

Havelock Infant School

Inspection report

Unique Reference Number	121816
Local Authority	Northamptonshire
Inspection number	359090
Inspection dates	20–21 January 2011
Reporting inspector	Joseph Peacock

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Malcolm Upfold
Headteacher	Ann Davey
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons, taught by nine teachers, were observed. Meetings were held with the headteacher, Chair and Vice-chair of the Governing Body and staff. Inspectors talked to parents and children, looked at school planning, samples of pupils work and records of their progress. They examined the school's documentation including minutes of governors' meetings, improvement planning and that relating to safeguarding and children's welfare. Questionnaire responses from staff and 89 parents and carers were analysed. The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

How effectively the quality of teaching and learning has been improved for more-able pupils since the previous inspection and the progress they are making in reading and writing.

- How well the recently introduced creative curriculum is helping to improve standards in reading and writing.
- How effectively governors and subject leaders are evaluating school improvement.
- The quality of learning outdoors for children in Reception and their progress in developing writing skills.

Information about the school

Havelock Infants is slightly larger than typical primary schools. Numbers have increased for the past three years and the school is nearing its capacity. The overwhelming majority of pupils are from White British backgrounds. The proportion with special educational needs and/or disabilities is broadly average. The school has gained National Healthy School Status, Activemark Award and an International Schools Award. The headteacher had a sabbatical leave for the whole of the last academic year.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Over the last few years it has made sustained improvements which have enabled it to move forward from when it was judged as satisfactory in the previous inspection. There is strength in depth in leadership and management with the staff working effectively as a team and governors supporting developments well. This ensured that the improving trend was maintained, even during the absence of the headteacher. This effective leadership and management and consistently good quality of teaching results in pupils, including the more able and those with special educational needs and/or disabilities, making good progress in Years 1 and 2. As a result, attainment is above average at the end of Year 2 when pupils leave.

Staff and governors share a common vision with the highly regarded headteacher to provide all of the pupils with a wide range of enjoyable learning experiences to make school enjoyable, exciting and interesting for pupils. Pupils' good attendance and their good progress reflect how successful staff are in their endeavours. Parents and carers clearly appreciate what the school is doing for their children and everyone who responded to the inspection questionnaire praised the school's excellent approach to keeping their children safe and making them more aware of how to keep themselves safe. Pupils' behaviour is outstanding and a credit to them and their parents.

In the Early Years Foundation Stage, there is a mixture of strengths and areas to improve. Children make satisfactory progress rather than good. There is room for improvement in the quality of provision and the leadership and management of this key stage. In the three Reception classes, which make up the Early Years Foundation Stage, there is a need for greater emphasis placed on developing children's writing skills; other activities planned are sometimes too easy or too difficult. The learning intentions for many of the outdoor activities are sometimes not clear and there is not enough emphasis on creative play outdoors. As a result, outdoor learning is not exciting enough to captivate children or inspire them to learn at a faster pace.

The headteacher and governing body have a clear ambition to bring further improvement to the school. Their self-evaluation of the school's effectiveness is accurate, and their action plans place them in a strong position to continue to improve.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, ensure that children are better prepared for their future learning by;
 - planning more opportunities for them to practice their writing skills

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- matching tasks more closely to children's different ability levels to accelerate their rate of progress
- planning more interesting and exciting activities to promote children's learning and creativity outdoors.

Outcomes for individuals and groups of pupils

2

In Years 1 and 2 pupils achieve well and make good progress. They listen attentively and are keen to answer questions. Their concentration rarely wavers and they always try their best to complete whatever they are asked to do by their teachers.

Children's skills on entry vary from year to year, but in most year groups are broadly in line with those expected. By Year 2, attainment is above average in reading, writing and mathematics. This level of attainment has been maintained for the past three years with pupils doing particularly well to achieve significantly above average standards in 2009. Staff identified that more-able pupils were not doing as well as they should, particularly in reading and writing. Additional support involving parents and carers listening to pupils read have been introduced in addition to strategies to emphasise writing not only in English sessions but also during topic work. Already, these measures have brought about an improvement and a higher than average proportion of pupils are attaining above average standards in both areas.

Pupils with special educational needs and/or disabilities make the same good progress as their peers. Initiatives such as the 'Lunch bunch' where pupils are closely supported during lunchtime, give many of these pupils confidence and this is reflected in their attitudes to learning in lessons. The detailed assessment conducted by staff each term also identifies early which pupils need additional support and this is provided.

Pupils thoroughly enjoy school. Most have an excellent understanding of keeping themselves and others safe. All pupils try their best to live up to the six golden rules for their conduct. They are rewarded and praised with 'Golden Time' each Friday and celebration assemblies where their achievements are recognised. Pupils develop a good understanding of responsibility through their roles as school councillors and their care and consideration for the welfare of others in the community. Outstanding behaviour, positive attitudes to learning and competent skills when using computers further enhance skills that will be of benefit for themselves in later life. Many of the themed topics include lessons about different cultures and frequent visitors representing different faiths give pupils a secure knowledge and understanding of world religions such as Hinduism.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The consistently good quality of teaching and learning in Years 1 and 2 ensure that all pupils make good progress. Common features include providing pupils with a range of interesting and enjoyable activities that are well matched to their learning needs and excellent relationships between staff and pupils. Pupils are invariably keen to learn and concentrate well on the work they are given to do. Pupils understand their targets well and work on these diligently in lessons. Marking is a particularly strong feature and the code used by teachers gives pupils a clear evaluation of their work and exactly what they need to do to further improve it.

The well balanced curriculum has a strong emphasis on developing pupils' basic skills in literacy and numeracy and their creativity. These skills and those in other subjects are carefully planned and integrated in the well designed creative curriculum with its interesting topics such as Towers and Turrets and Toys from the past. The good range of visitors to school and trips to places of interest further enhance the curriculum and add significantly to pupils' enjoyment of school. There is a good emphasis on pupils developing their information and communication skills by using a range of equipment to support their learning. Pupils' attendance at the wide range of after-school clubs such as sewing and drama further enhances their learning and skills.

Inspectors agree with the overwhelming majority of parents and carers who say their children felt safe at school and which is echoed by pupils' views. Pupils are known as

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individuals and the excellent relationships which exist between adults and pupils ensure pupils' concerns are dealt with very promptly. Staff effectively support pupils facing challenging circumstances to ensure their well-being and raise their self-esteem. Measures to improve attendance such as a weekly class award and immediate contact with parents are extremely successful.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Good improvements in provision and outcomes since the previous inspection are a result of the concerted actions of staff and governors. Most middle leaders have a very clear understanding of where improvements are still to be made, based upon a rigorous analysis of performance data and their involvement in regular monitoring activities. Their subject action plans and the school's overall development plan blend together well. Effective strategies such as those to improve the progress of more-able pupils are having a positive impact in sustaining a good rate of improvement. Challenging targets and good tracking of pupils' progress are also effective in ensuring the school continues to improve.

The governing body make a valuable contribution to the school's effectiveness. They are deeply committed to school improvement and offer constructive challenge in order to hold the school to account. They are fully involved in drawing up the school development plan and monitoring the success of its implementation. Safeguarding procedures are implemented rigorously. For example, all policies are regularly reviewed and safe recruiting systems are followed to the letter. Good partnerships have been established with other schools and outside agencies. These make an effective contribution to pupils' good achievement and staff development.

Equality of opportunity is promoted successfully. The teachers use performance data to ensure that individual learning needs are met and all groups do as well as they can. As a result, the rising trend in attainment is being maintained. Community cohesion is promoted effectively with detailed action plans and much work completed in developing local, national and international links with schools and organisations of different cultures. Links with a school in Ghana have recently strengthened international links and the school is searching for other partnerships with schools in contrasting locations to further add to pupils' knowledge and understanding about cultural diversity.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The caring approach of staff and warm relationships between staff, children and their parents ensure that children settle into school quickly and are happy. The latest assessment on entry shows that children's skills in calculating, writing and linking letter sounds are not as well developed as other aspects. An analysis of children's performance shows that most make satisfactory progress from their starting points. Overall, standards are average in most areas of learning when children enter Year 1.

Most make good progress in their personal, social and emotional development as staff establish good routines for learning and set high expectations for behaviour. These are carried forward as children move through the school. Children also make good progress in mathematical calculation as this aspect was identified as a weakness in earlier year groups and staff ensure it has a high profile when planning activities.

Children play and work together well. There is good quality of support provided for them by staff. Children demonstrate good levels of independence and are able to maintain their concentration to complete activities. However, many are not making as much progress as they should because they sometimes find work too easy or hard. One group, for example, were taught the words 'the' and 'and' but already knew them. Opportunities to promote essential skills such as learning letter sounds and writing are not taught regularly enough to enable children to make more rapid progress. A satisfactory range of activities are provided outdoors but it is not always made clear what the learning intentions are for these activities and they often do not hold children's interest for long enough.

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

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	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A third of all parents and carers returned their questionnaires and they clearly hold the school in high regard. Everyone agreed that the school keeps their children safe. Almost all of those who made additional comments were very pleased with the work of the school, particularly their children's progress and the way they are involved with staff in supporting their children's learning. Many singled out the headteacher for special praise and were impressed with how well the school is run. 'Staff go the extra mile for pupils' and 'He is a different boy since starting this fabulous little school' are typical comments. Inspectors endorse parents and carers' positive views. However, they found that the quality of provision, outcomes and the way the Early Years Foundation Stage is led and managed are not up to the same standard as they are in Years 1 and 2.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Havelock Infant 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 inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	67	26	29	3	3	0	0
The school keeps my child safe	60	67	29	33	0	0	0	0
My school informs me about my child's progress	47	53	38	43	4	4	0	0
My child is making enough progress at this school	54	61	32	36	2	2	1	1
The teaching is good at this school	56	63	29	33	1	1	0	0
The school helps me to support my child's learning	58	65	29	33	1	1	1	1
The school helps my child to have a healthy lifestyle	51	57	34	38	3	3	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)	39	44	33	37	1	1	0	0
The school meets my child's particular needs	46	52	36	40	5	6	0	0
The school deals effectively with unacceptable behaviour	45	51	38	43	1	1	1	1
The school takes account of my suggestions and concerns	43	48	38	43	2	2	1	1
The school is led and managed effectively	56	63	30	34	0	0	1	1
Overall, I am happy with my child's experience at this school	64	72	22	25	2	2	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 January 2011

Dear Pupils

Inspection of Havelock Infant School, Kettering, NN14 2LU

Thank you for making us so welcome to your school. We enjoyed talking with you, looking at your work and watching your celebration assembly. We found out that you go to a good school. Here is a list of some of the things we liked best:

Your behaviour is outstanding.

You told us you feel extremely safe in school, really like the topic work and that your teachers give you friendly smiles all the time. Having seen you working in class, we agree with you.

At the end of Year 2, many of you are achieving above average standards in your reading, writing and mathematics. We also thought that you used computers really well.

Your attendance is good and this shows how much you enjoy coming to school.

Topic work is varied, interesting and helps you improve your reading and writing skills and develop your creativity. We can see why you enjoy doing it.

Adults in the school always show how much they care for you. It was good to see the help and support staff gave to the Lunch Bunch.

Those of you who find learning difficult are really well supported and this makes sure that you can do your work and feel happy and cared for in school.

Your headteacher, staff and the governing body have worked well as a team to improve the school since the last inspection

Every school has some things that could be improved. We found that children in the Reception classes are not making the same good progress as the rest of you. We want staff to concentrate on improving the first year in school for all of you by planning more writing tasks so that you can develop your skills, making sure you have hard enough work to do and making outdoor learning as interesting and exciting as that indoors. We ask all of you to keep up all the good work you are doing and concentrate even more on improving your writing!

I wish you great success in the future.

Yours sincerely

Joseph Peacock

Lead Inspector

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