

Inspection of a school judged Good for overall effectiveness before September 2024: Holland Haven Primary School

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

Inspection dates:

12 and 13 November 2024

Outcome

Holland Haven Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils enjoy being part of this welcoming school. They flourish in the positive ethos that permeates the school. Pupils are kind towards others. In lessons, pupils support their peers and celebrate their success. In the early years, children share and take turns. They delight in learning together. During lunch, pupils dine well together. They are polite and tidy up after themselves. Playtimes are pleasant because pupils play well together.

Pupils know that learning is important and work hard in lessons. They understand the school's high expectations and try to, 'reach for the stars', aiming for high levels of success. When an aspect of learning is tricky, pupils show determination. Pupils' work and outcomes show that pupils learn and achieve well at school. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Pupils value the contribution they make to others in their community. For example, while serving as a 'playground friend', older pupils take responsibility to model positive play to younger pupils. They help children in Reception to settle into the school's routines. To improve their local community, members of the 'eco council' pick up litter around the outside boundaries of the school and at the beach.

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

Over recent years, staff have worked together to refine the curriculum. This has resulted in a cohesive, well-designed curriculum. Teachers and leaders have clarified the exact knowledge pupils and children in the early years should know. The school has organised the curriculum so that pupils are taught knowledge in a logical order. This is routinely reviewed.

Teachers have an in depth understanding of the curriculum they teach. They arrange effective learning activities that enable pupils to learn the curriculum well. Teachers systematically check what pupils know and understand. When pupils forget or misunderstand something, teachers provide timely support, so pupils do not fall behind.

Starting in the early years, the school effectively identifies the needs of pupils with SEND. Working with external specialists, the school provides precise guidance and training for staff about how best to support these pupils. Teachers use the school's guidance well and arrange effective support so that, overall, pupils with SEND learn what they should. However, the school is experiencing a growing number of pupils with SEND who have complex needs. In response, leaders are focussing training on improving the way staff support these pupils. There is more to do, as on occasion these pupils do not learn as well as they could.

Children in the early years are well supported to learn what they need to start reading. Staffs' enthusiasm for reading and the well-chosen collection of books helps children build their own love of reading. In key stage 1, nearly all pupils learn to read fluently. For those pupils that find reading difficult, the school provides effective support to become fluent readers. Pupils enjoy reading as a leisure pursuit and recommend books to each other.

Children in the early years quickly learn the school's expectations for behaviour. They sustain concentration on their learning and listen well during class discussions. Pupils proudly receive 'crystals' and recognition in assemblies for their good conduct. Over recent years, the school has had high numbers of pupils who have been suspended. However, the school has developed effective measures to help pupils learn to regulate their behaviour. The number of pupils receiving suspensions has now reduced.

Pupils are well equipped for life after primary education. They learn about how to keep themselves safe at home, in the community and when online. Pupils know how to keep themselves physically and emotionally healthy. They value the support they receive in the 'Rainbow Room' where they can reflect on their social and emotional needs. The school teaches pupils the importance of respecting others' differences. Pupils respectfully explore the diversity of beliefs and lifestyles found in modern Britain. With maturity and sensitivity, they discuss controversial issues in society such as the migration of people around the world.

Staff share leaders' and governors' vision and values for the school. They work very well together to ensure the school continues to improve. Staff appreciate the strong professional development they receive and how leaders' support staff to maintain a reasonable workload. Governors demonstrate the skills and commitment needed to govern effectively. They gather accurate information about the quality of the school's provision and hold leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, staff do not support some pupils with SEND as effectively as they could. As a result, the learning of some of these pupils is uneven. The school must continue training staff so they consistently plan learning opportunities that meet the needs of all pupils with SEND.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in March 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115256
Local authority	Essex
Inspection number	10348532
Type of school	Primary
School category	Foundation
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair of governing body	Jackie Sharman
Headteacher	Susan Bardetti
Website	www.hollandhavenschool.co.uk
Date of previous inspection	7 March 2018, under section 8 of the Education Act 2005

Information about this school

- This school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector held discussions with governors, including the chair of the governing body, the headteacher, members of the senior leadership team, subject leaders, teachers, members of support staff and pupils.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector observed pupils' behaviour in lessons, when moving around the school and during lunch and playtimes. The inspector also considered a range of documents and other information about the behaviour, attitudes and the personal development of pupils.
- The inspector considered the responses to Ofsted's online survey, Parent View, and the responses to the staff and pupil surveys.

Inspection team

Al Mistrano, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024