

Holland Haven Primary School

Primrose Road, Holland on Sea, Essex, CO15 5PP

Inspection dates 10-11 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and senior leadership team have worked relentlessly to make the school a better place for learning. This is a good and improving school because leadership is strong and effective.
- Most pupils make good or better progress and reach national standards in mathematics and English at the end of Key Stage 2.
- Pupils feel happy and safe at school. They are proud of their school and their achievements.
- The quality of teaching is good and improving. Teachers make lessons interesting and check pupils' understanding throughout the lesson.
- The provision in the Early Years Foundation Stage is good because teachers inspire children to become excited about their learning by providing stimulating activities that match the children's interests.
- The governing body plays a strategic and active role in school life and supports school leaders to continue to improve the school. They have a realistic view of the school and are dedicated to ensuring its continued success.
- Pupils from disadvantaged backgrounds flourish. They achieve well because teachers make sure that they are supported in their learning.

It is not yet an outstanding school because

- Teaching is not outstanding because teachers are not as ambitious in other subjects as they are in mathematics and English and teaching does not always hold pupils' interest.
- Too few pupils apply the writing skills acquired during their English lessons to writing in other subjects.
- Good quality teaching and marking are not routinely evident in all classes.

Information about this inspection

- The inspection team observed lessons or parts of lessons in all classes. Several observations were done jointly with the headteacher or deputy headteacher.
- Meetings were held with members of the governing body, the local authority, the senior leadership team, staff, pupils and parents.
- The inspection team observed the school's work and looked at a range of documents, including pupils' exercise books, achievement and progress information, documents relating to safeguarding, reviews of teaching and learning and school policies and procedures. They listened to pupils read and talked about their work. The lead inspector scrutinised the school development plan, the raising achievement plan and the governors' own action plan.
- The inspection team noted the 62 responses to 'Parent View, which is the on-line questionnaire. They also spoke to parents during an informal meeting and received written correspondence. The inspection team also took account of the 36 staff questionnaires returned.

Inspection team

Deborah Pargeter, Lead inspector

Seconded Inspector

Philip Mann

Her Majesty's Inspector

Margaret Dutton

Additional Inspector

Information about this school

- This school is slightly larger than the average sized primary school.
- Pupils are mostly of White British heritage.
- The proportion of pupils supported through the pupil premium, which is additional government funding for certain groups of pupils, is average.
- The proportion of disabled pupils and those who have special educational needs is average. Pupils supported at school action are below average.
- The proportion of pupils who are from minority ethnic groups is significantly less than in other schools nationally, as is the proportion of pupils who speak English as an additional language.
- The school meets the government floor standards for attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Ensure that pupils are taught all of the subjects in the National Curriculum to the same rigorous standards as they are in mathematics and English by:
 - developing writing across the curriculum to enable pupils to apply their writing skills throughout all subjects.
 - applying school policies, and particularly those relating to the use of handwriting and marking, consistently in all classes and subjects
 - foster pupils' love of learning in all subjects by making sure all lessons motivate pupils, fully hold their attention and deepen their knowledge and understanding.

Inspection judgements

The leadership and management are outstanding

- The headteacher has been uncompromising in her pursuit of excellence at the school. She is highly ambitious for all pupils and is relentless in seeking improvements in teaching and learning. Supported by the deputy headteacher, she has set high expectations of all staff, resulting in a rapid improvement since the last inspection. This is evident in all aspects of school life, including in pupils' behaviour and attitudes to learning.
- The upward trajectory of improved attainment over the last three years is a result of strong senior leadership. The headteacher has ensured that expectations of good quality teaching and high achievement are ingrained in the ethos of the school and shared by all staff.
- Senior leaders have been quick to identify weaknesses and have addressed these swiftly. For example, the most able pupils are now making better progress than in previous years because leaders ensure that they are supported and challenged adequately.
- The quality of teaching improves continuously because the senior leaders monitor teaching and learning regularly and performance management systems are rigorous. Leaders measure the performance of teachers and teaching assistants against national standards and set them personalised targets linked directly to pupils' attainment and progress.
- Mathematics and English leaders have led improvement in their areas and this has had a positive impact on results. Although they know that progress is good in their subjects, they recognise what needs to be done to ensure this continues.
- The leaders of science, computing and the foundation subject are developing a more thorough approach to the monitoring of their subjects. They recognise that the thematic approach, teaching subjects through a termly topic, has created an environment where pupils feel inspired and excited about their learning. They are aware that not all subjects are taught to the same high standards and they need to develop a more broad and balanced curriculum, through monitoring of planning, lessons and pupils' work.
- The school's ethos promotes inclusion and equality for all groups of pupils. Every pupil is treated as an individual and staff regularly reflect on how they can best support the learning of every individual pupil. This is evident in the good provision for disabled pupils and those with special educational needs. Where support has not improved pupils' skills or understanding, leaders have quickly changed their interventions and introduced alternative strategies.
- The local authority has provided good support to the school by moderating judgements and facilitating professional development opportunities for staff. They complete an annual monitoring visit which the school leadership team uses to support improvements.
- The pupil premium grant is used well to ensure that disadvantaged pupils attain and progress at a similar rate to their non-disadvantaged peers.
- The school is using the primary sports grant effectively to improve the quality of physical education. Pupils have increased their participation in local sports competitions and increased the variety of sports on offer to all children has increased.
- The school works well with parents. For example, a team employed to provide a comprehensive support resource is meeting well the broader pastoral needs of pupils and their families. Parents appreciate this specifically and say they feel positive about all aspects of school life.
- Safeguarding arrangements are robust and all statutory requirements are met. All relevant checks are made on staff and volunteers who work with the pupils without supervision.

- The curriculum, collective worship and school ethos promote effective spiritual, moral, social and cultural development. Pupils are able to reflect on and respond to events and cultural stimulus. They have a clear understanding of their role within the school and their local society and are developing aspirations for their future.
- Pupils appreciate and understand fundamental British values and are well prepared for life in modern Britain. An example of this was the effective way teachers helped Key Stage 2 pupils to compare political life in Ancient Egypt with modern Britain. They were able to recognise the values of tolerance, respect and democracy and recognised that life was more difficult for citizens in Ancient Egypt.
- **The governance of the school:**
 - The Chair of the Governing Body and the Vice-chair of the Governing Body have been in post for a year and their impact on school improvement is already apparent. They have a good knowledge of school performance data, ensuring that information they receive is correct and moderated. They are able to use the data to critically analyse the impact of actions made by senior leaders.
 - The governing body has a good grasp of the strengths and areas for development in the school and governors are well informed about all aspects of school life. They have a clear view of the quality of teaching and can describe the performance management process and the role of their personnel committee in determining pay-related recommendations. They ensure all staff meet challenging pupil achievement targets before there is an increase in their remuneration.
 - Governors understand all aspects of their statutory duty and can provide details of the way they have addressed them. Governors have been allocated roles to reflect their strengths, for example a governor with a strong property management and finance background is leading a school remodelling project.
 - Governors support the school well. They make regular visits to classrooms and scrutinise exercise books to monitor the application of school policies. They are aware that a minority of subjects need improvements in their delivery and are holding the school to account for this.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Expectations for positive behaviour are high and there is a thorough system to support any pupil who struggles to meet the school behaviour standards. Leaders ensure that all staff and parents, as well as the pupils themselves, are fully informed about what action is being taken and how the pupil is progressing.
- Pupils are friendly and welcoming. They show good manners and consideration for others. They respond to the teacher appropriately and they do not generally shout out answers in class. In a small minority of lessons pupils were less involved in their learning because the activity failed to keep their attention.
- Most pupils have a positive attitude to learning. Teachers use 'thinking time' at the end of lessons to allow pupils to reflect on their achievements and decide on their next steps. As a result pupils feel positive about their efforts and are eager and prepared for their next lesson.
- Attendance was below national average in the last academic year and is now above that figure. The school has systems in place to ensure that this will continue to improve. The school has addressed the poor attendance of disabled pupils and those who have special educational needs so that this too has improved impressively.
- The school actively encourages pupils to take on roles of responsibility and to participate in all aspects of school life. The school council is very active and older pupils are encouraged to suggest whole school activities which then take place. For example a talent competition was the idea of a Year six pupil and is being co-ordinated by the school council.
- Pupils are proud of their achievements. They describe their awards, successes and school responsibilities with enthusiasm and pride. All classes and communal areas contain a variety of imaginative and vibrant displays to support learning and celebrate success.

Safety

- The school's work to keep pupils safe and secure is good. Pupils learn how to keep themselves safe, at an appropriate level to their age. A particular strength is pupils' awareness of E-safety. Pupils are alert to potential dangers posed by using the internet and know what to do if they feel unsafe.
- Pupils know how to recognise different types of bullying and will walk away and tell a teacher.
- Pupils play safely on the playground and use equipment with due care. They are confident that staff, including midday supervisors, are able to rectify any problems and will sort out an amicable resolution that all pupils are happy with. This feeling was supported by responses from parents who were confident that their children were happy and safe at school.

The quality of teaching

is good

- Learning in lessons is good. This is confirmed by observation throughout the school. In most lessons, teachers demonstrate secure subject knowledge and lessons progress at pace because learning is interspersed with short bursts of high quality teaching input.
- In the majority of lessons teachers use a wide variety of strategies to motivate pupils and ensure they fully participate. Teachers model their expectations and regularly use pupils' work to demonstrate the standard of work they expect. Learning objectives are routinely shared and referred to throughout the lesson, thus reminding pupils of the purpose of the activity. Pupil's learning is frequently reviewed against the objective of the lesson to allow pupils to self-assess and determine their stage in progression.
- Teachers deploy teaching assistants consistently well. They work with small groups of varying abilities and help pupils to make progress. In a minority of lessons, teaching assistants recorded pupils' responses to support assessments of pupils' learning.
- The teaching of mathematics and English is good because teachers have a clear understanding of the outcomes they are expecting and lessons challenge all pupils. Pupils are making accelerated and sustained progress in both subjects.
- Presentation in books is generally good. Teachers ensure pupils' handwriting is usually accurately formed and joined. Upper school pupils persist in writing in pencil and this could hinder their readiness for secondary school.
- Marking is to a consistently high standard in mathematics and English and ensures that pupils understand the next steps to take in their learning. Pupils regularly respond to feedback using a special pen. High standards of marking are not seen consistently in all subjects.
- Teachers use school assessment ladders to enable pupils to recognise the next steps in their mathematics learning. Pupils find these helpful and use them to challenge themselves.
- Expectations for homework are high and pupils respond well to these. Every third piece of homework is thematic based and allows pupils to carry out independent learning tasks. All homework has a clear link to class learning and is referred to in lessons. A reward system for homework motivates pupils to produce work to a high standard.
- The teaching of reading is good. Pupils across the school demonstrate a sound knowledge of phonics (the sounds that letters make) and are able to read for meaning.
- In some subjects the quality of teaching is not consistently high because teachers do not always have high enough expectations of what pupils can achieve. This means that, on occasions, pupils are not stretched in subjects such as religious education where, once they have finished activities quickly, their concentration and, consequently their progress, are allowed to lapse.

The achievement of pupils**is good**

- Attainment at the end of Key Stage 2 in 2014 in mathematics, reading and writing is broadly in line with national averages. It has been on an upward trajectory over the last four years in Key Stage 1 and Key Stage 2 and is broadly at the national average in both key stages. In 2014, half of pupils in Upper Key Stage 2 did not make good progress in writing and over one third of the pupils did not make good progress in reading and mathematics. Assessment data for this academic year indicates that better progress is now being made in all three subjects.
- Attainment at the time of the last inspection was judged to require improvement because there was too much variability in the results of different groups of pupils. This is no longer the case and all groups of pupils are now achieving well.
- Pupils read widely and speak with enthusiasm about their books. Younger pupils demonstrate a sound knowledge of phonics and can use a variety of strategies to decode tricky words.
- Pupils do not take enough care with the quality of their writing in subjects other than mathematics and English. Written work is sometimes untidy, and spelling and punctuation are not always as accurate as pupils' work in other subjects demonstrates they can be.
- The most-able pupils make good progress and, in 2014, achieved well in mathematics, reading and writing.
- Pupils supported through the pupil premium make good progress. Their attainment at the end of Key Stage 2 in 2014 was the equivalent of a term ahead of their school peers in mathematics and no more than a term behind in reading and writing. This gap remains the same when compared to all pupils nationally.

The early years provision**is good**

- The provision in the Early Years Foundation Stage has improved since the previous inspection, and is good. It is organised to cover all seven areas of learning with a varied and exciting range of activities. The quality of provision is strong and motivates learners, for example in one well-planned activity involving a fruit table, children learned to draw different fruits and label diagrams by reading and writing the names of less common fruit.
- Assessment is accurate, rigorous and based on clear evidence. This enables teachers to accurately determine children's next learning steps. Children's learning journeys are comprehensive and highlight 'wow' moments in their development, so that parents are well informed about the progress their children are making, and suitably demanding work can be planned for children.
- Communication with parents and carers is good. They regularly contribute to their child's assessment and receive weekly reports from the school on their child's progress.
- The quality of teaching is consistently good. The Early Years Foundation Stage leader informally supports her peers to ensure that high standards are maintained at all times.
- Children's behaviour is good. They are completely safe, play harmoniously together and are given the opportunity to reflect on their feelings and the feelings of others.
- Children make good progress. They enter the setting with a variety of starting points and the majority of children catch-up quickly. Any gaps between different groups are addressed through a personalised approach to learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115256
Local authority	Essex
Inspection number	455506

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Mrs Jackie Sharman
Headteacher	Mrs Sue Bardetti
Date of previous school inspection	9-10 July 2013
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