

# Havelock Infant School

## Inspection report

---

<b>Unique Reference Number</b>	121816
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314110
<b>Inspection dates</b>	15–16 January 2008
<b>Reporting inspector</b>	Arnalena Bee

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

---

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Ann Davey
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Havelock Street Desborough Kettering NN14 2LU
<b>Telephone number</b>	01536 760486
<b>Fax number</b>	01536 760247

---

<b>Age group</b>	4–7
<b>Inspection dates</b>	15–16 January 2008
<b>Inspection number</b>	314110

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Havelock is slightly smaller than the average-sized school. Most children are from White British backgrounds. The proportion of children identified as having learning difficulties and/or disabilities is above average. Children start school with levels of attainment that are below those expected for their ages. There have been several staff changes recently. The headteacher was appointed in September 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Havelock is a satisfactory and improving school with a number of strengths. The positive focus on children's personal development means that they quickly develop respect for everyone they meet as they learn and play. Children's spiritual, moral, social and cultural development is good. However, their understanding of the diversity of cultures in Britain today is limited. From the Reception Year on, children learn how to work in pairs, groups and independently. They thoroughly enjoy all that they do and talk maturely about why it is important to learn and do well at school. This is reflected in their good attitudes to learning. A strength of the satisfactory curriculum is the way visits out and visitors invited into school reinforce and develop skills taught in many subjects. In addition, the curriculum effectively supports children's personal, social and health education (PSHE). As a result, by the time they leave, children's personal and social skills are well developed. Children speak convincingly about the importance of keeping themselves safe and the need to eat healthily. They confidently talk about foods that are good for them and those that are 'a bit naughty, like chocolate'. Children identify school as a safe place to be and talk knowledgeably about other places such as rivers or busy roads that are not so safe. They show a very good awareness of the importance of not speaking to strangers.

Standards at the end of Year 2 improved in 2007 from below average to broadly average. Achievement, including that for the children in the Reception classes, is satisfactory. Nevertheless, children's achievement is inconsistent as they move through the school because the quality of teaching, although satisfactory, is variable. Relationships are good and activities interest the children and are generally well planned. However, higher attaining children are not always sufficiently challenged. The academic guidance that children receive is satisfactory. The best examples of marking give children clear advice on what they need to do to improve. However, other marking, although supportive, does not. All children are well cared for and given good support to develop personally. Good links have been developed with external agencies to support children, in particular those with specific needs. The vast majority of parents are very pleased with how their children are cared for whilst in school.

Rigorous monitoring by the relatively new headteacher has ensured that she has a very clear and accurate idea of the quality of teaching and learning in each class. Because of staff changes and subject leaders having curriculum issues to address, discrepancies in teaching have not had time to be effectively addressed. Middle managers' role in monitoring and evaluating the areas for which they are responsible is in the early stages of development. At present, it does not fully focus on raising achievement and standards. School development planning has improved since the previous inspection and now involves everyone. Improvement since the last inspection has been satisfactory. Most parents are very positive about the work of the school. As one parent wrote, 'My son comes home from school every day with new information. He learns something every day and always talks of how much he enjoys school.'

## Effectiveness of the Foundation Stage

### Grade: 3

Children behave well and are keen and eager to take part in everything they are offered. Parents are pleased with how well their children settle into school. This is because induction procedures are good. All children are well cared for during their time in school. Most children do not reach the expected levels in communication, literacy and language, mathematical development and knowledge and understanding of the world by the time they start in Year 1. However, in relation

to their starting points, this represents satisfactory progress. Children generally reach the expected levels in their personal and social, creative and physical skills and make good progress in these areas. One parent wrote, 'My child has learnt so much already and is becoming more confident every day.' Teaching is satisfactory and sometimes good. Planning is often good but does not always cater for the needs of the higher attaining children.

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

- Improve teaching to the level of the best so that all children, particularly those who are higher attainers, are consistently challenged.
- Develop the role of the middle managers so that they are more involved in monitoring and evaluating the work of the school.
- Improve children's understanding of the diversity of cultures in our society.

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

## **Achievement and standards**

### **Grade: 3**

Standards by the end of Year 2 are broadly average in reading, writing and mathematics. The proportion of children reaching the higher than expected level was below average in all areas, but particularly in mathematics. Weaknesses in the mathematics curriculum offered to higher attaining children have now been addressed. However, there is still scope, at times, for higher attaining children to achieve more. Children's progress varies as they move through the school because of differences in the quality of teaching they receive. In some classes, children make good or better progress because teaching is always at least good. In other classes, children make satisfactory progress. Children's progress towards predicted National Curriculum levels is now systematically tracked. However, although this system is good, it has not been in place long enough to impact on achievement and standards. Children with learning difficulties and/or disabilities make similar progress to their classmates.

## **Personal development and well-being**

### **Grade: 2**

The school's 'Golden Rules' set high standards for behaviour and children respond well to their consistent application by all staff. Consequently, behaviour is good and children usually concentrate well on their tasks. Occasionally, a few become inattentive when the work set does not match their ability or interest level. Attendance has improved as a result of the school's good efforts and is now average. Children respond very positively when given responsibilities such as acting as 'Child of the Week' or taking part in 'Friday Forum' discussions with the headteacher. Their contribution to the school community is good, while that to the local community and wider world is satisfactory. Pupils play sensibly and safely and have a good understanding of the need for regular exercise. They enjoy playing with ropes and hoppers at break times and joining in with regular 'Activate' exercises, which involve everyone. As a consequence, the school has recently received an 'Activemark' award. Pupils are able to work together constructively and make satisfactory academic progress. As a result, they are soundly prepared for the move to junior schools.

## Quality of provision

### Teaching and learning

#### Grade: 3

In all classes, learning support assistants are well briefed, provide good support and make a valuable contribution to children's learning. In good or outstanding lessons an effective range of strategies is used to ensure that all children are fully involved in their activities from start to finish. However, good teaching is not sufficiently widespread and there are some common weaknesses which restrict children's learning. While teachers know what they expect children to learn and explain this to them, tasks are not always well matched to their needs. At times, the most capable children are not sufficiently challenged. Teachers are now more aware of the progress children are making, including those who need extra support to make up for lost ground. However, opportunities are sometimes missed to use assessment data to make sure that activities build on what children already know and can do. Teachers do not consistently ensure that children complete their tasks fast enough and sometimes they talk for too long. This slows the pace of children's learning.

### Curriculum and other activities

#### Grade: 3

A recent whole school focus on phonics has led to a more consistent approach across the school and is beginning to raise standards in reading and writing. Provision for literacy, numeracy and information and communication technology (ICT) is satisfactory. Children with learning difficulties and/or disabilities are soundly supported, often by classroom assistants. This enables them to have full access to the curriculum. Recent improvements in planning have resulted in sensible links being established between subjects in order to make learning more meaningful. Greater emphasis is being placed on promoting children's writing through different subjects. However, much of this work is at early stages and it is too early to see the impact. The timetable for out-of-school clubs has improved significantly over the last year. Children now have good opportunities to take part in these activities.

### Care, guidance and support

#### Grade: 3

Children play and learn in a safe and supportive environment. All adults have their best interests at heart and good attention is given to health and safety arrangements in and around school. Good arrangements are in place to allow children to transfer to their next school easily and happily. Academic guidance, although satisfactory, is not as strong as the care and personal support that children receive. Targets for literacy and numeracy have recently been introduced. However, they are not well established or promoted effectively in lessons or in the marking of children's work. As a result, not all children know what their targets are. Targets are not yet impacting fully on children's achievement.

## Leadership and management

#### Grade: 3

The very strong leadership of the headteacher drives the work of the school. Since her appointment, she has identified strengths and areas for development and now has a very clear

vision of what is needed to improve the school further. A good system has been introduced that tracks children's progress and identifies those who are not on track to meet their predicted National Curriculum levels. This system, although only recently implemented, ensures that all teachers are aware of the importance of identifying individual children's stages of learning. It also allows them to be more accurate at matching work to the wide range of abilities within their classes. The middle managers have recently started to improve their monitoring and evaluating skills. They have begun to identify what they need to do to improve their subject areas. As a result, work is going on to develop the format of the literacy hour and improve the provision for higher-attaining children in numeracy lessons. The impact of this work has yet to be fully established as inconsistencies in teaching remain and higher-attaining children are not always sufficiently challenged. Nevertheless, the school has sufficient capacity to improve further. Governors are supportive and increasingly involved in school planning. They are becoming more aware of the importance of challenging the work of the school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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 effectiveness of the Foundation Stage	3
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 disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well 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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<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.

## Annex A

**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 tackled so that all learners achieve as well as they can	3
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

## Text from letter to pupils explaining the findings of the inspection

17 January 2008

Dear Children

Havelock Infant School, Desborough, Northamptonshire NN14 2LU

Thank you for making us so welcome when we came to visit your school. We really enjoyed talking to you and seeing how hard you work. You all behave well. We especially liked hearing about when you go to tea with your headteacher on Friday afternoons to talk about important things. We think that your school is satisfactory but there are some things that are good.

These are the good things that we found:

- Teachers make sure that the youngest children in Reception quickly settle into school and that those of you in Year 2 are confident about moving on to junior school.
- Children in Reception get on well with each other and do particularly well as they learn to paint, cut and stick and do PE.
- We think you are all kind to each other and polite, and helpful to the adults who help you at school.
- You are all well cared for and those who look after you at home agree.
- Teachers plan interesting visits out and invite visitors into school to make learning even more exciting.

We have asked your school to do three things to make it even better.

- Make sure that teaching is good in all lessons so that all of you learn well.
- Make sure that the leaders and managers in the school all take part in seeing how well the school is doing.
- Help you to learn more about the different religions and ways of life that are found in Britain today.

Keep working hard and having fun as you learn.

Best wishes

Nina Bee Lead inspector

17 January 2008

Dear Children

**Havelock Infant School, Desborough, Northamptonshire NN14 2LU**

Thank you for making us so welcome when we came to visit your school. We really enjoyed talking to you and seeing how hard you work. You all behave well. We especially liked hearing about when you go to tea with your headteacher on Friday afternoons to talk about important things. We think that your school is satisfactory but there are some things that are good.

**These are the good things that we found:**

- Teachers make sure that the youngest children in Reception quickly settle into school and that those of you in Year 2 are confident about moving on to junior school.
- Children in Reception get on well with each other and do particularly well as they learn to paint, cut and stick and do PE.
- We think you are all kind to each other and polite, and helpful to the adults who help you at school.
- You are all well cared for and those who look after you at home agree.
- Teachers plan interesting visits out and invite visitors into school to make learning even more exciting.

**We have asked your school to do three things to make it even better.**

- Make sure that teaching is good in all lessons so that all of you learn well.
- Make sure that the leaders and managers in the school all take part in seeing how well the school is doing.
- Help you to learn more about the different religions and ways of life that are found in Britain today.

Keep working hard and having fun as you learn.

Best wishes

Nina Bee  
Lead inspector