br/>bread</p> </div> <div data-bbox="1742 887 2024 1005">  <p>cake</p> </div> |



# Holly Park Playtime Snacks

| Fresh Fruits and Vegetables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Plain Carbohydrates                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |    <p>breadsticks</p>  <p>rice cakes</p>  <p><math>\frac{1}{2}</math> bagel</p> |
| NO Grapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | NO Dried Fruit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                 |



## **Uniform**

### **Reception to Year 6**

#### **Winter**

Grey skirt or trousers (not tracksuit bottoms or jeans) (generic)

Grey pinafore dress (generic)

School sweatshirt (There is choice from either the branded item or a generic red one)

School Polo Shirt (There is choice from either the branded item or a generic red one)

Red cardigan (generic)

Red or grey tights

Grey, black or white socks

Black shoes (maximum heel height 3cm) **No trainers**

Black boots (max heel height 3cm)

Red, green, white or black hair accessories (Optional and generic)

School fleece (optional and for outdoor wear only)

#### **Summer**

As Winter or:

Green and white checked dress (optional and generic)

Grey shorts (generic)

White or black sandals with secure fastening (max heel height 3cm) **NO Trainers or CROCS**

A cap to protect from the sun

**\*No other items of clothing should be visible under the red polo shirt.** If a child is cold they should wear a short sleeved vest and their sweatshirt on top,

**No** zip up tops/jackets should be worn.

**No** hooded tops should be worn

#### **PE Kit**

Red shorts (generic)

Plain white T-shirt (generic or branded)

Plain white trainers

Outdoor kit of dark green jogging trousers and top

#### **Other**

Children also need a red book bag (logo optional)

**Concert Uniform** (for members of school choirs during performances)

Grey skirt, pinafore or trousers

Plain white shirt

School tie

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

## **Jewellery**

Pupils should not wear jewellery to school, especially as individuals become very upset if a treasured piece of jewellery goes missing or is broken. The only acceptable items of jewellery to be worn are a wristwatch and earring studs or jewellery of a religious significance. Should a pupil have pierced ears, plain studs should only be worn. Please note that the school will be unable to take any responsibility for any jewellery that is lost.

## **Badges**

The only badges permitted to wear at school on school uniform are badges given out by the school e.g Council badges and birthday badges if children want to wear these on the day of their birthday. No other badges should be worn to school.

## **Make Up**

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**

Long hair should be tied back during the school day for health and safety reasons.

## **Hijab/ Turban/Kippah/Skull Cap**

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. Turbans, Kippot and Skull caps may also be worn if this is the family choice but should also be in the school colours of red, green, white or black.

We expect all pupils to follow the dress code as written above.

Branded uniform items are available from Braggs in North Finchley.

Many of the school uniform items above are readily available from supermarkets.

Braggs School Outfitters,  
341 Ballards Lane,  
North Finchley N12 8LJ  
Tel: 020 8445 3945 (about 50 metres from the Post Office)

[www.braggsschoolwear.co.uk](http://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.

Every child will get to perform in one performance each year:

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

Year 1 and 2 – do a joint production in the Spring Term

Year 3 – do the Nativity

Year 4 - do a class assembly during the year

Year 5 - do a class assembly during the year

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

**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

**Notes Home** are awarded for children who have done something well that the teacher wants their parent to be aware of – this can be both academic and also to do with behavior and attitudes.

**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

### 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 Maisy is the school dog and is in school for a specific purpose. Only Maisy and any other therapy or assistance dog (with the required paper work) 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. Maisy is an English Cocker Spaniel and 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. We have a School Street outside our school – which is a pedestrian zone at the start and end of the school day.

### **Parent Code of Conduct**

At Holly Park we have behavior expectations for our children. 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.

## **F R E Q U E N T L Y   A S K E D   Q U E S T I O N S**

### **How can I get more involved in the school?**

There are several very useful ways to help out at school:

- Supporting our PTA. This is a great way to help the school. Every parent and carer is automatically a member of the PTA, and is invited to all events. We do rely on volunteers to help plan, organise and/or run these events, and many hands make light work. We have PTA meetings each term, and when more people attend, we have more ideas for fun events, and everyone has less work to do! One of the benefits of getting involved in the PTA is the social opportunities it presents, as it has allowed for some very good friendships to be built between parents
- Volunteering to help out with trips and visits

### **Can the children bring sweets in to share with their classmates when celebrating their birthdays?**

For many years in schools, this was common practice. Times, however, have changed, and there are compelling reasons for us to reconsider this. Whilst we recognise that birthdays are times of celebration, we would prefer it that sweets are not brought into school, partly because of increasing numbers of childhood allergies to a number of ingredients, but also because we aim to be a healthy school. If you would like to mark your child's birthday in some way, then a gift of a book, or indeed books, for the classroom library would be very much appreciated.

### **Can we call the staff by their first names, or should we be more formal?**

At Holly Park, we are keen to foster a friendly but professional relationship with our families. To this end, we would prefer to be addressed in the more formal way, e.g. Mrs Pelham, Miss Michael etc.

### **What jewellery can my child wear at school?**

We encourage the children to wear as little jewellery as possible. We do not want to run the risk of items being lost during the day, as this will cause extra work, and possible upset. Some items are, however, allowed, as long as the following conditions are met:

- ✓ Earrings must be plain studs.
- ✓ Items of a religious nature, such as a Star of David or the 5 Ks, must be hidden under the child's clothing, and must be removed for P.E. lessons.
- ✓ Watches are allowed in school, although they should be cheap, and of no sentimental value as they may get lost or broken.

### **Can we bring our dog into the playground?**

Although we are great fans of dogs, and think it is a good idea for children to care for and learn about pets, it is not practical to allow them in the playground, as if each family had a dog, and decided to walk them into school, we could have well over 200 dogs crowding the playground!

Also, although the vast majority of dogs are placid and loving, a small number can be aggressive and occasionally dangerous, and it is for this reason that we must ask you not to bring them into the school grounds, as it would be unfair to have a rule that discriminated against certain families simply because of the breed of dog they own.

Our school dog, is an exception to this and we have carried out risk assessments and have a policy in place for her being a part of our school. Any assistance dogs can be brought on to the site by prior agreement with the Headteacher and with all the required paperwork as per our dog policy.

### **Can we use the school's car park?**

The car park at the front of the school is for the sole use of staff and visitors to the school, Parent parking would not be fair, as we cannot offer it to all families. We are in the fortunate position of having no parking restrictions near to the school so parking close by is easy.

### **Can I go straight to my child's classroom once I am buzzed through the gate?**

We expect all visitors to the site to report immediately to the office area to sign in to the visitor book. A member of staff will take children to, or fetch them from, their classroom if they are being brought into school late, or picked up early. The only exception to this is when Nursery parents are dropping their children off at the beginning of a Nursery session or picking them up at the end of one when they may go directly to the Nursery.

### **Should I speak to another child if there has been a problem that has affected my child?**

We are keen that any problems between pupils are dealt with quickly and effectively by the school. We do not think it is appropriate for parents to approach another child to tell them off, or question them, for something that has happened in school. From any child's point of view, this can be distressing and intimidating and it can also often make matters worse. If there is a problem, your first point of contact should always be the class teacher. They will most often be able to reassure you that the problem was dealt with appropriately. If you wish to discuss the matter further, you can also come to the office to speak to one of the office staff. If there are still questions or concerns following this, you could make an appointment to see Mrs Pelham or Miss Michael.

### **Can my child play on the playground equipment before and after school?**

We ask that you do not allow your child to play on the equipment before the start of school or at the end of the day. We have strict rules and expectations for the use of the equipment during playtimes and lunchtimes and it would not be possible to enforce these rules outside of these times.

The school takes **no responsibility** for unauthorised use of the equipment.

### **What bags and equipment should the children bring into school?**

We are very strict about what bags and other items can come into school. We only want the children to bring the bags listed below to school:

- ✓ **Reading Folders:** Every child should have one of our school reading folders. These will be used to transport reading books, homework and letters to and from school. Even though your child will not read to their teacher every day, they do need to bring these folders to school every day.
- ✓ **Swimming Bags:** These are red, triangular drawstring bags. These are only needed when children begin swimming lessons.

In addition, the children will need a coat appropriate to the time of year, and if they have packed lunches they will need to bring their lunchbox every day.

There are, however, several items we do **not** want brought into school:

- ✖ **Rucksacks and other sports bags:** Although they may be more fashionable, rucksacks and sports bags are too bulky to fit on our coat pegs. As a result, they often fall off, and make a mess on the floor or get lost. Everything the children need can be carried in their reading folder or P.E. bag.
- ✖ **Mobile Phones:** Children are not allowed to bring mobile phones to school unless they are in Year 5 or 6 **and** walking home alone. Year 6 children bringing mobile phones need to hand them into the class teacher on arrival and collect them at the end of the day. We prefer that children do NOT need smart phones at primary school age.

### **Does my child need to bring their own stationery?**

Children in EYFS and KS1 do not need to bring anything to school. We provide all of the equipment they need.

At KS2 we ask each child to bring in their own pencil case. We are VERY specific about what kind of pencil case and what specific equipment is needed.

### **What snacks can my child bring to eat at playtime?**

It is quite a long morning from breakfast to lunchtime so we do suggest that your child brings in a healthy snack for morning break. The snack must be a healthy snack and comply with our snack policy. This means that it must be either a piece of fresh fruit (no grapes) or a plain carbohydrate e.g rice cake, cracker, half a bagel etc. Please only use packed lunch boxes for lunch, rather than snacks as sometimes children are confused by this. Snacks should be taken into the classroom.

### **Can you give me a list of the children in my child's class?**

Unfortunately, we are unable to give out class lists due to GDPR regulations. If you want a list of the names of children in your child's class, we suggest you ask your child over the course of a few days and they will usually be able to remember them all.

### **Can you give out party invitations?**

Sorry, but we can't give out party invitations as generally not all children are invited to parties and the class teacher doesn't have the time to manage the feelings of children who are not invited.

With younger children we suggest you hand them to the person dropping off or collecting the child in the playground, and older children could distribute their invitations themselves.

## How To Contact Us



### **Address:**

HOLLY PARK PRIMARY SCHOOL  
Bellevue Road,  
Friern Barnet,  
London  
N11 3HG



**Telephone:** 020 8368 1434



### **Email addresses:**

- School office – [office@hollypark.barnetmail.net](mailto:office@hollypark.barnetmail.net)
- Attendance or sickness – [siglesias@hollypark.barnet.sch.uk](mailto:siglesias@hollypark.barnet.sch.uk)
- The Headteacher Ann Pelham – [head@hollypark.barnetmail.net](mailto:head@hollypark.barnetmail.net)
- The Deputy Head Maria Michael – [mmichael@hollypark.barnet.sch.uk](mailto:mmichael@hollypark.barnet.sch.uk)
- You can email the SENDCO Diana Kelly on [dkelly@hollypark.barnet.sch.uk](mailto:dkelly@hollypark.barnet.sch.uk)



## **Key Areas Of Information About Holly Park**

### **How does the school make children feel safe?**

The school provides a calm and happy atmosphere  
The school provides a clean, tidy and attractive environment  
We have plenty of staff on playground duty.  
We have a learning mentor who helps children with concerns, worries and friendship problems.  
MTS wear fluorescent jackets at lunchtime so that they can be easily seen by the children.  
We have lots of first aiders in school. Medication is kept securely in the medical room.  
Staff wear lanyards.  
We do a register twice a day and we call parents if children are missing.  
We do a fire drill every term and we also do a lockdown drill every term.  
We have trained fire marshals.  
For school trips we do risk assessments and we take lots of adults with us. The teachers do a pre-trip visit.  
We are constantly counting heads on school trips and crossing roads safely.  
Our playground equipment is checked by an external company annually.  
Our PE equipment is checked annually.  
Playground equipment has safety surfaces underneath.  
Children are not allowed to play on playground equipment when it is very wet and slippery  
Grit is spread on the playgrounds when it is icy and slippery.  
We have mini mentors and playground leaders at break times to help children  
Children know that there is someone they can go and speak to when they are hurt or upset.  
The school has secure fencing all around the perimeter and a locked gate. All of the offices can see the gate area via screens in each office.  
We also have CCTV at the entrance path of the school.  
We do an annual premises safeguarding audit.  
Mr Reid checks that the site is safe to be in – fixing broken things and ensuring gas, electricity, fire extinguishers etc are all in good order.  
Visitors to the school sign in and out and are given a lanyard.  
All members of staff have a DBS  
All members of staff have safeguarding training annually.  
All members of staff do epi pen and prevent training.  
The school has lots of policies and risk assessments for various areas of school life  
The school has regular external Health and Safety and financial audits  
The curriculum teaches about various aspects of staying safe – online safety, sun safety, stranger danger, crossing roads safely, medications etc  
The school provides weekly Talk time for the children to share their concerns or worries  
The classes have worry boxes.  
Our behaviour policy has clear rewards and consequences  
We use the Zones of Regulation and tool boxes to help children feel safe about their emotions.  
We do regular assemblies about safety so that the children are aware of how we keep them safe

### **How does the school make sure its pupils are well behaved?**

The behaviour of pupils at Holly Park is good. Pupils generally treat each other with courtesy and respect.  
Staff teach children about how to behave well. Just like with academic subjects – children need to learn how to behave well and they will make mistakes. It is important to learn from the mistakes.  
Staff have high expectations of behaviour and ensure there is consistency and fairness.  
All staff follow the school behaviour policy. There are clear rewards and sanctions.  
Our behavior expectations are based on 3 clear words: Ready? Respectful? Safe? These are displayed around the school and referred to many times a day.  
We also have our Holly Park 'Helping Hands.' Which set out our expectations. We have our High 5, which gives pupils strategies to deal with any negative behaviour.  
Behaviour is discussed regularly in classrooms and in assembly.

We record behavior incidents on an internal system so we can track them. Governors monitor the different types of behavior incidents.

Pupils adhere to positive routines.

If pupils find it difficult to behave well, the school supports them effectively to improve their behaviour by the use of our restorative approach.

Positive behaviour for learning is evidenced in class. Children's attitudes to learning are positive. Children are keen to learn, engage with tasks and collaborate well. Incidents of low level disruption in class are rare. Lessons are also active and engaging which keeps pupils interested and minimises disruption. Children do not disrupt the learning of their peers because there is an expectation that pupils work together well in learning partners. Pupils also value support from their peers.

There is a safe and calm environment. This school is welcoming and friendly. The environment is positive because of pupils' contributions to it in terms of display work, care for it in terms of lack of graffiti and litter and a sense of general happiness and pride at being a Holly Parker. This atmosphere is also created by staff who are long standing members of the school and who are loyal and dedicated.

Pupils actively support the well-being of other pupils and this is demonstrated through the use of play leaders, mini mentors and wellbeing champions.

Positive behaviours are encouraged and expected beyond the classroom in breakfast club, after school club and other clubs and on trips, residential trips and music and sports events. We often have positive feedback from members of the public about pupil behaviour.

Relationships are positive because there is an atmosphere of mutual respect and tolerance, which is demonstrated and upheld by staff.

Pupils come from a range of different backgrounds. The school works hard to encourage harmony, tolerance and respect through RE, PHSE, Talk times, anti-bullying strategies, International Day, values and British Values. Pupils engage well with our Equality afternoon, Diversity week, Talk times, the restorative approach and The UN Rights of the child.

In the playground, pupils generally play well with each other and appreciate the 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.

We work internally and with external staff to address any pockets of poor behavior for a few individual pupils (HIST; CAMHS, Social Care, Parent Partnership; Learning Mentor).

If there is unacceptable behaviour outside school that is brought to our attention— travelling to and from school or online – the school will become involved.

## **How is bullying dealt with?**

The school has an anti-bullying policy which we follow and which is on the school website.

There will be bullying in ALL schools. It is how the school deals with it which is important.

As a school, we take bullying seriously. Pupils, parents and staff should understand that reporting bullying is essential.

The Lead Staff concerned with Bullying are The Deputy Head and the Headteacher

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” (Holly Park School Council)

Bullying can be: physical, online, verbal, racist, sexual or sexist

The Holly Park School Council agreed that whatever its form, bullying consists of the following factors:

- It is ongoing and frequently repetitive, and takes place over a period of time
- It is deliberate
- It is based on a difference in power (age, strength, confidence, number of friends, etc)
- It has a serious effect on the target, including feeling ashamed, feeling like they don’t want to be at school, or feeling that they wish they could disappear completely

If staff become aware of any bullying taking place, the staff member will inform the Deputy Head or Headteacher.

If an allegation of bullying has been brought forward by a parent, and not witnessed by the school then there will be an initial period of investigation – including observation and speaking to the children involved. The parents will be informed of the outcome. If the allegation is believed to be true then it will be dealt with as above. Where there is no evidence to support an allegation then we will continue to monitor for an extended time.

In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies.

In all instances an 'Allegation of bullying' form will be completed by the school (we will establish that it is bullying and not just a one off incident or friendship problems) This includes details of what has happened, actions so far, who is involved and future actions.

After initial discussion and action (if bullying IS happening) then there will be a review meeting approx 2 weeks later to see how things are progressing

#### **To children who experience bullying:**

We will assure them that the issue will be taken seriously

We will Intervene (informed by the victim) in a way to avoid escalating the problem

We will inform their parents

We will Monitor and review

#### **To those who bully:**

We will hold them to account for their behaviour

We will face them with the harm they have caused

We will give direction to help them behave in ways that do not cause harm

We will offer steps they can take to address the harm they have caused

We will inform their parents

#### **To the Bystanders or those affected by the incident:**

We will aim to give them skills to show them how they could have intervened effectively

We will involve them in the reparation process

The Restorative Approach is the main method of intervention we use

As a school we aim to be proactive in an attempt to prevent bullying. We do this in many ways including: assemblies, Talk time, PHSE lessons and anti-bullying week.

## **How does the school make parents aware of what their child will learn during the year?**

The school sends out a termly year group curriculum newsletter to parents explaining what will be taught in every subject for that term. These are also on the year group page of the website.

The school has a curriculum section on the school website. Every subject has its own page with information about what is taught and how it is taught.

The school runs curriculum meetings or workshops for each year group to explain more about a variety of curriculum areas so that parents have a better idea about what is taught and how it is taught

E.g Nursery – The EYFS Curriculum

Reception – The EYFS curriculum and phonics

Year 1 – Phonics

Year 2,3,4,5 – meetings across the year about a variety of topics.

Year 6 – expectations for the national tests and sex and relationship education

## **How can I raise concerns?**

If a parent has a concern they can speak to the teacher informally at the end of the day.

Parents can speak to class teachers at parents evenings each term

Parents can call the school office or email the school office with a concern

Emails for teachers will be forwarded to the class teacher so that they can respond

Parents can contact Mrs Kelly by phone or email about SEND issues

Parents can call the school and ask for an appointment or phone call with a senior leader

Parents can email the Headteacher or chair of governors directly

## **Does the school have high expectations for my child?**

The school has high expectations for all pupils in many aspects of school life.

The school has a presentation policy which outlines expectations for how work in books should be set out and presented in all lessons at each stage. Several aspects of this are shared with children so that they understand what is expected e.g no scribbling or doodling, DUM TUM etc.

The school has high expectations of attendance for all pupils – as set out in our attendance policy. Attendance at Holly Park is better than the national attendance figure.

The school has high expectations of uniform – as outlined in our uniform policy. We constantly check to ensure that children are wearing the correct uniform and we send out uniform reminders regularly.

The school has high expectations of behaviour and the school is constantly praised by visitors or when the children are on trips for the good behaviour of the children. There is a clear behaviour policy. There are lots of rewards to encourage and promote good behaviour. There are clear sanctions too. Behaviour expectations are constantly shared with children and there are frequent reminders in class and in assemblies. This year we are running parent sessions to make sure that our strategies are shared with parents.

The school has high academic expectations for children. We assess all of our children termly and this is tracked on an internal tracking system. We look every term at which children might need support in a particular area of the curriculum either from the teacher in class or by a teaching assistant. This may be long term or for a short period. We set age appropriate homework (including reading, phonics, spellings and multiplication tables) so that parents can support children at home. From Y1 upwards we use Google Classroom and in KS2 we also use CGP books. We have curriculum pages on our website and termly curriculum newsletters for parents so that parents can see what their children are learning in school and support as necessary,

We use the School Led Tutoring Fund and the Pupil Recovery Premium to support Pupil Premium children in maths, reading and writing.

We ensure that SEND pupils are supported through interventions, IEPs and EHCP targets.

National data in 2019 and 2022 shows that at all phases of the school that Holly Park pupils attain in line with national attainment and in certain areas is better than national results.

Progress from KS1 to KS2 is also in line with (or better than) national progress.

Feedback from secondary schools and past parents and pupils evidences that Holly Park pupils settle well into their new secondary schools because they are well prepared and that they go on to achieve well at secondary school – which is their next phase of learning.

### **How does the school let me know how my child is doing?**

The school may let you know informally how your child is doing through informal chats at the end of the school day, through phone calls or with a note home

The school lets parents know how their child is doing by showing their work with a book look in the Autumn and Spring term

The school holds a parent consultation in Autumn and Spring so that parents can discuss how their child is doing

The school provides an annual written report to parents at the end of the school year so that parents can see how their child is achieving in all areas of the curriculum

### **Is there a good range of subjects available at Holly Park?**

There is an excellent range of subjects available at Holly Park. All national curriculum subjects are taught : maths, English, science, music, Spanish, art, DT, science, computing, history, P.E, geography, PHSE, R.E

We also use a specialist music teacher and a specialist Spanish teacher. We also run forest school in Year 1 and Year 5. Children go swimming in Year 4.

### **What clubs and activities are available at Holly Park?**

We have a whole range of activities available at Holly Park to enrich the curriculum and make a child's time at Holly Park more enjoyable,

We have a variety of clubs on offer across the school year – football, gymnastics, infant choir, junior choir, cross-country and athletics.

We have swimming for Year 4 and Forest School for Year 1 and Year 5.

We provide regular trips for the children to bring the curriculum to life. Every year group will do two trips. These may include visits to museums, castles, stately homes, art galleries etc

Each year group will also have two curriculum days. These days help to bring subjects to life – examples include – nursery rhyme day, traditional tales day, a fashion show, roman day, Victorian day etc

Every year group from Year 1 upwards will visit a place of worship. Children will visit: a church, a mosque, a synagogue, a temple and a gurdwara.

There are extra experiences available in KS2 which build upon each other and lead to a week away in Y6, They include – a team building day in Y3, a pyjama party in Y4, a 3 day residential in Y5 and a 5 day residential in Y6.

The school provides lots of special days and weeks across the school year for children to engage with: World Book Day, International Day, British Values Day, Equality Afternoon, Maths Day, Science week, Walk to school week, Be

bright be seen day, Cultural Day, Anti bullying week, National Online safety day, HPS Online safety day, Environmental Week, Wellbeing week, and Diversity Day

We also do a geography fieldtrip in every year group from Y1 to Y6. These include: the school grounds, the local streets, Friary Park, land use in the local area, the stream at Friary Park, and traffic surveys.

The school takes part in Barnet events and competitions including music festivals, athletics, sporting tournaments, the dance festival, debates and quizzes.

We also engage in activities with our local partnership of schools – in the past this has included sporting events, coding and an opera project with a joint performance.

We also provide activities to support basic life skills – such as first aid workshops and bikeability

Every child from Reception onwards will be involved in a performance every year. Reception, Y4 and Y5 do an assembly for parents, Y1 and Y2 do an Infant show, Y3 do the nativity and Y6 do an end of year show, In addition there are choir and music concerts.

We also provide pupil voice opportunities for children to get involved in the wider life of the school with: Play leaders, Mini Mentors, Wellbeing Champions, Reading Champions, Junior Travel Ambassadors, Healthy Living Council, Eco Council, School Council and Learning Council.

## **How does the school support my child's wider Personal Development?**

We work hard to provide a good all round education and to promote talents and interests of individual children. All pupils are known well at the school by our staff. The school has a warm, friendly, inclusive and caring ethos. The promotion of wellbeing and the human rights is woven through all aspects of school life. E.g the learning mentor, the playground charter, the wellbeing garden, Poppy the school dog. Through the curriculum (especially PHSE and RE) , 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 happy to work well together. There are good opportunities for older pupils to take responsibility in school with various jobs and monitor positions. 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 contribute 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 enjoy a wide range of experiences through curriculum days, residential trips, visits, speakers, special days and weeks, clubs, sports and music. Forest school allows pupils to be more confident and engage in different learning styles and methods.

Through annually planned events, weekly assemblies, the RE curriculum, PHSE and music, pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others. The curriculum allows children to reflect on the values and beliefs of others today, in different countries and in different periods of history. Guest speakers and visits to places of worship enhance spiritual understanding. We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued. Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems, our behaviour policy and the High 5. Pupils apply these principles to their own lives and have high expectations of each other.

School Council impacts on behaviour in school and fund raising events. Safer Internet Day and Anti Bullying Week promote ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking. Mealtime Supervisors and their golden tickets promote the importance and reward of good manners and politeness. Promoting attendance and punctuality ensures pupils recognise the importance of being at school. Eco Council and Healthy Living Council provide awareness of ourselves and the world around us. Supporting charities each year—gives the children a chance to help and understand the circumstances of those less fortunate than themselves. Our school Motto 'Once a Holly Parker, always a Holly Parker' and our school song gives the pupils a sense of identity and belonging. A 'House' system allows the children to feel connected and to support each other. There is a healthy sense of competition. Inter school competitions and festivals help the children get involved in local activities with other schools.

Our curriculum looks at other communities in our world & societies from the past. We promote internationalism and encourage children to be global citizens. Trips, visits and curriculum days allow the children to experience the wider world of London. Residential visits in Y5 and Y6 mean that children can experience contrasting localities to the one they live in. British Values are embedded in assemblies and special event days and displays. Concerts &

shows celebrate a variety of cultures. We participate in traditions such as Nursery rhyme week. Spanish is taught throughout the school from Reception to Y6. Every year we celebrate Black History Month. Displays around the school reflect different languages and cultural backgrounds. The new Junior Duke scheme supports personal development in KS2.

Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our global curriculum, our SMSC curriculum and our Rights Respecting Curriculum. All year groups have basic first aid lessons. Our children in upper KS2 learn about FGM, knife crime, travelling safely, emergency services, gangs and drugs. This all prepares our pupils for their future life as adults. Pupils leave Holly Park equipped with the social and emotional skills in readiness for secondary school.

Our pastoral support involves the effective use of a school Learning Mentor and a pastoral team. We provide high-quality pastoral support. All staff promote a positive respect for learning by encouraging children to show respect for themselves, each other, the school environment (and beyond) and also for school equipment. We also have trained mental health first aiders to support children and staff. We use the zones of regulation to help children manage their feelings and emotions. Children know how to use tool boxes to help them move from one zone to another. Our behaviour policy is based on a restorative approach so that children feel listened to and so that children can learn from their mistakes. We use worry boxes in classrooms and we also encourage children to fill their classroom buckets.

Our PHSE curriculum is detailed, progressive and thorough. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

Through talk times, discussion and debate, pupils know how to discuss issues and ideas in a considered way.

The school teaches the children how to stay safe (including online safety) and to recognise risks to their wellbeing (stranger danger, drugs and alcohol, relationship education, social media; use of technology)

The school teaches children to be healthy through our allotment (gardening club), PHSE curriculum, sport, the daily mile and take 10 exercise to increase the amount of daily exercise children do.

The school promotes equality of opportunity and diversity effectively through the PHSE curriculum, assemblies, Equality afternoon, diversity week, Talk time, a varied selection of books on offer and RE lessons. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.





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**'We support our children to be their best.'**

## OFSTED MARCH 2024

We were delighted to continue to be graded as a '**GOOD**' School by Ofsted in March 2024. In fact, the inspector said that the school was a very **SECURELY GOOD** school.

The inspector commented on the warm relationships at Holly Park and how high expectations for behaviour start in our Early Years and that in the Early Years, the school ensures that pupils have a solid foundation for future learning. We are very proud of the report.

Particular parts of the inspection that we are pleased about are:

- There is an established programme of phonics. This starts in nursery and is well established
- Phonics in Nursery– has rhymes and songs and focuses on language development
- TAs and teachers have good phonic subject knowledge
- Phonics teaching is clear and succinct
- Phonics is effective and leaders monitor the effectiveness of phonics
- Staff carefully assess and tailor the learning accordingly.
- Reading is at the heart of the curriculum
- Books are carefully selected
- Children enjoy reading – even the weaker readers
- The history curriculum is ambitious and has ambitious end points
- The school has really considered what each year group needs to know and to consider
- There are golden threads that go through the history curriculum – there is a good balance of substantive and disciplinary knowledge
- Nursery lays the fundamental knowledge of history by looking at past, present and future
- In Reception children look at Jack Frost in winter – and consider sequence of what seasons come next
- Vocabulary is a focus and the school is developing vocabulary well
- What has been planned is matching what is being taught and pupils have lots of knowledge – which confirms this. They can talk well about what they have learned
- Learning in history is extended through trips and theme days
- The maths curriculum follows the national curriculum and is well planned
- EYFS prepares children well for maths later on in the school
- Learning in maths is built on prior learning both from year to year and also within the year group as was evidenced in pupils books
- Children demonstrate a secure understanding of maths
- Maths vocabulary was used consistently in lessons and good terminology was used
- Resources and activities were suitable – and there were lots of concrete resources seen and used
- Pupils value their learning in maths
- Teachers made links to maths in the real world and links to jobs
- Children could explain their maths and children were encouraged to learn from mistakes
- There is a positive picture of maths across the school
- The intent for curriculum subjects is strong. It is clear what should be learned and in what order
- The curriculum is well planned from nursery to Y6. Subject content is well planned out
- There is very detailed coverage of the national curriculum. The curriculum builds skills over time
- Art content is ambitious. There are a good range of artists covered
- Art clearly has a high profile in the school – as demonstrated in classroom and displays which are of a high quality
- Progress is in line with national. Attainment is in line with national
- The school provides a high quality and well-rounded education. There is breadth and ambition
- From Y1-Y6 there is breadth in all subjects. EYFS provides a solid foundation for future learning
- Pupils have secure knowledge of much of the curriculum
- The school has high expectations of behaviour. Children behave very well.
- Children are interested in learning and classrooms are calm
- Behaviour is dealt with appropriately. The school teaches about behaviour

- There are bespoke interventions – including Poppy the school dog
- Children trust the staff and there are warm relationships
- Expectations start in nursery
- There are well established routines.
- Children understand the school rules – RRS. They know and understand the school vision
- Attendance is high and attendance strategies used have the desired impact
- Attendance links well with safeguarding and with behaviour
- Children have no concerns about bullying. If they are worried they know they can speak to staff and things are dealt with. Bullying is taken seriously
- The SENCO is experienced and has expertise. Needs are identified accurately and early
- There are clear strategies for SEND. Staff and resources are deployed well
- There is good pastoral care and issues are dealt with.
- There are no safeguarding concerns
- There is appropriate safeguarding training and updates
- The expansion of the safeguarding team has been effective and built capacity and supported staff development
- There are lots of trips – a structured programme of educational visits
- There are a wide range of clubs – children talked about these excitedly
- Children have lots of opportunity for taking on responsibilities – e.g all the councils
- Children are proud of their school. They are proud to be a Holly Parker
- Children enjoy school and the school vision underpins this
- SMSC is well promoted – with lots of work around equality, respect, protected characteristics, equality afternoon. It is a part of the curriculum.
- Diversity is promoted through the curriculum
- The school challenges stereotypes through use of discussion and debate
- Pupil voice is important
- There are performances, assemblies, sporting events and Y6 were at the dance festival
- Clubs and activity participation are monitored to ensure accessibility for all
- Morale is very high at this school. Staff were very positive about the school
- Many staff have been at the school a long time. The school is like being part of a family. Staff feel well supported
- Governors are proud of the school.
- Governors support the wellbeing of leaders
- Governors have defined responsibilities and take part in regular learning walks
- Governors are clear on the priorities for the school

Most importantly we liked how the inspector summed up our school by saying that:

- **Holly Park is a school that doesn't stand still and is always striving to be the best it can be**
- **Children's interests are at the heart of everything**
- **The school has safe, happy children**
- **The school is a warm, welcoming environment**
- **The school provides a well-rounded education**

Of course, we continue to work to ensure that we are the best school we can be.

It is our belief that every child should have the opportunity to be the best they can be - to enjoy their schooling and to achieve.