



Harrington Junior School

Inspection Report

Unique Reference Number 112582
LEA DERBYSHIRE LEA
Inspection number 278967
Inspection dates 12 December 2005 to 13 December 2005
Reporting inspector Mrs. Susan Hall LI

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

Type of school	Junior	School address	Derby Road
School category	Community		NG10 4BQ
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01159732963
Number on roll	254	Fax number	01159732963
Appropriate authority	The governing body	Chair of governors	Mr. Roger Farr
Date of previous inspection	27 March 2000	Headteacher	Mrs. Rachael Wilmot

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a slightly larger than average sized school that serves an area that is broadly average in most respects. An average proportion of pupils is entitled to free school meals. The large majority of pupils are of White British descent with none speaking English as an additional language. The number of pupils with special educational needs is slightly below average. Most of these pupils have specific learning difficulties related to dyslexia or emotional, social and behavioural difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a school that provides a satisfactory quality of education with some good features. There are many aspects which have shown recent improvement and the school is on the brink of some very positive work. There are several areas of the care of pupils which are good. Parents speak well of the school and pupils are very happy here. There has been satisfactory improvement since the last inspection although several areas identified as key issues remain, but to a lesser degree. This followed a difficult period after the death of the previous headteacher. The school provides satisfactory value for money and has the capacity to improve further. The inspection judgement does not quite match that of the school's own evaluation of good overall. Standards are largely average when the pupils start at the school. Initially pupils rely a lot on adults to show them what to do and have limited skills in carrying out tasks independently. By the time the pupils leave the school standards remain average but are improving in English. Progress and achievement are satisfactory overall. Teaching is satisfactory and at times in Year 6 is outstanding which is having a positive impact on achievement. The school's strengths are in how pupils develop good attitudes to their work and behave well. Pupils are cared for well and enjoy their time in school. However, whilst the school has identified that the monitoring of its work requires improvement the way in which senior staff and subject leaders check the progress made in areas for which they hold responsibility is currently limited. The school also needs to help pupils develop greater confidence in doing things for themselves in order to solve problems. Whilst the school has done much to improve the accommodation the very small class bases restrict the ability to organise practical learning activities and space is not used to maximum effect to support learning.

What the school should do to improve further

- Ensure senior staff and subject leaders are more involved in rigorously checking the quality of teaching and learning in order to identify ways to raise levels of achievement further. - Improve pupils' ability to carry out a variety of tasks including experiments and investigations to extend their independence. - Ensure that class bases provide the maximum space so that pupils can find things out in a wider range of practical activities.

Achievement and standards

Grade: 3

Pupils start at the school with skills and knowledge which are generally average. Many younger pupils are initially very reliant on adult guidance on what they are to do and how to carry out their work. In recent years school assessments and national tests have indicated standards in English have been low. Because of this the school has worked hard to make improvements in this area and in national tests in 2005 there was substantial improvement and targets were exceeded in English. Standards in mathematics have been variable. Pupils do not always have strongly based

understanding of numbers and the skills to solve problems without support. The school has accurately identified that these are now current areas for development. Standards have been better in science over time because pupils develop good factual knowledge in the subject. The progress made by pupils of different abilities, including those with learning difficulties is satisfactory. This judgement matches the evaluation of the school. The targets set are appropriate although at times could be even more challenging. Standards in information technology are close to an average level but the school has not extended its resources to match those seen in most schools.

Personal development and well-being

Grade: 2

Pupils enjoy school. They work hard in lessons and are well behaved, friendly and polite. Attendance is good. Pupils' spiritual, moral, social and cultural development is good. Pupils value each other as friends and work co-operatively. They have well developed social skills, positive attitudes to their work and develop productive relationships with each other and adults. Pupils listen attentively in lessons and value each others ideas and suggestions. Pupils have good self-esteem. This is demonstrated strongly by the confident way pupils who play musical instruments perform their Christmas concert. Opportunities such as these and working as a team in lessons prepare pupils well for the world of work and their role as members of a community. Pupils feel very safe in school and are helped to adopt a healthy lifestyle through the school's promotion of the benefits of healthy eating and being involved in sport. Pupils make a good contribution to their community by for example, raising money for charities and sharing their musical talents with senior citizens. Inspection judgements match the school evaluation.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall which is slightly below the school's evaluation. Examples of good and excellent teaching were seen during the inspection. These lessons are planned well with clear objectives and teaching is lively, with high expectations of learners and opportunities to be creative. Pupils make good progress and say they enjoy these lessons most. In Year 6, pupils love showing their mental calculation skills. However, the overall quality of teaching seen is inconsistent and therefore the impact on standards and progress over time is only satisfactory. Some lessons fail to inspire and engage. Opportunities are missed to promote independence and learning is more limited. Teachers rely too often on worksheets, particularly in mathematics. These do not help pupils think, learn to solve problems and present work for themselves. Marking is inconsistent and does not always help children to improve or provide a good model. Behaviour is managed well so lessons run smoothly. Pupils with learning difficulties and disabilities are supported and guided effectively. The school is well resourced but teaching methods and learning opportunities are restricted

by how the building is used. Teachers collect a good range of information about pupils but better use could be made of this to set more challenging targets for all.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory which is slightly below the school's evaluation. It meets statutory requirements and is beginning to encourage creativity and subject links well. Whilst the school has done much to improve the accommodation curriculum provision is restricted by the school building and pupils' reliance on adults which do little to aid the development of thinking and independence skills. The school has recognised the need to provide additional resources for information and communication technology and improve its use in the support of teaching and learning across the curriculum, particularly in mathematics. Assessment and systems to check progress are developing well but information gathered needs to be used to ensure the needs and interests of all learners are met. Pupils with learning needs and disabilities are supported effectively. Provision for personal, social, health and citizenship education is good and prepares pupils well for the future. Participation in the Healthy Schools' Programme encourages everyone to make healthy choices. Pupils benefit from a range of clubs, including sports, drama, French and choir. The school works hard to ensure the curriculum is further enriched by a range of visits, visitors and links with other agencies which help to bring learning to life, promote enjoyment and add to the quality of pupils' experience.

Care, guidance and support

Grade: 2

The school takes good care of its pupils, values their achievements and prioritises their safety. Health and safety, and child protection procedures are fully in place. Pupils feel secure and are confident that if they have a problem there is an adult at school that they can talk to. Productive relationships based securely on respect and trust, exist between teachers and pupils, and pupils themselves. Teachers check the progress being made and targets are set for pupils to help them improve their work. Pupils are given guidance and support to help them improve. However, the targets set are not always challenging enough to ensure that pupils consistently make the progress they are capable of. The school works closely with parents and outside agencies to ensure those who require additional specific support receive the help they need to achieve the targets set. The school council plays a constructive role in the work of the school. Pupils feel they are listened to and able to secure improvements such as the provision of play equipment at lunchtimes. Inspection judgements are slightly below the school evaluation.

Leadership and management

Grade: 3

Leadership and management are satisfactory, which is below the school's own evaluation of effectiveness in this area. The headteacher provides confident and enthusiastic leadership and has been instrumental in guiding the school through difficult times. There has been considerable improvement particularly in the last year although some aspects are at an early stage in terms of the impact they are making on achievement. The head's efforts are reaping rewards but she is shrewd and realistic and recognises that there is work still to be done. She is ably supported by the deputy head, who provides a good model for school planning. Senior staff have worked hard to develop policies and procedures to support smooth and efficient management. Satisfactory systems have been introduced for the school to evaluate its own effectiveness and there are clear plans to develop this further in the coming year. The headteacher checks the quality of planning, teaching and learning. However, there have been very few opportunities for the deputy head and subject leaders to develop their role in evaluating the quality of provision in areas for which they hold responsibility. Governance is broadly satisfactory although governors are not well enough informed at first hand of areas for improvement and are reliant on staff for information. The lack of rigour in evaluating the work of the school has had a limiting effect on how well staff have diagnosed the small steps necessary for further improvement. Financial management is satisfactory overall although the school has an extremely large under-spend which could have been used, for instance, to extend very small class bases and areas for practical learning.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	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	2	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Following our visit to your school we would like to let you know what we found out. First of all, can we say a big thank you for making us feel welcome and for talking to us about all the different things that you do in your school. It was good to hear that you feel happy here and how you feel that all the adults help you and take good care of you. You probably saw us when we came into your lessons and in other activities. We have told the teachers that you behaved well and they are proud of this. We know that many of you and your families like your school and so we talked to your headteacher about how the staff can look at ways of making things even better. We think your teachers should look at teaching in different classes and subjects, and could look more at your books to see if you are making as much progress as possible. We have asked the staff to help you to improve the way you do things for yourselves so that you grow in confidence in carrying out experiments and investigations. We also think you need more space to work in and have asked everyone to look at ways to make the very best use of the space available. All the staff at school want you to do really well and your headteacher has got some good ideas to make the school a more exciting place. You can play an important part in this by working as hard as you can and always being helpful to everyone in school. It was a pleasure to meet you all.