

Holland Park Primary School

Holland Road, Clacton-on-Sea, CO15 6NG

Inspection dates 10–11 February 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
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.

- Pupils make good progress. Gaps with the attainment of pupils nationally in reading, writing and mathematics are closing rapidly.
- Pupils have very positive attitudes to learning and are eager to improve. Staff, parents and pupils are rightly proud of their school and its welcoming, inclusive ethos.
- The quality of teaching is improving. Almost all is at least good and some is outstanding. The school is strongly committed to professional development for all staff.
- Early years provision is good. Assessment arrangements are strong. Children learn and play together happily in high quality accommodation both inside and out. There is a very good range of resources which support pupils learning very effectively.
- Pupils' behaviour in lessons and around the school is exemplary. They are polite and friendly and take good care of the school and one another.
- Pupils know how to keep themselves safe online, around the school and when out and about in the wider community.
- All aspects of leadership and management are of high quality. The headteacher, ably assisted by the deputy headteacher and senior leaders, has inspired all members of staff to improve and strive for excellence.
- Governors know the school very well. They make good use of information on the quality of teaching and data on pupils' achievement to hold the school to account and reward good performance.
- The school has improved hugely over the last year. It is very well placed to continue on this path.

It is not yet an outstanding school because

- Too little teaching is outstanding. Not all is of the highest quality, in all classes, enough of the time.
- The school is at an early stage of involving a wide range of staff in planning for its new curriculum and sorting out the accompanying assessment arrangements for pupils.

Information about this inspection

- Inspectors observed pupils’ learning in all 14 classes at least once. Seven observations were carried out jointly with the headteacher or deputy headteacher.
- Discussions were held with the headteacher and other senior and middle leaders, the Chair of the Governing Body and five other governors, and a local authority school improvement advisor. Inspectors met with the school council and with a group of older pupils, and spoke informally with pupils in lessons and around the school.
- Inspectors looked at a range of documents, including the school’s self-evaluation and improvement plan and data on the progress of pupils. Documents relating to pupils’ behaviour, child protection and safeguarding and a range of policy and curriculum documents, were also scrutinised.
- Account was taken of the 53 responses to the online questionnaire, (Parent View) and the 25 responses to the staff questionnaire.

Inspection team

Robert Lovett, Lead inspector

Her Majesty’s Inspector

Lesley Daniel

Seconded Inspector

Sandra Roberts

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is 6.7%, which is lower than the national average for primary schools.
- The proportion of pupils supported through the pupil premium is 26.8%, which is broadly average. The pupil premium is additional funding for pupils known to be in receipt of free school meals and those looked after by the local authority. These groups of disadvantaged pupils underachieve nationally.
- Over 90% of pupils are of White British heritage.
- Pupils attend from Reception to Year 6. Children in the Reception class attend full time.
- The school falls below the current government floor standards, which set minimum national expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher was appointed in September 2014.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is consistently outstanding by:
 - further strengthening professional development for teachers
 - sharing best practice across the school
 - refining and clearly defining the role of groups of teachers who are engaged in planning for the new curriculum and its assessment arrangements.
- Continue to develop and implement the school's new curriculum, so that over time progression through it is fully planned and appropriate arrangements for assessing pupils' achievement are in place.

Inspection judgements

The leadership and management are outstanding

- The newly appointed headteacher has had a galvanizing effect on school improvement. He has played a significant part in addressing previous underachievement and making this a good school. The school vision is that children will achieve well, have fun and develop a lifelong passion for learning. The headteacher, ably supported by the deputy headteacher and staff at every tier of management, has been very successful in realising this ambitious aspiration. While this is already a rapidly improving school it is not resting on its laurels and is eager to improve further.
- The quality of teaching has improved because of careful monitoring linked to effective advice on what teachers need to do to improve. The headteacher and deputy headteacher use a range of evidence to make accurate judgements on the quality of teaching. This information is used to plan professional development for all staff and to ensure that performance management is used to reward the best teaching. All staff have worked tirelessly to improve. As a result, the quality of teaching, which was inadequate a year ago, is now good and improving strongly. Pupils are making progress at a faster rate than nationally and attainment is rising.
- Self-evaluation is detailed, accurate and uses a range of evidence. It is agreed in consultation with members of the governing body and a range of staff. The resulting school improvement plan identifies appropriate key issues and describes when, and by whom, progress will be monitored. Where possible measurable success criteria are used to judge the impact of the school's actions.
- The promotion of pupils' spiritual, moral, social and cultural development is very strong. Adults model important aspects of school life, such as politeness, care, consideration and respect for others extremely well. As a result this is a welcoming, happy and hardworking school where pupils respect one another and get along well with adults.
- The subject leaders for English and mathematics are enthusiastic and knowledgeable. They welcome the extra responsibilities they have for improving outcomes in their areas of responsibility. They carefully monitor the impact of the strategies the school is using to accelerate pupils' progress. They act quickly and decisively to stop those which are ineffective and reinforce those that work.
- The pupil premium is managed extremely well and is used to very good effect. Its impact on pupils' progress is carefully monitored and there is clear accountability to the governing body. The pupil premium manager works closely with the school's family liaison officer to ensure an integrated approach to supporting pupils so that they do as well as possible.
- The leadership of provision for disabled pupils and those with special educational needs is very effective. Each pupil is known and valued as an individual. The special educational needs leader, accurately identifies what additional help pupils need, and tracks their progress to make sure it is working. As a result, pupils who are disabled or have special educational needs make the same rapid progress as their classmates.
- Additional funding intended to improve primary school physical education and sport is being used exceptionally well to promote pupils' well-being, physical fitness and enjoyment of sport. This strategy is very well led and monitored by the sports premium coordinator. Sports premium funding is used to provide tailored sports coaching for less confident staff as part of their performance management, in sports such as dance, football and basketball. The school has a long track record of success in competitive sports, including hockey, football, rounders and cross-country running and athletics.
- The school teaches a broad curriculum which both enhances pupils' core skills in reading, writing, mathematics and computing, and promotes a creative approach to learning in subjects such as history, art, dance and religious education. Displays of work reflect British values such as tolerance, understanding and fairness. The school's respect for tradition, as demonstrated in pupil's ringing the large bell 40 times each morning to summon stragglers to school, and commitment to core values of respect and tolerance

prepare pupils very well for life in modern Britain. Senior leaders are working with a range of staff in curriculum development groups to improve the school's new curriculum and ensure that assessment arrangements are fully in place. These groups of colleagues are eager and enthusiastic but it is too early to see the impact of their work

- The school has valued the very effective support it has received from the local authority. Governors have received good quality training to enable them to better understand performance data. The Early Years Foundation Stage has been helped to improve further through good quality advice and support. The strategic intervention board and excellence commissioner have provided welcome and effective strategic support and challenge.
- Parents and staff are overwhelmingly supportive of the school. Parents say how much they welcome almost all of the recent changes and say that their children feel happy and safe. Some say that they would like more information about how well their children are doing. All of the staff who returned the questionnaire were positive about all aspects of the school's work.

■ The governance of the school:

- Governance is strong; governors know the school very well, are committed to improving the quality of teaching and in consequence, raising achievement. They have been instrumental in starting the school on its journey of improvement and have played a key role in ensuring that improvement has been sustained over time.
- They make a full contribution to self-evaluation and improvement planning. The school's evaluation of how well it is doing is accurate and recognises that pupils' achievement, and the quality of teaching, are good.
- Governors have a detailed knowledge of how well disadvantaged pupils are doing and speak confidently about the impact of the school's actions on pupils' achievement. They know in which year groups and subjects pupils are doing best and where further improvement is required. They make very good use of published and school data on the school's performance to set priorities.
- The school's performance management is rigorous. It has a good focus on the quality of teaching. Governors carefully monitor the relationship between staff pay and pupils' achievement. They ensure that good performance is rewarded and that underperformance is addressed.
- Governors make very good use of their wide range of skills, and detailed knowledge of the school and local community in discharging their responsibilities.
- Governors have a strong commitment to the safeguarding of pupils. They ensure their own training and that of staff is up to date and that records relating to those who work with children are complete. They ensure the active promotion of equality of opportunity for all pupils through their careful monitoring of achievement, particularly that of disadvantaged pupils. They ensure that additional funding for disadvantaged pupils is well used and that sports premium money is used to improve pupils' performance in physical education.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Their behaviour in and around the school is almost impeccable. They are consistently polite and friendly to each other and to adults. Relationships between staff and pupils are very positive. All members of the school community treat one another with care and respect. Visitors receive a warm welcome from everyone and are quickly made to feel at home. Pupils value the strong sense of tradition and community at the school. Staff, parents and pupils are rightly very proud of their school.
- Behaviour in lessons is typically of a high standard. Pupils are eager and enthusiastic and have very positive attitudes to learning. They recognise their responsibility to listen carefully, respond promptly and work hard. All of the staff who returned the questionnaire said that behaviour is good. Most parents also believe that behaviour is good.
- Pupils willingly take on additional responsibilities, such as elected school councillors or play leaders. The school council have been active in improving the school through helpful suggestions such as water bottles

in classrooms. Their commitment to improving learning and their rising aspirations are well demonstrated by the suggestion for additional levels of challenge using the school's self-assessment system.

- Summoned by the venerable school bell, pupils are punctual and settle quickly to their work. Attendance is above average.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe in school. They understand that there are different forms of bullying, including cyber-bullying. They say that while bullying is very rare they would not hesitate to report it to an adult and are rightly sure that it would be quickly sorted out. They say that name calling of any kind is not tolerated and that all pupils, whatever their backgrounds, get along well together. Pupils are able to distinguish between bullying and the ups and downs of normal friendship.
- Pupils swim regularly, receive cycle training, know about keeping healthy and are given water safety advice by the local coastguard. Pupils know about e-safety and how to stay safe online. Such is the school's commitment to online safety that extra e-safety sessions were planned for the end of the inspection week.
- All staff and almost all parents, say that pupils are kept safe in school. The school takes all appropriate steps to keep pupils safe.

The quality of teaching is good

- The quality of teaching is good and improving. The most effective teaching is characterised by high, shared expectations of what pupils can achieve. In these lessons pupils work with great enthusiasm and industry. Pupils make very good use of the school's system of self-assessment. Following an introduction to the work, they use coloured cups to indicate their level of understanding, and self-select work accordingly. This strategy is proving highly successful. Staff are using it to provide focused support and pupils to make sure they are doing work at a challenging level. It is indicative of pupils' high aspirations that they have suggested a way of enhancing the level of challenge they set themselves so that they make greater progress. As one pupil said, 'we all want to do as well as we can'.
- The partnership between teachers and teaching assistants is a notable strength. The use of teaching assistants as intervention specialists in the afternoon has proved very successful. Appropriate training has been put in place to enhance adults' skills. This is helping improve the achievement of pupils, including the most and least able.
- Detailed, high quality planning contributes to the good quality of teaching and learning. Outcomes are strong across the curriculum. The teaching of reading, writing and mathematics is equally good, as is its impact on pupils' achievement.
- Classrooms and shared spaces are bright, colourful and attractive. In almost all classrooms displays are of high quality. They exemplify high expectations in a range of subjects and celebrate pupils' achievements. Many displays double as additional learning resources which pupils use as a point of reference. In a very successful Year 6 lesson, pupils used displays of one another's work to help improve their own emotive writing on the dangers of smoking.
- Not all classrooms are as uncluttered and purposeful as the best. It tends to be in these classrooms, where the school's high expectations are least well established, that teaching is not as effective. Senior leaders have identified where teaching is less strong. They are committed to making all teaching good or outstanding and have identified a range of training intended to bring this about. The school also has some high quality teachers who can demonstrate excellent teaching and act as professional coaches to others.
- Adults make good use of a range of questions to assess how well pupils are doing, challenge them to improve and ensure everyone is paying attention.

- Marking is good. It tells pupils how well they are doing and indicates how pupils can improve. Teachers then check that their suggestions have been acted on. Verbal feedback and encouragement are good. Adults move between groups well to ensure everyone is on-task.

The achievement of pupils is good

- Progress is accelerating and attainment is rising. As a result gaps with the attainment of other pupils nationally are closing rapidly, including for disadvantaged pupils.
- Children enter Reception class with the levels of skills and knowledge typical for their age. They make good progress.
- In the past, pupils' achievement has been poor. In 2014 Year 6 pupils performed significantly less well than pupils nationally in reading, writing and mathematics. Because the quality of teaching has improved, all pupils are making accelerated progress. The gap between the attainment of pupils in the school and pupils nationally is closing rapidly. Older pupils are making the most rapid progress.
- Disadvantaged pupils were over two terms behind other pupils nationally and about half a term behind their classmates in reading. In writing, they were over a year behind other pupils nationally and a term behind their classmates. In mathematics, disadvantaged pupils were over a year behind other pupils nationally and about a term behind their classmates. Provision for disadvantaged pupils is now of high quality and its impact carefully monitored. In all year groups disadvantaged pupils are making at least the same good progress as their classmates. Overall, disadvantaged pupils are making greater progress than other pupils in the school so that the attainment gap is narrowing quickly.
- In the past, the most able pupils have not done well enough. By the end of Year 2 in 2014, the proportions of pupils attaining the higher Level 3 in reading, writing and mathematics were close to those found nationally in writing and mathematics but below in reading. Pupils did not make sufficient progress in Years 3–6, so that the proportions reaching Level 5 and above in reading, writing and mathematics were significantly below those found nationally. The most able pupils are now doing much better, with the proportion of pupils expected to reach Level 5 and above in reading, writing and mathematics increasing.
- Disabled pupils and those with special educational needs did as poorly as their classmates. Thanks to well-focused support and improved teaching all pupils are now making at least good progress.
- In the 2014 Key Stage 1 tests and assessments pupils did less well than pupils nationally. Girls and disadvantaged pupils did particularly poorly in the Year 1 national phonics, (letters and their sounds), screening check. In 2014, Year 2 pupils did less well in the national assessments in reading, writing and mathematics, although not significantly so. Disadvantaged pupils performed similarly to their classmates. Pupils in Years 1 and 2 are now making good progress in all subjects.
- Pupils enjoy reading. They talk enthusiastically about their favourite authors and genre. Younger pupils use their improving knowledge of phonics to help them sound out and read unfamiliar words. More able pupils are able to decode even difficult words such as 'syndrome' and 'elementary' and were keen to get their hands on a dictionary and discover their meaning.
- Because the quality of teaching has improved hugely across the school, almost all pupils are now making the expected or more than expected progress. They are rapidly catching up with pupils nationally.

The early years provision is good

- Children enter the Reception class with a wide range of experiences and abilities. Most join with the number and communication skills typical for their age. Staff quickly get to know parents and children through a range of activities which include pre-school visits to other settings and to children's homes. The assessment of children's skills when they join Reception is accurate. Day to day assessments are used

very well to enable staff to plan next steps in learning and to keep parents informed about how well their children are doing. The new online, interactive software enables parents and staff to record information daily as milestones in learning are met. As a result of this close working relationship, children's progress is strengthened.

- The leadership of the Early Years Foundation Stage is very strong. The leader knows staff and children well. She is ambitious for provision and outcomes to improve further and has set ambitious targets for children's progress.
- Because teaching is good, children make good progress. The proportion of children expected to reach a good level of development is expected to rise substantially this year.
- The learning environment and use of resources, both inside and out, are exceptionally good. They are rich and varied and provide excellent support for children's learning, play and the development of communication skills. Children also make good use of the wooded area for Forest School activities, which enhance their knowledge and understanding of the natural world.
- Children like the adults they work with. Relationships are strong and routines are well established. Children happily work and play together, and their behaviour is good.
- Children make good progress and have positive attitudes to learning. They are well prepared to move into Year 1.

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	115255
Local authority	Essex
Inspection number	455950

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The local authority
Chair	Richard Moodey
Headteacher	Anthony Welch
Date of previous school inspection	16 January 2014
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