

# Holland House School

Independent School

Inspection report

DCSF Registration Number	302/6066
Unique Reference Number	101380
Inspection number	322041
Inspection dates	20–21 May 2008
Reporting inspector	Daniel Towl HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

---

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

---

## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Holland House was established in 1937 and is situated in a residential area of Edgware. It is a selective, non-denominational, independent primary school that aims to ensure that '*..children are happy and productive*' and show that '*...enjoyment of school does not preclude high academic achievement*'. Some pupils are currently being taught in a semi-detached residential property while the main school undergoes significant refurbishment and updating. The school was last inspected in February 2005.

## Evaluation of the school

The school is very successful in enabling pupils to achieve very high standards in English and mathematics, on which it has a strong focus. Overall it is providing a satisfactory education in which there are good and outstanding elements. Among the strengths is the personal development of pupils, who leave the school as confident, articulate young people with good attitudes. The school has a number of areas in which it needs to improve its practice, especially in the areas of welfare, health and safety and procedures for staff appointments. Since the last inspection some improvements have been made but there are still some regulations that the school does not comply with. Most parents are pleased with the school and believe their children to be happy and making good progress.

## Quality of education

The curriculum offered by the school is satisfactory and has changed little since the last inspection. There is very good provision for teaching basic skills. Pupils from an early age make outstanding progress in reading and this continues throughout the school. This and the good progress made in writing, especially narrative, gives the pupils an excellent command of English and an extensive vocabulary. English grammar, essay writing, and reading form the basis of the English curriculum and daily arithmetic lessons, both mental and written, ensure that pupils make good progress and become confident in performing calculations for a range of purposes. By 11 years of age most pupils achieve beyond national expectations in English and mathematics.

While the curriculum meets the overall requirements, activities in technology, especially information and communication technology (ICT) are very limited. The

school is aware of this and in its refurbishment there will be a dedicated computer room and specialist staff appointed.

The school's philosophy does not promote group work in lessons and therefore regular opportunities to collaborate on more investigational and creative activities are limited even from a very early age. The youngest Foundation Stage children have very little chance to initiate more informal and creative activities for themselves.

Pupils develop good factual knowledge in science, geography and history but do not always use their very good writing skills to best effect to express their own ideas and views. Much of the writing in these subjects is devoted to copying given notes or completing pre-prepared sheets and comprehensions. There is an appropriate programme for personal and social education though the school does not teach sex education. Pupils' development in art is satisfactory although in a limited range of media. The older pupils are capable of producing good still-life drawings.

Pupils take part in regular physical education (PE) lessons both on and off site and there are regular opportunities to play sport against other schools. Pupils enjoy the small games that are played in PE on the school site but there is little development of specific skills in these sessions. Netball, cricket, tennis and football take place at off-site venues.

A number of outside visits are arranged to museums and other places of interest such as Dickens' World. In addition, there is a biennial residential visit to France. Many parents expressed concern about the range of activities offered by the school. The inspection found that while the range of curriculum activities is satisfactory the quality of experience varies between subjects.

Lessons are often good, though not consistently so across all subjects and classes where teaching is satisfactory. Teachers have very good relationships with the pupils and set high standards. The pupils respond by getting on and working hard. There is often a sense of fun in lessons during whole class discussions. Teachers' subject knowledge is mostly good and they lead lessons confidently resulting in the good progress that pupils make in the basic skills.

Teachers diligently assess pupils' work with a number of prescribed tests, which are clearly outlined in the school's policies. A range of national tests is also used to measure the attainment of pupils. Work is regularly marked and there are sometimes helpful comments to identify what pupils might do to improve, but this is not consistent throughout school. Pupils are not aware of any personal academic targets.

There is a predominance of whole-class teaching which means that all pupils in the class start with the same task irrespective of their prior achievements. When the discussions in such lessons are lively, pupils are actively involved in answering questions and giving opinions. In the best whole-class lessons pupils are encouraged to give better-reasoned answers. This successfully reinforces learning. Sometimes,

though, lessons are over prescriptive, discussions are too long and this results in less effective learning.

## Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good overall with cultural development being satisfactory. The school is a happy and orderly environment where pupils get on well together. Attendance is good. Behaviour is outstanding which enables all pupils to concentrate well in lessons. Generally pupils are very aware of the school rules and follow them. They are polite to each other, staff and visitors. Pupils confirm parents' views that they enjoy school and are happy. Breaktimes and lunchtimes are good social occasions. Daily collective worship, awards and certificates and team participation promote self-esteem.

There is a wide variety of heritage and background within the school population but pupils are surprisingly unaware of the customs and practices of different cultures. Some lessons in geography look at countries far away and there have been references to other faiths in lessons. The high levels that pupils reach in English and mathematics and their confidence in speaking, provides them with a good start in their next steps of education and fully supports their future economic well being.

Pupils contribute effectively to the school community by behaving well and taking part in sports teams and other activities such as drama performances. Pupils willingly take on extra duties as required. The positions of head boy and girl and house captains enable some pupils to take-on additional responsibilities. Pupils have contributed to the wider community by collecting and donating funds to two national charities.

## Welfare, health and safety of the pupils

The provision for welfare health and safety is satisfactory but there are areas that require improvement in order to comply fully with requirements. Day-to-day supervision of pupils is satisfactory. The school has undertaken appropriate risk assessments and rightly took additional external advice about safety during the major refurbishment currently taking place. Pupils say that they feel safe in school. There are visits from the community police and pupils learn about road safety and staying safe outside school.

The school does not fully comply with the recommendations and requirements for safeguarding pupils. The headteacher has recently written a policy for how the school will deal with issues about child protection but this is not yet fully implemented, though local authority information has been previously circulated to staff. There is no designated member of staff responsible for child protection and no staff have received training.

Pupils have mixed views about bullying in school. A small number of pupils say it occurs sometimes, while others are not concerned. There is policy information for

staff but some pupils are not completely sure or convinced about any specific procedures to follow or how staff will respond if they are worried.

The school has external consultant advice on matters of health and safety and provision is satisfactory. However, there is no record of recent electrical testing of appliances. The school has responded appropriately to any matters raised following the last environmental health inspection. Fire drills are carried out regularly.

Accidents are recorded in the required way but first aid supplies require improvement and pupils' individual special medicines require more secure storage. Sufficient staff have received first aid training but they do not always follow correct procedures, for example, protective gloves are not always used when dealing with pupils' minor injuries.

Pupils have sufficient opportunities for physical exercise and learn about their own bodies and healthy balanced diets. A very high proportion of pupils have healthy snacks for break times and school meals are of good quality.

### Suitability of the proprietor and staff

The school does not comply with a number of regulations. All staff have received criminal records checks but the school has not yet compiled the required single register of staff which shows which checks have been undertaken. It is not clear from school records if all other required checks have been made. There is no formal written procedure for the appointment of staff. Criminal record checks have not been undertaken for all members of the governing body.

### School's premises and accommodation

The school meets all but one of the regulations. The school is undergoing major refurbishment of its premises to update classrooms and to provide specialist rooms for ICT, art, music and drama. Refurbished classrooms are a suitable size for the number of pupils and provide a pleasant environment for learning. The outside play area is covered in a safety surface which makes it very suitable for small games and informal play at breaks even if a little crowded at times.

The hall enables the school to meet as a body for assembly and lunch and for pupils to take part in activities such as drama and tap-dancing. The school does not have appropriate facilities for pupils who are ill.

### Provision of information for parents, carers and others

The school meets all the requirements except one. The school has an attractive and informative brochure and states which policies can be seen at the school. Parents receive regular reports of their children's progress. The address of the chair of governors is not clear in the information provided to parents or prospective parents.

## Procedures for handling complaints

Procedures for handling complaints meet all but one of the requirements. It is not made clear that a parent attending a hearing may be accompanied.

## Compliance with regulatory requirements

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- provide opportunities for the youngest pupils to sometimes initiate their own activities (paragraph 1(2)(h)(ii))
- ensure that prior attainment is considered more fully when planning activities for all pupils (paragraph 1(3)(d)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007) especially that part which relates to child protection (paragraph 3(2)(b))
- ensure that first aid policies and practice are clearer with regard to the storage and maintenance of first aid supplies and special medicines and improve practice when administering to wounds (paragraph 3(6)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff ensure that all appropriate checks been carried out to confirm their identity, medical fitness, right to work in the United Kingdom, previous employment history, character references and, where appropriate, qualifications and professional references and ensure that such information has been taken into account in determining whether their appointment will be confirmed (paragraph 4(2)a)
- make appropriate checks on all governors (paragraph 4B(4) and (5))
- Maintain a single register of all staff and governors to show that appropriate checks have been undertaken (paragraphs 4C(2 and 3), 4C(6 and 7) and 4C(9)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill (paragraph 5(l)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of the address of the chair of governors (paragraph 6 (2)(c)).

The school does not meet all requirements in respect of procedures for handling complaints (standard 7) and must:

- ensure that the written procedure shows that a parent may be accompanied to any hearing if they so wish (paragraph 7(h)).



---

## School details

Name of school	Holland House School
DCSF number	3026066
Unique reference number	101380
Type of school	Primary
Status	Independent
Date school opened	1937
Age range of pupils	4-11
Gender of pupils	MI
Number on roll (full-time pupils)	Boys: 59      Girls: 92      Total: 151
Annual fees (day pupils)	£ 5100
Address of school	1 Broadhurst Avenue Edgware Middlesex HA8 8TP
Telephone number	0208958 6979
Fax number	020 8958 3591
Email address	<a href="mailto:schooloffice@hollandhouse.org.uk">schooloffice@hollandhouse.org.uk</a>
Headteacher	Mrs I Tyk
Proprietor	Board of Governors
Reporting inspector	Daniel Towl HMI
Dates of inspection	20–21 May 2008