

Havelock Junior School

Inspection report

Unique Reference Number	121815
Local Authority	Northamptonshire
Inspection number	380330
Inspection dates	3–4 October 2011
Reporting inspector	Jenny Batelen

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	286
Appropriate authority	The governing body
Chair	Mary Payne
Headteacher	Marilyn Rooke
Date of previous school inspection	5 November 2008
School address	Havelock Street Desborough Kettering NN14 2LU
Telephone number	01536 760361
Fax number	01536 763401
Email address	head@havelock-jun.northants-ecl.gov.uk

Age group	7–11
Inspection date(s)	3–4 October 2011
Inspection number	380330

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

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

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

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

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

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They observed 17 lessons and 11 teaching staff. They held meetings with representatives of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at documents including the school development plan, safeguarding and welfare arrangements and records of pupils' progress. They also analysed questionnaires from staff, pupils and 147 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at the consistency of teaching throughout the school, and how this is being improved in order to raise standards.
- They explored how the leaders and managers at all levels understand the strengths and areas to develop in the school.
- Inspectors looked carefully at the progress being made by different groups of pupils throughout the school.
- They considered how well pupils are able to contribute to their own learning and progress.

Information about the school

This is a larger-than-average-sized junior school serving the local area of Desborough. While the large majority of pupils are from a White British background, a small percentage of pupils are from a wide range of other ethnic heritages, including a few who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils identified with special educational needs and/or disabilities is below average. The proportion of pupils with statements of special educational needs is average and includes pupils with behavioural and/or specific learning difficulties. The school has achieved National Healthy Schools status, Investors in People award and the Get Set network award.

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

Havelock Junior School is a satisfactory school. The school gives good care to its pupils enabling them to feel safe and to know that there are adults who will help them at any time. Pupils spoke of how staff in the school are 'fun and friendly' and said, 'We trust them.' Pupils behave well and show great care and consideration for each other. They are polite and welcoming to visitors. They are keen to talk about what they are doing, and say how much they enjoy school. Parents and carers speak of how their children enjoy coming to school. 'My son enjoys school and talks with enthusiasm about his teachers and subjects,' is representative of the positive comments from parents and carers.

Good links with the neighbouring infant school mean that pupils make a secure start to the school. Progress for most pupils throughout the school is satisfactory and attainment in English and mathematics at the end of Key Stage 2 is broadly average. However, pupils with special educational needs and/or disabilities make good progress and this is because of well-planned, targeted interventions given to support their particular needs. There is evidence of good progress in writing, which has been a focus for development throughout the school, and of better-than-expected progress for older pupils. Although the overall level of attendance is average, progress for some pupils is hindered by their poor attendance and this is not yet monitored effectively enough to lead to improvements in the overall attendance.

The quality of teaching and learning is satisfactory, although there is some good practice. In the better lessons, teachers plan activities that challenge all pupils. Pupils assess how well they are doing and understand what they must do to improve their work. In other lessons, teachers' expectations of what some pupils can achieve are not sufficiently high and pupils are not always clear about how well they are doing and how they can improve. In mathematics lessons, pupils' progress is sometimes hindered because of their poor grasp of basic skills. Clear links are made across the curriculum, particularly in English, but there is often not enough opportunity for extended writing and, as a result, pupils do not consolidate the skills they have been taught. Teachers make good use of information and communication technology (ICT) in their lessons, but there are insufficient opportunities for pupils to use ICT across the curriculum.

The school has a satisfactory capacity to improve further. Leaders and managers have an accurate view of the school's strengths and weaknesses and governors are rigorous in their challenge to the school. Middle managers understand what must be

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

done to improve the outcomes for pupils. There are clearly identified priorities to raise standards and accelerate progress in school, particularly in English and mathematics. Pupils are carefully tracked and interventions put in place if they fall behind. However, there is inconsistency in the way agreed practices are implemented throughout the school because leaders and managers do not check rigorously enough what is happening. There has also not been enough opportunity for the best teachers to share their good practice with their colleagues.

Up to 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.

What does the school need to do to improve further?

- Improve standards in English and mathematics to be at least in line with the national average by July 2012 by:
 - consolidating basic skills and increasing challenge and expectation for all pupils
 - helping pupils to understand better how well they are doing so that they are able to judge their progress towards learning objectives and targets
 - giving greater opportunities for extended writing across the curriculum.
- Raise all teaching to the standard of the best by:
 - sharing good practice
 - increasing the rigour in systems for monitoring teaching and learning
 - creating more opportunities for using information and communication technology across the curriculum
- Analyse data systematically and implement rigorous strategies to improve attendance.

Outcomes for individuals and groups of pupils

3

Achievement for most pupils, including those from minority ethnic groups, is satisfactory. Pupils start school with standards just below average. By the end of Key Stage 2, attainment is just below average. Pupils make satisfactory and sometimes good progress in their lessons because they understand their work and enjoy the activities. Achievement for pupils with special educational needs and/or disabilities is good because of the support they receive to help them understand their work and keep them focused on their tasks. There is not always enough challenge for all pupils, especially the more-able pupils. Pupils have some opportunity to assess their own work, but this is not consistent enough to help them know how to make improvements.

Pupils say they feel safe and secure and have a good understanding of how to keep

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

themselves and others safe, including when using modern technology. Pupils play well together and say they enjoy playtimes. They have no concerns about bullying and are confident that any worries or concerns they may have will be dealt with efficiently and effectively by staff in the school. Pupils’ good behaviour contributes strongly to the learning and progress made in lessons.

Pupils have a good understanding of how to lead a healthy lifestyle as reflected in the award of National Healthy Schools status. They involve themselves in the many opportunities to participate in sporting activities. Fitness programmes in the playground and in the classroom ensure that all keep fit and active. Pupils value and are proud of their school. They contribute to the school’s decision-making process through the school council. Buddies for pupils entering Year 3 ensure a successful transition from the infant school. Pupils’ contribution extends to the wider community where they have a strong involvement in local events and celebrations, such as the provision of the carnival queen and tableaux for the annual town carnival and involvement in setting up the local heritage centre.

Pupils develop skills of working independently in pairs and in groups. They feel confident about using ICT and are developing confidence in developing their other basic skills in a range of contexts. Pupils exhibit curiosity about their world and the community. They broaden their understanding of the world through participation in a range of artistic, cultural and particularly sporting events.

These are the grades for pupils’ outcomes

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?

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

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

Across the school, there are strong relationships between staff and pupils. Very effective teaching assistants give strong support to the teaching and learning, particularly for pupils with special educational needs and/or disabilities. In the best lessons, lively teaching develops pupils’ enthusiasm and interest. Effective questioning challenges the pupils and enables them to make good progress. Pupils in Year 6 were challenged to ‘mark’ their teacher’s work and comment on it and so develop their own assessment skills as well as the mathematical skills to mark the calculations. Pupils with special educational needs and/or disabilities were encouraged to develop mathematical vocabulary as they practised their subtraction skills. Very effective use is made of technology to demonstrate and share pupils’ work. Marking is comprehensive and pupils are well advised of their ‘next steps’ in learning. In the less successful lessons, tasks do not always challenge pupils sufficiently. Pupils do not always have the chance to assess their own work and to respond to teachers’ marking. As a result, they are not clear about how well they have done and how they can improve their work.

Strong cross-curricular links, particularly with English, strengthen the pupils’ understanding of the theme they are studying. Pupils in Year 3 used their factual knowledge of Ancient Egypt to develop their sentence-writing skills. Visits, visitors and themed weeks are enjoyed by pupils and enhance the curriculum. Good partnerships with other groups and organisations enable the school to offer a number of additional experiences to pupils such as modern foreign languages, sports, drama and writing activities. However, recent curricular developments have not yet had sufficient impact on the outcomes for all pupils.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, well supported by senior and middle leaders, has recently established strategies to raise standards, monitor and track progress and increase the accountability of all staff for pupils’ progress. As a result, there is evidence of some improvements, but there has not been sufficient time for these to have had an impact on outcomes. Leaders at all levels work well together, as reflected in the award of ‘Investors in People’. They have a clear focus and priorities for moving the school forward; however, the priorities are sometimes lost in the complex development planning. Target setting often lacks challenge and urgency.

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

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

The governing body brings a range of useful and professional strengths to the school and actively works to bring about changes. This was demonstrated by their resourcing of new reading books and engaging in formal discussions with pupils about their reading. They ensure that all statutory requirements are in place, particularly with regard to safeguarding. Policies and procedures are regularly reviewed and implemented effectively. The site is secure and new security fencing was installed in response to parents’ and carers’ concerns. The governing body has ensured high-quality safeguarding training is in place and this is particularly reflected in the number of qualified first aiders on site. Governors are regular visitors into school and have worked to raise their profile with parents and carers through newsletters and a recently developed governors’ information board. Parents’ and carers’ views are regularly sought and they are kept informed of their children’s progress, but the information regarding target setting is not always as clear as it could be. The school has good links with a range of external agencies and these have a highly beneficial impact on the support for pupils whose circumstances may make them vulnerable. The outside support for improving attendance is not always regular enough to be effective.

Leaders and managers satisfactorily promote equal opportunities, so that most groups of pupils make progress similar to that of others. They have correctly identified the need to accelerate the progress of all to match that of pupils with special educational needs and/or disabilities and also to improve the progress of boys and girls in different subject areas. There are no incidents of discrimination. The school understands its context and is a positive and caring community both in school and in the local area. There is a strong sense of common values shared with communities other than their own, and this is reflected in the ‘Get Set Network’ award from the London 2012 community.

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	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	3
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	3

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

Views of parents and carers

The proportion of questionnaires returned was above average for primary schools. The large majority of responses were positive. Parents and carers are supportive of the school. A very small minority of parents and carers feel that behaviour is not well managed and that their concerns and suggestions are not listened to. Inspectors found that behaviour in school is good and any pupils who have difficulty conforming are managed well and helped to participate fully in the life of the school. They also found evidence that the school listens and responds to parents' and carers' concerns and suggestions.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Havelock Junior 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	53	66	45	2	1	0	0
The school keeps my child safe	83	56	61	41	2	1	0	0
The school informs me about my child’s progress	43	29	85	58	9	6	0	0
My child is making enough progress at this school	42	29	84	57	9	6	1	1
The teaching is good at this school	53	36	83	56	5	3	0	0
The school helps me to support my child’s learning	48	33	81	55	9	6	1	1
The school helps my child to have a healthy lifestyle	44	30	89	61	8	5	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)	57	39	72	49	5	3	2	1
The school meets my child’s particular needs	50	34	83	56	4	3	1	1
The school deals effectively with unacceptable behaviour	42	29	75	51	13	9	9	6
The school takes account of my suggestions and concerns	38	26	85	58	11	7	6	4
The school is led and managed effectively	48	33	81	55	8	5	3	2
Overall, I am happy with my child’s experience at this school	64	44	71	48	6	4	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



5 October 2011

Dear Pupils

Inspection of Havelock Junior School, Kettering, NN14 2LU

Thank you for making us so welcome when we visited your school recently. Thank you also to those of you who returned questionnaires about your school. We enjoyed joining in your lessons and your 'activate' sessions and talking to you. Yours is a satisfactory school and here are some of the things we found out.

- You behave well and you help each other. Thank you for being keen to tell us how much you enjoy school and to talk about the work you were doing.
- You listen carefully to your teachers and work hard in your lessons.
- All the adults in the school care a lot about you and make sure that you are very safe and well supported.
- You appreciate chances to take on responsibility in your school and to help others in the local community.

We have asked the school to do a number of things to make it even better. These are:

- to improve the standards you reach in English and mathematics by making sure you have the basic skills you need
- to give you work that will challenge you all and make you think
- to help you to be clear about how well you are doing
- to give you more opportunities to write for longer and to use information and communication technology in all areas of the curriculum
- for your teachers to share their good ideas with each other
- to help you and your parents and carers to make sure you all attend school regularly.

All of you can help by continuing to work hard, by being very sure you know exactly what your teachers want you to do, and by coming to school regularly.

Yours sincerely

Jenny Batelen
Lead inspector

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