

Inspection of a good school: Hollickwood Primary School

Sydney Road, Muswell Hill, London N10 2NL

Inspection dates:

4 and 5 May 2023

Outcome

Hollickwood Primary School continues to be a good school.

What is it like to attend this school?

Pupils said that they are proud to be pupils of Hollickwood. This is a friendly, welcoming and inclusive school that pupils enjoy attending. They are happy and kept safe. Pupils spoken with during the inspection were keen to talk about how their teachers are kind and helpful and how they make learning fun.

The school's values of 'commitment, courage, confidence, compassion, creativity and curiosity' are lived out by pupils here. This is because leaders have high expectations of all, including those with special educational needs and/or disabilities (SEND). Pupils learn well and, in most subjects, benefit from a curriculum that prepares them well for the next stage of their education.

Pupils behave well. They are polite and respectful to adults and are kind and caring towards each other. Pupils behave extremely well in the classroom and are entirely focused on their learning. Pupils feel safe and are kept safe because they can speak to an adult if they have any concerns or worries. They explained that bullying rarely happens. If it does, adults deal with it quickly.

Leaders are determined that all pupils, including those with SEND, attend activities aimed at developing their interests and talents. For example, pupils take part in music tuition, art, football, and story and newspaper writing.

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

Leaders have designed a broad and balanced curriculum that matches the breadth and ambition of what is expected nationally. Leaders have identified what they expect pupils to learn and remember in each subject. This is sequenced so that pupils practise and embed important knowledge and are helped to apply what they know to more complex ideas. For example, in mathematics, children in the early years learn to count to 10 and beyond. They count forwards and backwards with increasing confidence. They develop a deep understanding of relationships between numbers and patterns. Older pupils draw on

this knowledge when connecting their understanding of angles, fractions and percentages on a pie chart. Similarly, in art, pupils practise and improve their drawing, painting and sculpture using a range of materials. These secure foundations in artistic techniques helped older pupils to experiment with brush-strokes and colours to capture moods when they replicated the work of Jimmy Pike and Vincent van Gogh.

However, some subjects are at an earlier stage of development. In these instances, staff have not received sufficient training on how to implement the intended curriculum. This means that some pupils have a less secure understanding of important concepts in these subjects. Teachers typically check how well pupils remember and understand what they have learned. However, this is less consistent in areas of the curriculum that are not fully developed.

Leaders are determined that pupils learn to read well. In Reception, children quickly begin to learn letters and the sounds that they make. Pupils are provided with books that match their current phonic knowledge. Effective support is provided to ensure that pupils who fall behind catch up quickly. As a result, pupils develop as accurate and confident readers. Teachers model fluent reading to pupils. This practice helps to foster a love for reading. Older pupils enjoy reading and responding to books by authors from different times and backgrounds. Learning is rarely disrupted, because pupils work hard in lessons.

Pupils with SEND are identified swiftly and supported effectively. Staff ensure that planning and resources are adapted appropriately to enable all pupils to access the same curriculum. Pupils with SEND are fully included in the wider life of the school.

Opportunities are provided for pupils to learn and celebrate diversity, as well as to understand different cultures, religions, beliefs and values. For instance, pupils learn why 'Shabbat' is important to the Jewish faith. Similarly, pupils learn about the significance of not discriminating against others. For example, pupils with SEND led a whole-school assembly to highlight the importance of 'Neurodiversity Week'. Thoughtful contributions by these pupils help their peers to understand the importance of respecting protected characteristics, including disability.

Staff, including those in the early stages of their careers, appreciate the steps that leaders have taken to manage their workload and well-being.

Those responsible for governance provide effective challenge and support. Consequently, leaders are held to account appropriately.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in their efforts to ensure that pupils are kept safe. Training ensures that staff understand how to recognise and report any concerns that a pupil may be at risk of harm. Leaders deal with such referrals seriously. Strong partnerships with outside agencies ensure that families get the support that they need.

The curriculum helps pupils to understand how to stay safe, including when online. For example, pupils learn about the importance of not sharing their personal details. Pupils know to ask for help if they feel unsafe or worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are at an earlier stage of development. In these areas, teachers' subject knowledge is less well developed. As a result, teachers do not consistently explain subject content clearly. Nor do they systematically check whether pupils have securely learned and remembered important knowledge that has been taught. This means that pupils' understanding in these areas is less well developed. Leaders should ensure that teachers have sufficient training and support to strengthen their subject expertise to better implement the planned curriculum in these subjects.

Background

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

This is the first ungraded inspection since we judged the school to be good in September 2017.

How can I feed back my views?

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

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

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101285
Local authority	Barnet
Inspection number	10255475
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair of governing body	Adam Fagan
Headteacher	Andy Griffiths (Executive Headteacher) Joanne Kennedy (Head of School)
Website	www.hollickwood.barnet.sch.uk/
Dates of previous inspection	19 and 20 September 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- All members of the senior leadership team have joined the school since the previous inspection.
- The school works in close partnership with two local schools led by the executive headteacher.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held discussions with the executive headteacher, the head of school and other leaders.
- The inspector spoke with three members of the governing body and a representative of the local authority.

- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and reviewed samples of their work.
- The inspector considered the curriculum in other subjects.
- The inspector checked the arrangements for keeping pupils safe. To do this, the inspector talked with pupils, staff and governors. The inspector also checked the single central record of pre-employment checks and reviewed other safeguarding documentation.
- The inspectors looked at a range of documentation provided by school leaders, including their priorities for improvement.
- The views of pupils, parents, carers and staff were gathered through discussions and by considering their responses to Ofsted's online surveys.

Inspection team

Dawn Titus, lead inspector

Ofsted Inspector

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