



Hollickwood Primary School

Inspection Report

Unique Reference Number 101285
LEA Barnet LEA
Inspection number 283084
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Stephen Long HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Sydney Road
School category	Community		Muswell Hill
Age range of pupils	3 to 11		London N10 2NL
Gender of pupils	Mixed	Telephone number	02088836880
Number on roll	190	Fax number	02088836880
Appropriate authority	The governing body	Chair of governors	Professor P Schofield
Date of previous inspection	4 May 2004	Headteacher	Mr Chris Ryan

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Introduction

When Hollickwood Primary School was inspected in May 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of schools (HMI) subsequently visited the school on three occasions to monitor its progress, and re-inspected the school in November 2005.

Description of the school

Hollickwood Primary School is of average size with a roll of 158 full-time pupils and 32 part-time pupils in the nursery. The pupils' attainment on entry is below the national average overall. The proportion of the pupils eligible for free school meals is well above average, as is the proportion that have special educational needs, including those with a Statement of Special Educational Need. The pupils come from a wide range of ethnic backgrounds with White-British pupils forming the largest group. English is an additional language for just over 41 % of the pupils, and this is very high. The numbers of pupils joining or leaving the school during the academic year is above average. Five teachers, including the headteacher joined the school in September of 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. Hollickwood views its performance as good overall and inspection evidence confirms this because the school's self-evaluation is secure and is used to underpin continued improvement. Following the inspection in May 2004 the staffing at the school has stabilised. The school now provides a good standard of education and offers good value for money. The determined leadership of the headteacher and the consistently good support from other staff are contributing well to the school's improvement. The school has a good knowledge of its strengths and weaknesses and uses this to identify improvements. However, this work could be refined still further by making more use of the data collected on the pupils' progress. Governors hold the school effectively to account; nevertheless they recognise the need to ask more independently challenging questions about the pupils' achievement. The pupils' personal development and well-being are outstanding. They enjoy coming to school and feel well supported by the staff. They are set appropriate targets although not all are clear on the immediate steps needed to improve. Teaching has significant strengths and, overall, is well matched to the needs of the pupils'. As a result they make more progress than their peers in other schools nationally. Although their attainment when they start school is below average, it is in line with the national average by the time they leave. However, too few of the pupils exceed the levels expected for their ages. The quality of provision in the Foundation Stage is good. Pupils make a strong start and progress well towards their targets. The school has made good overall progress in addressing the weaknesses identified in the last inspection report and is well placed to improve further.

What the school should do to improve further

- * increase the proportions of pupils gaining higher levels in English, mathematics and science
- * improve support for the pupils in understanding their targets for improvement
- * continue to develop the work of leaders and managers, including governors, in using data to identify patterns in the pupils' achievement and use the outcomes to raise standards.

Achievement and standards

Grade: 2

Achievement and standards are good overall. Results in the national tests over recent years have fluctuated but the 2005 results show an improvement for the second year in succession. Pupils join the school with below average levels of attainment and most meet challenging targets during their time at the school. In the Foundation Stage they make a good start particularly in their personal, social and emotional development, although standards by the end of the Reception year remain below the national average. In Key Stage 1 the pupils continue to make good progress and by the end of Year 2 standards in English and mathematics are close to those expected nationally; however

very few pupils exceed expectations, especially in writing. By the end of Key Stage 2 the proportions of pupils reaching the expected levels in English, mathematics and science are just above the national average. Nevertheless the legacy of weaknesses in past provision means that too few reach the higher levels by the end of Year 6. The pupils who have special educational needs and those for whom English is an additional language, make good progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral and social development is outstanding. From the youngest to the oldest in the school, they benefit from the exceptional opportunities they have to explore their feelings. The school's excellent pastoral programme enables them to develop their own ideas about how to discuss their needs and show support for others. For example, they identify personal and "calming tricks" which they can use to manage angry feelings. They actively contribute to improving the school through class discussions and the School Council. They feel they have had an impact in areas such as helping to choose the playground equipment. The pupils' zest for school is evident in their eagerness to get into class and start learning. Their improved attendance reflects the school's focus on promoting excellence and enjoyment. They take seriously their responsibility for helping to keep their classrooms and the school environment tidy. The pupils are proud to be part of a culturally diverse community. Their excellent behaviour in the playground, corridors and classrooms reflects their confidence and awareness of their own safety and that of others. They know and discuss the rules of healthy eating and are keen participants in sports related clubs. When working together the pupils collaborate sensibly, laying strong foundations for their future economic well-being when combined with their academic achievements.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. The best lessons are based on the teachers' secure subject knowledge, relate well to pupils' previous learning and include challenge for all. Resources are stimulating and include the effective use of interactive whiteboards (IWBs). Learning objectives are quickly established and the pupils are swiftly engaged in activities. They make very good progress where lessons contain a variety of ways of learning. Good use is made of paired work. In the very best examples the pupils research, write, talk and then contribute to discussions which develop their speaking and listening skills. The teachers sensitively monitor the pupils' progress, for example through well targeted questions. There are areas where teaching could improve still further. The planning and execution of some lessons should better consider the needs of the higher attaining pupils. The whole class teaching does not always fully meet the needs of all pupils and does not sufficiently involve class assistants. The involvement of the pupils in assessing their own work, and that of their

peers, is underdeveloped. The school effectively tracks the pupils' progress. A good range of performance data is collected and used to plan learning. Whilst the pupils are set challenging targets, these are not always sufficiently specific to support each individual. Marking is good overall, offering guidance for improvement but not systematically supporting this with enough examples of appropriate work. The pupils with special educational needs and for whom English is an additional language are properly identified, monitored and supported. They have good learning plans, although the focus of targets to improve their language skills could be sharper.

Curriculum and other activities

Grade: 2

The curriculum provides very well for most pupils' needs and fully meets national requirements. Good progression is supported and pupils are enabled to meet national expectations. However, provision to support pupils in exceeding expectations, for example in developing writing across the curriculum lacks coordination. The school's involvement as a lead school in the national programme on Social and Emotional Aspects of Learning (SEAL) enriches the whole curriculum. Health and safety issues are very well promoted. A wide range of clubs are offered to the pupils and these they talk about enthusiastically. The school makes good links with the community; recent examples include charity work and a project with a local artist to produce a mural for the school. The Foundation Stage curriculum is very good. There is a strong emphasis on personal and social development. The very well planned range of indoor and outdoor learning provides imaginatively and successfully for the needs of the diverse intake of the school.

Care, guidance and support

Grade: 2

The staff provide very caring support which ensures pupils' safety and well being are at the heart of the school's work. Child protection procedures are appropriate. The school analyses data well on pupils' personal and academic progress to provide support for those at risk of underachieving. The pupils feel well informed about their progress. Although they are given challenging targets, they are not consistently clear on how to achieve them. The school works exceptionally well with parents and local agencies through the key role of the learning mentor. The range of strategies and practical solutions used to improve attendance and behaviour has been very successful. The school's outstanding use of the SEAL programme provides excellent guidance to pupils on how to take responsibility for looking after themselves and others.

Leadership and management

Grade: 2

The leadership and management of the school are good. The headteacher, through his high profile and proactive leadership, creates an atmosphere where high expectations underpin the work of the school. Other staff have worked purposefully

with the headteacher to rapidly improve the school's performance since the last inspection and have demonstrated the capacity to go further. A good management structure supports effective communication, enables cohesive long term planning and ensures individuals are held to account for their roles. Finances at the school are well managed to provide appropriate resources for learning and offer good value for money. Staff are well qualified and supported at all levels. Procedures for monitoring and self evaluation are effective and the school is well placed to evaluate the progress it is making. The outcomes from regular lesson observations, work scrutiny and data analysis are used to identify strengths and weaknesses in the school's work. These form the basis of well-structured improvement planning. However, analysis, by all leaders, of the rich range of data which shows the progress made by pupils could be further refined. This will enable the school to identify patterns in the achievement of whole groups at an earlier stage so as to help plan monitoring and intervention. The governors play an active role in the life of the school. They receive good information from the school and hold the staff to account. Although well informed overall they do not independently ask enough questions about the pupils' achievement. Parents and carers are strongly supportive of the school. Communications between the school and parents are regular and the school takes effective action to address issues raised by parents.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming when we came to visit your school. Many of you took the time to talk to us and this really helped us to understand about the work of your school. You may be aware that we also talked to your teachers and other adults as well as watching some of your lessons. This letter is to tell you what we found out. Your school was inspected a year and a half ago and was not doing its best for you. This has changed and the teachers have worked hard to put things right. Your school now does a good job in helping you to learn and to develop as caring, kind and hard working people.

When we visited your school we liked the sensible way you behaved in lessons and at break times. You told us that you enjoyed coming to school and that lessons, and other activities, are usually interesting. We think this has helped more of you want to come to school every day so as not to miss out. You think that the teachers take good care of you and, although some of you feel there are times when pupils are unkind to each other, the teachers and other pupils will help sort things out. You are making good progress with your work and most of you feel that the lessons are neither too hard nor too easy. Some of you feel that you could do even better, for example with your writing, and we agree with you. The teachers at the school also think this and want to make sure this happens. Most of you know how you are getting on with your work and the sorts of areas where you need to improve; however you are not always clear about exactly what to do in order to improve.

There are some areas which the school can do better. They are to: * help more of you reach the higher levels in the national curriculum tests; * make sure you understand how you can improve your work and for you to try and remember this too; * use lessons to help you with areas of work that you find most difficult.