

Holland Haven Primary School

Inspection report

Unique Reference Number	115256
Local Authority	Essex
Inspection number	338547
Inspection dates	26–27 November 2009
Reporting inspector	Michael Sutherland-Harper

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	321
Appropriate authority	The governing body
Chair	Fr P Johnson
Headteacher	Mrs S Sciachettano
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documentation including a sample of pupils' books, school development plans, minutes of the governing body meetings, information about the monitoring of vulnerable pupils, records of the school's arrangements for safeguarding and protecting pupils, policies and 92 parental questionnaire responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the evidence to show that pupils are making satisfactory progress in writing and science at all key stages
- how well teaching and the curriculum meet the needs of boys and other groups
- how effectively assessment is being used at all key stages to ensure that pupils make good progress with their learning
- what opportunities there are for child-led learning
- what progress the school has made in developing community cohesion.

Information about the school

Holland Haven Primary School is a large school which caters for children from the local village and surrounding areas. The proportions of pupils eligible for free school meals, from minority ethnic backgrounds and whose first language is not English are all below average. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages but has risen since the previous inspection. The school has Healthy Schools status and Active Mark.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Holland Haven Primary School is an improving school, where an innovative curriculum is contributing strongly to developments in teaching and pupil attainment. The school is very supportive of the children in its care; as one pupil put it: 'My school helps me to learn and improve myself.' Pupils make satisfactory progress from broadly average starting points. Their attainment in English over the past two years has been well above average and is relatively stronger than in other subjects. The close monitoring and intervention strategies developed in this curricular area have been applied to mathematics with improving results and are now being moved across to other subjects including science which is in an early stage of development. The school has made a promising start to reducing underachievement in science by linking themes in a cross-curricular way. Pupils' understanding of investigative skills in science has been refined and a review of assessment procedures is now under way. Pupils' writing skills have been improved through the use of engaging themes and a variety of extra-curricular initiatives which add value to subject development. Boys are increasingly engaged in their learning; one parental response noted that their child would willingly spend all his time in school, including weekends, if he could.

The teaching is satisfactory and meets the needs of all pupils. Teachers are now engaging in innovative ways with the new curriculum and its cross-curricular elements. Use of resources, including new technologies, is evolving as best practice begins to be shared across the school. Pupils' responses are developing well through the opportunities the curriculum offers but opportunities for pupils to expand on their contributions, for example, by explaining their thinking or how they arrived at an answer are not always used. Assessment is careful and notes when a pupil has done well or worked independently but use of targets is still variable in taking work forward. Pupils with special educational needs and/or disabilities are very well supported by the special needs team and a range of teaching assistants, and they make good progress as a result of this focused support.

Pupils say that they feel safe in school. They can talk to someone if there are any issues and also have the option of a worry box and of the playground pals scheme to support them. All staff and a number of parents take pains to provide services during and after school which provide further opportunities for pupils to engage with their learning environment. Behaviour in lessons and around the school is good because pupils respect all other members of their community. Close links with the local community have contributed to pupils' good social, moral, spiritual and cultural development, which is also enhanced by the range of clubs and activities on offer. The school is increasing global links to enrich pupils' cultural awareness but recognises that there is still work to

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do on links which will allow pupils to deepen their understanding of the different cultures represented in British society.

The headteacher has worked carefully to strengthen her leadership team and also to strengthen provision and this is beginning to impact on achievement across the school. As a result of the focused strategies put in place since the last inspection, the school has improved. The determined leadership of the headteacher, linked to continuing training in the analysis and use of assessment data for all staff, is now driving forward improvement in the school. The way it is building on success in English, growing improvement in mathematics and continual review are indications that the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in science by:
 - further development of cross-curricular work which relates science to other subjects
 - sharing of best practice for the active involvement of pupils in lessons which is already a strength of English.
- Continue the development of community cohesion by:
 - ensuring that pupils have a full understanding of the make-up of British society today
 - actively seeing to develop a link with another learning community in this country.
- Embed the use of assessment in all areas by:
 - continuing with the whole-school training which is already leading to improvement in this area
 - ensuring that marking in all subjects provides pupils with regular pointers on how to take their work forward
 - ensuring that target sheets in pupil books are consistently completed and allow space for pupil contributions .
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Observations of lessons carried out during the inspection show that learning is satisfactory and improving for all groups of pupils. Pupils make steady progress in lessons as a result of the variety of approaches used to stimulate learning. For example, engaging electronic presentations, opportunities to work independently at times, a balance of practical tasks and those requiring more reflection offer different opportunities for pupils to progress. Improvement is sometimes limited by pupils not

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fully understanding how to take their work forward. For example, target sheets in pupil books are not always completed and do not always have space for pupils to comment on their own progress. Attainment in English has now risen well above national averages. In mathematics, it is in line with national averages and developing as a result of focused work by the school. The school has clear plans for the further development of science; these plans are based on methods already being successfully applied in English and mathematics but are still at a very early stage of development. Lower attaining pupils and those with special educational needs and/or disabilities benefit from well-targeted support by a large number of support staff whose work in this area is becoming a strength of the school because of the thoroughness of monitoring and recording. Close work on reading strategies and on using art as a way to develop interest in learning are two examples of the range of strategies used. Boys and girls make similar rates of progress. Boys' achievement is rising because of the engaging way in which subjects are now being presented.

Pupils share a common interest in healthy lifestyles which is enhanced by the wide variety of clubs and physical activities on offer. They were keen to mention to inspectors the need to eat healthily, how they had all had fruit and that 'chips are not good for you'. Pupils had a strong sense of wanting to help each other and support their community. They mentioned the worry box, playground pals and the fact that any concerns are quickly dealt with. The school council was keen to emphasise how closely they worked as a team and the responsibility they took for their decisions. Behaviour is good and enhanced by events like the celebration assemblies which highlight pupils' contribution to the community and their personal achievement. Attendance is in line with national averages. The school has clear policies on holidays during term so that pupils do not miss out on learning opportunities. Pupils have a strong sense of justice as in their feelings about how rewards should be allocated. Improved information and communication technology facilities have given pupils another means of communicating clearly with teachers and other people and of incorporating visual and audio material in their presentations. Practical skills like how to present ideas effectively and how to sort by category and budget are life skills being developed through literacy and numeracy. As a result, pupils are taking an increasing responsibility for organising events within the school.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers' lessons are carefully planned. Most lessons include regular opportunities to evaluate individual progress and differentiation to ensure progress of groups of pupils. In some lessons, as in a mathematics lesson on plotting co-ordinates, skilful use of questioning by the teacher drew the answer out of the pupils when they might have expected him to simply give it to them. Lessons allow pupils to contribute their perspective, to share this with others and to develop leadership skills in groups, but opportunities to extend pupils by developing the quality of their responses during whole class teaching are sometimes missed. Pace and challenge are becoming regular features of lessons because the cross-curricular links are stimulating interest. As a result, enjoyment is contributing to further achievement. Pupils' work shows that assessment is being used consistently to monitor learning but the quality of the assessment is inconsistent in moving pupils forward. Sometimes, there are targets for taking work forward; at other times, the assessment merely notes that the pupil has reached the objective but does not offer a pointer for further improvement. Oral assessment and feedback in lessons is better developed.

Care, guidance and support are good because the school has well-organised arrangements for the care of all pupils and these are accompanied by thorough documentation. There are robust policies for all aspects of care including health and safety, behaviour and equal opportunities. Risk assessments are in place. The Learning Support Mentor and the Family Support Worker work closely together to support vulnerable children and their families. An art therapist is being used to bring some children into the learning process through the medium of art and a variety of external

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providers like the Educational Welfare Officer, counsellors and social services work carefully with the school to ensure care of the individual. There are effective transfer arrangements for pupils joining and leaving the school, including outside of the usual times. The school works closely with parents and provides opportunities each week for them to consult with teachers. Pupils are clear that any alleged instances of bullying are quickly and effectively dealt with.

The curriculum has been well developed to allow for cross-curricular linkage between subjects and has had a considerable effect on the attitudes and achievements of all pupils, especially boys, who are engaging with learning because the treatment of ideas is more closely linked to their varied interests. For example, a recent lesson linked consideration of rainfall from a scientific viewpoint with a geographical overview of the tropical rainforest and life in another part of the world. The whole school benefitted recently from the opportunity for pupils to write their own Christmas play and to involve their parents in the creative process. Best practice in English and mathematics is now being shared across the school to ensure continued progress in raising standards across all subjects by review of successful pupil responses to lessons. There are strong links with schools in Africa, a fact which is increasing interest in geography, for example, because pupils want to know more about their partner area since they can now relate to it in a personal way.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked hard to strengthen her senior management team and to implement a school development plan centred on driving up standards and achievement which she has shared with all staff. Managers at all levels are using the engaging curriculum and their training in assessment to develop teaching and learning. There is now a focus on best use and review of assessment procedures. Staff are increasingly engaged in discussion with each other about the best way forward and are using recognised best practice to enhance delivery and results in some subjects which are at an earlier stage of development. For example, strategies which have worked well in English have been used to improve mathematics and are now helping to move science forward.

Governors are active in their involvement with the school. The new chair of governors is ambitious in his plans for the school and is looking to work closely with his colleagues in

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implementing them. Governors hold the school to account. The partnership with parents is strengthened by opportunities for them to assist the school with its work as in the parent-run school library which commemorates a former pupil. There is a comprehensive newsletter and frequent consultation opportunities. The school contributes well to its local community through fund-raising activities, links with local homes for the elderly where they entertain residents and sports partnerships and the partnership is strengthened by the way in which the local community comes into the school to provide further care and support in lessons and assistance with projects like the allotment, all of which make the pupils feel integrated into the whole community around them. Other local partnerships help with skills development for adults and good links between the school and local secondaries. The school takes pains to ensure that opportunities are equal for all and to ensure that any gaps in provision and achievement between groups are addressed quickly. Safeguarding procedures are good because they are rigorously applied and regularly reviewed and health and safety checks are fully in place. The school adopts guidance on good practice across all areas of its work. The school has made provision for community cohesion and strongly developed local links but further work remains to be done to extend pupil understanding of the country in which they live.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the school with generally average starting points and make satisfactory progress, although there is some variation between cohorts. A structured approach to teaching phonics has been recently introduced to address weaknesses in language and

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communication on entry and there is now a clearer focus on the whole school writing initiative. By the end of the Reception year, pupils are working more securely within the standards expected for their age because planning is now more clearly linked to areas of learning and increasingly takes account of individual needs. The most rapid progress is made in reading. Learning journey books are being carefully annotated with dated examples of work and photographs. Children are happy and confident learners who interact well with each other as a result of good provision which now seeks to meet their needs and provide a range of more engaging learning situations. Teachers plan a good range of activities to engage the wide range of abilities and provide suitable challenges for each child. Skilled use of questioning is being developed to bring in individual pupils, especially boys, and makes them want to prove they can do the activity in response to a query like, 'I wonder if anyone can...' and is linked to increasingly well-differentiated expectations. Both indoor and outdoor learning areas are well developed and activities encourage child-led learning. Support staff are well used because what they do is carefully planned as part of the teamwork now being put in place by the leaders. There are good links with parents and carers who regard the staff as very approachable and helpful.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately 35% of parents responded to the parental questionnaire and the very large majority expressed great satisfaction with the school. They were keen to underline the care provided by the school and the enjoyment children feel. A very small minority of parents expressed dissatisfaction. Where they did, this centred around behaviour, progress of children and communication. Inspectors were impressed by the opportunities for communication afforded by the school during their visit, by the good behaviour of pupils and by the many rewards given during assembly, which focused on achievement. All pupils observed during the inspection were found to be making at least satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holland Haven Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 92 completed questionnaires by the end of the on-site inspection. In total, there are 321 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	70	27	29	2	2	1	1
The school keeps my child safe	55	60	36	39	3	3	0	0
The school informs me about my child's progress	37	40	42	46	14	15	0	0
My child is making enough progress at this school	37	40	42	46	14	15	1	1
The teaching is good at this school	43	47	40	43	9	10	0	0
The school helps me to support my child's learning	41	45	39	42	12	13	2	2
The school helps my child to have a healthy lifestyle	40	43	50	54	4	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	38	50	54	4	4	0	0
The school meets my child's particular needs	40	43	40	43	13	14	0	0
The school deals effectively with unacceptable behaviour	32	35	43	47	13	14	5	5
The school takes account of my suggestions and concerns	30	33	55	60	7	8	1	1
The school is led and managed effectively	40	43	45	49	5	5	1	1
Overall, I am happy with my child's experience at this school	47	51	39	42	8	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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 November 2009

Dear Pupils

Inspection of Holland Haven Primary School, Holland-on-Sea CO15 5PP

I am writing to thank you for the way you welcomed us when we visited your school recently. We enjoyed hearing all the things you like about your school and seeing the many opportunities you have to participate in activities you like. We judged the school to be satisfactory and improving.

These are the things we particularly liked about your school:

Your curriculum is allowing you to look at learning in a whole variety of different ways.

You feel strongly that you are being well cared for in your school.

You and your local community are helping each other by working together.

You appreciate the opportunities that you have to contribute to your school and to make it even better.

Your headteacher and her staff are working hard to make sure that you make the best possible progress during your time at Holland Haven.

In order for your school to continue to improve, we have asked your teachers to work with you to make science into another strength of the school. We would like you to always know how to make your work even better and to be able to contribute your own thoughts about your progress whenever work is assessed. To build on your good links with the local community, we would like you to know even more about the communities which make up this country and to establish a link with one of them.

It was a pleasure to be able to share the sunshine with you and to see how you cared for each other. The other inspectors and I send you all our best wishes for your future success.

Yours sincerely

Michael Sutherland-Harper

Lead inspector

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