

# Havelock Junior School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 121815           |
| <b>Local Authority</b>         | Northamptonshire |
| <b>Inspection number</b>       | 314109           |
| <b>Inspection date</b>         | 5 November 2008  |
| <b>Reporting inspector</b>     | Alison Cartlidge |

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

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| <b>Type of school</b>                     | Junior   |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 7–11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School (total)                            | 286  |
| <b>Appropriate authority</b>              | The governing body                                     |
| <b>Chair</b>                              | Mary Payne   |
| <b>Headteacher</b>                        | Marilyn Rooke  |
| <b>Date of previous school inspection</b> | 11 October 2004  |
| <b>School address</b>                     | Havelock Street<br>Desborough<br>Kettering<br>NN14 2LU |
| <b>Telephone number</b>                   | 01536 760361   |
| <b>Fax number</b>                         | 01536 763401   |

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## Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following:

- provision and progress in writing
- how well teachers meet pupils' differing needs
- the impact of leaders on school effectiveness
- how well community links and enrichment opportunities support pupils' behaviour and their enjoyment of school.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Pupils come to this larger-than-average-size school from the town of Desborough. Attainment on entry to the school varies between below average and average, and is broadly average this year. The proportion of pupils entitled to free school meals is broadly average. The school has a broadly average proportion of pupils with learning difficulties and/or disabilities, although year groups vary and these pupils are not evenly distributed throughout the school. Most pupils are from White British backgrounds with a few pupils coming from Traveller communities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This improving school provides a satisfactory education for its pupils. Pupils' achievement is satisfactory. Teaching is satisfactory with good features, ensuring that most pupils, including those with learning difficulties and/or disabilities, build steadily on what they have already learnt. Standards at the end of Year 6 vary from year to year, and are slightly below average overall. In English, pupils make better progress in reading than in writing because the school supports pupils who find reading difficult particularly well. In writing, the school has identified the need to make written work in subjects other than English more focused, so that pupils of all abilities can develop and extend specific writing skills in these lessons. The school sets and largely meets realistically challenging targets for pupils by the end of Year 6. Pupils' good personal development and satisfactory progress in developing basic skills prepare them suitably well for the next stage of their education and later life.

Teachers have good relationships with the pupils, enabling them to manage behaviour well. They explain activities clearly, ensuring that pupils start their work quickly in most lessons. They plan interesting activities to make learning fun. Teaching assistants contribute well to the pupils' learning by helping them in lessons and on specific support programmes. Teachers mark pupils' work frequently and explain clearly what they have done well and what they need to learn next. As a result, pupils are well aware of their individual targets.

The good curriculum helps pupils to gain an exceptionally thorough understanding of what constitutes a healthy lifestyle, and pupils are successful when competing in a wide range of sporting activities. Pupils work together well and greatly enjoy the variety of lessons they receive. There are good opportunities for pupils to learn French and to take part in the creative arts. Pupils appreciate the good contribution that themed days, visits and visitors make to their learning. For example, they make comments such as, 'French days are fun', and one pupil described the Gypsy Roma day as 'the best day'. A thorough personal development programme ensures that most pupils behave well, even during wet playtimes. Pupils have a good understanding of road and internet safety and say that they are satisfied with the way members of staff deal with occasional instances of bullying. Pupils are polite and friendly and respect the views of others. Their spiritual, moral, social and cultural development is good. They have a good understanding of cultures other than their own and make an excellent contribution to the community. For example, pupils in Year 3 organise and run a social afternoon for the 'welcome club', an organisation run for the older members of the local community. Older pupils provide good support for others when acting as peer mentors and play leaders.

The school ensures that pupils receive good care, guidance and support and this contributes well towards their good personal development and well-being. Procedures for safeguarding pupils are firmly in place to support those who are finding life difficult. Members of staff work closely with others to support the well-being of all pupils. For example, they have close links with external agencies to help pupils from Traveller communities, and as a result, these pupils are happy at school and do well.

Rates of attendance that are no more than satisfactory do not reflect the pupils' enthusiasm for school but are due to some parents taking their children on term-time holidays. The school has recently run a successful project about 'time' to improve punctuality.

The school has good systems for assessing how well pupils are doing, but teachers do not consistently use this information to provide pupils of differing ability with work that fully

matches their needs. When this happens, not all pupils are fully engaged in the lesson and their pace of learning slows.

Leadership and management are satisfactory. The headteacher, senior members of staff and governors share a clear vision for the school and know what to do to make it better. They are enthusiastic and strongly committed to speeding up pupils' progress. Satisfactory systems for self-evaluation enable leaders to know the school's strengths and areas for development. The school has strategies that are starting to have a positive effect on pupils' progress. It is too soon for some of these developments to show sustained improvement and not all teachers are consistently following the agreed procedures. Leaders have suitable plans to monitor this aspect of the school's work more rigorously in order to iron out inconsistencies in teaching and learning. Since the last inspection, pupils' behaviour and progress in reading have improved, demonstrating that the school has a sound capacity to go on improving.

The school's contribution towards community cohesion is good. Members of staff increase the pupils' knowledge of multicultural Britain well by taking them on visits, bringing in visitors and running special projects. For example, pupils thoroughly enjoyed learning about Gypsy Roma culture by making models of Crown Derby plates.

A small minority of parents would like the school to consider their views more carefully and do not find all members of staff to be approachable. The school has acknowledged that it could do more to find out why these parents are not entirely happy. Nevertheless, most parents are pleased with the work of the school. Two parents summed up the positive views of many others by writing: 'all the children are friendly and well mannered', and 'my son likes going to school and I feel that it is a caring and happy place for him to be'. These comments demonstrate some of the school's strengths.

### **What the school should do to improve further**

- Consistently provide work that matches pupils' differing needs.
- Focus more clearly on developing specific writing skills in subjects other than English.
- Ensure that leaders monitor teaching and learning more rigorously to iron out inconsistencies.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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**Annex A**

**Inspection judgements**

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

**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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well being?   | 2   |
| The capacity to make any necessary improvements   | 3   |

**Achievement and standards**

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress                           | 3 |

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

## Personal development and well-being

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

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination eliminated   | 3   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |



**Annex B****Text from letter to pupils explaining the findings of the inspection**

6 November 2008

Dear Pupils

Inspection of Havelock Junior School, Desborough, NN14 2LU

Thank you for welcoming me to your school and for sharing your work with me. I found that your school provides you with a satisfactory education.

Here are some things I found about your school.

- You make good progress in reading and learn at a steady pace in other subjects.
- You behave well and keep really fit and healthy.
- I like the way you help people in the community when you entertain the 'welcome club'.
- Teaching is satisfactory and your teachers help you to enjoy school by making lessons fun.
- You study a good range of interesting topics.
- All adults in school are kind and caring and look after you well.
- Your headteacher, teachers and governors know how to make your school even better.

What I have asked your school to do now.

- Make sure that teachers always provide you with work that is neither too hard nor too easy for you.
- Help you to improve your writing in subjects other than English.
- Check that teachers are always helping you to learn as quickly as you should.

I thoroughly enjoyed talking with you about your school and wish you well for the future.

Yours faithfully

Alison Cartlidge

Lead inspector