



Holland Park Primary School

Inspection Report

Unique Reference Number 115255
LEA ESSEX LEA
Inspection number 279555
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Ms. Ruth Frith LI

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

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|------------------------------------|--------------------|---------------------------|------------------------|
| Type of school | Primary | School address | Holland Road |
| School category | Foundation | | CO15 6NG |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01255422942 |
| Number on roll | 437 | Fax number | 01255421187 |
| Appropriate authority | The governing body | Chair of governors | Mrs. Marina Lee |
| Date of previous inspection | 15 November 1999 | Headteacher | Mrs. Veronica Farrelly |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school situated on the outskirts of Clacton-on-Sea, in an area of mainly owner-occupied housing, with a broad socio-economic mix. It is a popular, oversubscribed school, with over half of its pupils coming from outside the immediate catchment area. The percentage of pupils receiving free school meals is below the national average. Children's attainment on entry covers a wide range but, overall, is below that usually seen in children of this age. The percentage of pupils with learning difficulties and disabilities is below average and includes six pupils with a statement of special educational need. These pupils have a wide range of learning difficulties and disabilities. Most children come from White British backgrounds and a small number come from minority ethnic backgrounds. Nine pupils speak English as an additional language and four are at the early stages of learning English.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's self-evaluation that Holland Park Primary is a good school. Academic and pastoral support for pupils is outstanding and this helps them to achieve well and make good progress. Very good links between staff and parents ensure that children are well prepared and make a good start in the Reception Year. Quality and standards here are good. Teaching and learning are good throughout the school because the work is usually well matched to pupils' abilities. The marking of pupils' work and the setting of targets are good, so that pupils understand what they need to do next to improve. Standards overall are rising. By the time they leave school, pupils reach standards that are above the national average. In some areas, boys do less well than girls. Staff should now further develop monitoring and evaluation procedures and identify more specific areas for improvement. This will help to bring greater consistency to standards, particularly at Key Stage 1. The pupils' behaviour and attitudes are good and have a positive impact on their learning. Pupils contribute extremely well to how the school is organised and to events in the wider community. The quality of leadership and management is good. The headteacher shows strong commitment to the school and a clear vision. She is well supported by the deputy headteacher, other staff and governors. School priorities for development are clear and areas of strength highlighted. Good improvements have been made since the last inspection and the school has the capacity to improve further. It gives good value for money.

What the school should do to improve further

- Continue to implement strategies to ensure that boys do as well as they can in all subjects. - Continue to raise standards further, particularly in Key Stage 1, by developing a sharper focus when monitoring teaching and learning and by implementing specific strategies for improvement.

Achievement and standards

Grade: 2

From below average starting points, children generally make good progress and achieve well. In the Reception Year, children quickly settle into school routines. National test results for Year 2 pupils show some variation over recent years. In 2005 standards were above average in writing but slightly below average in reading and mathematics. These results show an improvement in writing and mathematics. Boys did less well than girls in reading, writing and mathematics, particularly in the percentage gaining the higher Level 3. In the national tests for Year 6 pupils, the school exceeded its challenging targets for English and mathematics and standards were above average overall. More capable pupils were effectively challenged, as can be seen by the higher than average percentage gaining a level above that expected for their age. There were no significant gender differences in reading, mathematics and science but boys did slightly less well than girls in writing. Strategies have been successfully used to motivate pupils to write,

particularly boys. When speaking about their writing on the Second World war, a couple of boys exclaimed, 'I just couldn't stop writing' 'My mind just ran free'. Overall, standards are rising but there remains an issue in relation to boys' attainment, particularly in Years 1 and 2. Children with learning difficulties and disabilities achieve well because their needs are quickly identified and particularly good support provided. Similarly, those learning English as an additional language do well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. This includes their spiritual, moral, social and cultural development. Their attendance is satisfactory. Pupils make significant progress in developing their personal and social skills right from the Reception Year until they leave school. Pupils thoroughly enjoy school. Their attitudes and behaviour are good overall and excellent by the time they reach Year 6. They blossom into confident, caring, responsible and articulate youngsters. Older pupils help younger ones in all sorts of ways. Some arrive half an hour earlier each morning to help in special sessions on developing pupils' co-ordination. Eager to learn, pupils enjoy greatly the opportunities provided in the best lessons to think for themselves and to participate actively in their learning. In most lessons, pupils work well in groups or pairs, sharing resources and ideas. These attributes will support their future success in the next phase of education and, later, when they start work. Pupils' contribution to the community is excellent and includes involvement in a wide variety of community projects, county and national competitions. The school council is very active and members run it with minimal help from staff. Many good ideas, such as a buddy system and healthy snacks, have been initiated by them. Pupils understand what constitutes healthy living and most make healthy choices. They learn how to stay safe both in and out of school. They feel secure in school. Bullying and racism are rare and pupils identify these as wrong. The small number of minority ethnic pupils feel as much a part of the school community as others.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. This reflects the school's own monitoring of performance and follows the pattern of progress that pupils make through the school. In some lessons teaching is even better than this. In the very best lessons teachers plan exciting and challenging activities which create a real buzz of activity. In one outstanding lesson, the teacher targeted questioning very well, both to develop pupils' mathematical thinking and to help them to work independently and think for themselves. In the Reception Year, where teachers have a very good awareness of the needs of young children, imaginative planning enables children to experience a good range of activities and work with many adults. Consequently, they enthuse about their first steps in school. The expertise of teaching assistants is used well and they play an important role in developing pupils'

learning. Teachers plan together well and effectively use the information gained from assessing pupils' work to outline the next steps in learning. Most lessons have clearly differentiated tasks to meet different ability levels but, in a couple of mathematics lessons, there was insufficient challenge for the more able. Teachers now use marking well to show children how they can improve their work and provide clear targets in numeracy and literacy. Children with learning difficulties and disabilities and those whose first language is not English have work well matched to their needs and receive good support. There are very close links with parents, who effectively support their children's learning by reading with them at home, helping in the classroom, going on school trips and by regularly attending consultation evenings.

Curriculum and other activities

Grade: 2

Curricular provision is good. Vibrant and lively displays reflect its richness and variety. Art and design activities are a strong feature of children's work. Literacy, numeracy and information and communication technology (ICT) are well integrated within other subjects such as history and science and promote pupils' learning. The curriculum is well adapted for pupils with learning difficulties and disabilities and those with English as an additional language. It is being adjusted so that it appeals more to boys. There are good opportunities for personal and social development. Displays on healthy eating and sporting events, as well as posters reminding all to wash their hands, show how well pupils are developing an understanding of a healthy lifestyle. A comprehensive range of extra-curricular activities and visitors and visits, including residential visits for older pupils, makes the curriculum interesting. The school makes good use of a science week and multicultural days to deepen knowledge in specific areas of work. ICT and science provide a strong platform for exploration and investigative work, from which pupils derive considerable pleasure.

Care, guidance and support

Grade: 1

Care, guidance and support of pupils are outstanding and major strengths of the school. Everyone has the very best interests of the children at heart and this high quality care extends to the whole school community of staff, parents and governors. Children know that there is always someone to talk to if they have a problem. Older children follow the excellent example of their teachers by looking out for younger ones. As a Year 6 boy explained whilst helping a Reception child: 'I know what it's like; when I was her age, I didn't know where to put my pen on the paper'. There are rigorous child protection procedures in place and very good support for children's personal development. Procedures for tracking children's academic performance are firmly in place and these enable teachers to intervene quickly to give support when a child's progress slows down. In some lessons, children are encouraged to assess their own performance and what they need to do to improve. The excellent relationships which exist between teacher and child enable pupils to confidently seek help with their work, when needed.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher shows strong commitment to the school and the local community, and has a clear vision for the school's future. She has been particularly successful in developing a team of professionals who share her vision, are keen to develop their practice and further raise standards. Staff enjoy working at Holland Park School and morale is high. The headteacher and deputy headteacher form a strong team and help other staff to take on management and leadership responsibilities successfully. This has resulted in outstanding pastoral care, a stimulating curriculum and rising standards. There are effective systems for checking how well the school is doing and identifying what it could do better. The views of all members of the school community are taken into consideration and parents feel that their ideas will be listened to and acted upon. Staff work hard to ensure that pupils are treated fairly and their needs met. Financial management and planning are effective and ensure that school developments are adequately financed. The school provides good value for money. Governors have a clear understanding of the school's effectiveness and support staff very well. Governance is good. The school has dealt with the issues from the previous inspection successfully, particularly in relation to how pupils' work is assessed and targets set. There has been a significant improvement in the way pupils' performance is monitored and the school is now in a position to focus more sharply on specific areas of teaching and learning to raise standards even further. Because of the good work of the headteacher, deputy headteacher, staff and governors, and the continuing trend of improvement, the school's capacity for further improvement is good.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

I am writing on behalf of the inspection team to say how much we enjoyed visiting Holland Park. Thank you for making us feel so welcome and for talking about your school and the work you have done. We particularly liked the following: - You do well in school so that by the time you leave in Year 6, the standard of your work is above that usually seen for children of that age. - All the staff work very well together as a team to make sure that you learn a lot. They enjoy teaching you and the teaching is good. - You enjoy school and are keen to do good work. - You behave well and are particularly kind to each other. You work and play together well. - The curriculum is good and you take part in lots of interesting and useful activities, including your school council and events in the local area. - Staff look after you well and you feel safe in school. Mrs Farrelly manages the school well and is particularly good in leading the staff so that the school continues to improve and you receive a good education. We have agreed that it will get even better if you all work together on the following: - Teachers will continue to improve what they do so that boys achieve as well as they can. - Teachers will continue to help you improve your work, particularly in Key Stage 1, so that your reading and mathematics are as good as your writing. Thank you once again and good luck in the future.