

# Holland Park Primary School

## Inspection report

---

<b>Unique reference number</b>	115255
<b>Local authority</b>	Essex
<b>Inspection number</b>	379048
<b>Inspection dates</b>	26–27 June 2012
<b>Lead inspector</b>	Valerie Palmer

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marina Lee
<b>Headteacher</b>	Veronica Farrelly
<b>Date of previous school inspection</b>	22 January 2009
<b>School address</b>	Holland Road Clacton-on-Sea CO15 6NG
<b>Telephone number</b>	01255 422942
<b>Fax number</b>	01255 421187
<b>Email address</b>	admin@hollandpark.essex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 June 2012
<b>Inspection number</b>	379048



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Valerie Palmer

Additional Inspector

Jackie Cousins

Additional Inspector

David Gutmann

Additional Inspector

This inspection was carried out with two days' notice. The inspection team spent 13 hours and 30 minutes observing teaching and learning in 29 lessons taught by 17 teachers. They held meetings with the headteacher, representatives of the governing body, and staff, and talked to parents, carers, and pupils. Inspectors observed the school's work and looked at school planning, school and national assessment data, and work in pupils' books. They assessed the quality of the school's documentation, including minutes of meetings of the governing body, policies relating to safeguarding and the pupils' well being, and improvement planning. Inspectors scrutinized 128 questionnaires returned by parents and carers.

## Information about the school

The School is larger than the average-sized primary school. Most pupils are of White British heritage and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The percentage of disabled pupils and those who have special educational needs, including those supported by school action plus and with a statement of special educational needs, is above average. The school has several awards, including Healthy Schools status, the Becta Information and Communication Technology Mark, and the Inclusion Quality Mark. The school meets the current floor standard, which sets the government's minimum expectation for pupils' attainment and progress by the end of Year 6.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Virtually all parents and carers appreciate the way the school cares for and supports their children and listens and acts on their concerns. The school is not good yet because there are inconsistencies in leadership, teaching, and pupils’ rates of progress. Schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory. The work in pupils’ books, lesson observations, and school data show that attainment is broadly average in Key Stages 1 and 2. From starting points that are below those expected when they start in the Early Years Foundation Stage, progress is good and pupils leave the Stage with broadly average levels of attainment. Disabled pupils and those who have special educational needs gain in their confidence and self-esteem because they are supported well, interventions are closely matched to their needs and they make generally satisfactory progress.
- The quality of teaching varies across the school, but is satisfactory overall. That means that pupils make satisfactory progress because practical activities are used appropriately to develop their basic skills. Occasionally, written feedback for pupils is not precise enough and, in a few lessons, the pace of learning slows, so they are not fully challenged.
- Behaviour is good overall and pupils have positive attitudes to learning. Pupils say they feel safe and are looked after well by adults. They have a good understanding of how to keep themselves safe, including when using the internet. Attendance rates are above average.
- The headteacher and senior leaders work well as a team. They are enthusiastic and committed to improving the school and provide satisfactory leadership. The leadership of teaching and the management of performance are satisfactory, but the evaluation of teaching does not always follow up teachers’ areas for

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

development sufficiently quickly or record when they have been met. The governing body is very supportive of the school, but does not always hold leaders and managers fully to account for school improvement.

## What does the school need to do to improve further?

- Raise achievement by improving the consistency of teaching by:
  - providing clear marking and feedback so that pupils know how to improve their work
  - raising teachers' expectations of what pupils can achieve
  - ensuring the pace of all lessons is brisk so that it extends pupils' learning more quickly.
- Improve leadership and management by:
  - evaluating teaching more rigorously and recording clearly when areas for development have been met
  - ensuring the governing body holds leaders and managers fully to account for school improvement.

## Main report

### Achievement of pupils

Parents and carers say that children settle quickly in the Early Years Foundation Stage. They join the school with skills that are below the levels expected for their age and enter Year 1 as confident learners. That is due to good provision and good leadership, management and teamwork. Whilst creating symmetrical butterflies, children were able to explain their thinking well due to good teacher subject knowledge and the phrasing of open-ended questions. Children make good progress throughout the Early Years Foundation Stage, especially in social development, language and communication, and shape, space and measures.

Pupils join Year 1 with broadly average attainment in key areas of learning and make satisfactory progress. Year 2 pupils said they enjoyed reading and their attainment is average. Pupils were able to answer comprehension questions satisfactorily and could predict what happened next in stories.

Performance in English and mathematics has fluctuated over the last three years. However, by the end of Key Stage 2, attainment remains broadly average, with pupils making the progress that is expected of them. Attainment in reading in Year 6 is average. Year 6 pupils enjoyed books, read with expression and could confidently discuss story plots. Support and teaching staff are well versed in the wide number of intervention programmes available for disabled pupils and those with special educational needs. Individual education plans are monitored carefully and,

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

consequently, the majority of those pupils make satisfactory progress.

Relationships between pupils and adults are positive. Pupils state that they enjoy their lessons, particularly when the activities are interesting. Year 4 pupils were excited when a member of their class took on the role of a rich, Tudor lord and the remainder of the class could pose questions. Throughout the inspection, the majority of pupils were eager to learn. Many showed good concentration when learning became more active. In a Year 3 lesson, pupils became reporters and had to decide on key questions which would allow them to gather detailed information to form a report.

Good use of technology motivates and provides challenge for all pupils. Occasionally, where activities are not matched sufficiently to pupils' abilities, needs, and interests, the pace of learning slows and pupils find it more difficult to concentrate. The majority of parents and carers who returned the inspection questionnaire stated their children made good progress. However, inspectors found that most pupils make satisfactory progress.

### **Quality of teaching**

All teaching observed during the inspection was at least satisfactory. In the best lessons, the curriculum was well planned, exciting activities were designed that motivated and involved pupils in their learning fully, and expectations were high. For instance, in a Year 4 class, pupils were excited and engaged in writing slogans to promote a product. The teacher structured learning to encourage good discussions and gave opportunities for pupils to share and develop their ideas independently and as a group. The designing of a logo, using computers, enhanced links between different subjects. Another good lesson, which tailored the activities and resources to pupils' needs, was observed in Year 1. 'Pirates' joined the lesson on subtraction and the use of practical activities, both indoors and out, involved questioning being used well to test pupils' understanding, to consolidate and extend their skills and knowledge, and to keep them focused. The quality of teaching in the Early Years Foundation Stage is good, providing children with an effective and enjoyable curriculum that enhances their academic and personal development.

The teaching of disabled pupils and those with special educational needs is satisfactory because extra tuition sessions are used appropriately. Pupils' spiritual, moral, social, and cultural development is promoted successfully through many projects. For example, pupils used their literacy skills and developed their multi-cultural awareness effectively when they found out about people's lives in Ghana.

Sometimes, marking does not provide sufficiently clear feedback for pupils to know how to improve their work and the setting of personal targets for pupils is inconsistent. In a few lessons, the pace of learning slows because teachers' expectations of what pupils can do and achieve are not high enough, so the element of challenge, to sustain interest, is not fully developed. Although the vast majority of parents and carers are happy that teaching is effective and that their children are making good progress, inspection evidence shows there are some inconsistencies in

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

the quality of teaching, which is satisfactory overall.

### **Behaviour and safety of pupils**

Warm relations between adults and pupils are evident throughout the school. Almost all pupils say they feel safe in school and that bullying, on the rare occasions it occurs, is dealt with effectively. That was confirmed during discussions with pupils from Reception Year to Year 6. Pupils demonstrate an awareness of risk and unsafe situations. They have a well-developed awareness of internet safety and know about different types of cyber-bullying. A very small minority of parents and carers expressed some concern about behaviour and how effectively the school deals with it. However, the general view of parents and carers, supported by inspection evidence, is that behaviour is good and that their children are kept safe.

Pupils are sociable, polite, and extend a warm welcome to visitors. The school council plays an effective role in the life of the school and pupils speak highly of its activities. The school is highly successful in promoting regular attendance, which has resulted in an improvement in punctuality and an attendance rate which is above average.

### **Leadership and management**

The headteacher and her senior management team provide dedicated and passionate leadership and are committed to improving the effectiveness of the school. The team is well established and has a range of complementary skills. Middle leaders are enthusiastic and are keen to make a difference in their subject areas to outcomes for pupils. There is a cycle for lesson observations, scrutinising of pupils' books, and discussions about pupils' progress, which provides an insight into the strengths and weaknesses of the school. However, at present the activities are not followed up robustly to accelerate school improvement, nor is it recorded when improvement points have been met. Systems for tracking pupils' progress have been updated recently and refined and this gives all leaders greater opportunity to monitor the progress of all year groups more frequently.

Performance management is used satisfactorily to improve the quality of education. There is an continuing, detailed programme of professional development. Planning and training for writing and areas of mathematics have had a positive impact on pupils' attainment. This year, the proportion of Year 6 pupils attaining above average levels has improved. The school demonstrates that it has the capacity to improve.

There is good management of disabled pupils and those with special educational needs through a comprehensive tracking system, which ensures they receive appropriate provision. The governing body is organised effectively and supportive. Governors are a regular presence in school and have an appropriate knowledge of its self-evaluation process. They are familiar with the provision which pupils receive and are well aware of their responsibilities in safeguarding pupils and staff and all required systems and procedures are in place. However, the governing body does not have a detailed understanding of the progress and achievement of pupils in all

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

year groups and so does not always challenge the school rigorously enough. The school is successful in ensuring equal opportunities for all pupils, particularly disabled pupils and those with special educational needs.

The school enjoys a positive partnership with the majority of parents and carers and an effective and informative website gives additional insight into how the school celebrates and promotes pupils' achievements. Pupils' spiritual, moral, social, and cultural development is promoted well. Their understanding of different cultures was developed successfully, for example, in lessons where pupils were involved practically in researching and recording information on different countries. The curriculum has an appropriate emphasis on literacy, numeracy, and communication skills. Displays around school demonstrate that art has a high profile and pupils are given many opportunities to take part in a wide range of sporting activities. There are many extra-curricular activities which enrich the school day and there are opportunities to visit different localities and places of interest to enhance pupils' learning.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 June 2012

Dear Pupils,

### **Inspection of Holland Park Primary School, Clacton-on-Sea, CO15 6NG**

Thank you very much for welcoming us to your school and helping us with our work. You were all so polite, greeted us with smiles and said how happy your school is. It was good to talk to so many of you and we were delighted that so many questionnaires were returned to us. Your school provides you with a satisfactory education.

You enjoy coming to school, feel safe and get on well with all the adults. You get a great deal of help from the adults in the school and this helps with your learning and behaviour. The displays around school celebrate all the interesting activities which you do and you enjoy many visits to interesting places. Your school cares for you well, attendance is above average and leaders and managers make sure you are safe and happy. The Early Years Foundation Stage gives you a good start in school and there are many activities for you to take part in, both inside and out. Teaching is satisfactory, some is good and you make satisfactory progress. You reach the national standards in English and mathematics expected for your age when you leave. A few of you said you did not know in detail how to make your work better.

In order to make your school even better we have asked the headteacher, staff and governing body to:

- provide you with clear marking and feedback so you know how to improve your work
- make sure that all of you get on with more difficult tasks more quickly in lessons
- make sure that the work you are given is not too easy
- improve the ways staff and the governing body record when development points for teaching have been met
- make sure that everybody understands how well you are all progressing.

You can help your school by working hard at all times and we hope you continue to enjoy coming to school and that you keep up your good attendance.

Yours sincerely

Valerie Palmer  
Lead Inspector (on behalf of the inspection team)

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**