

# Hatchell Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	130924
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	360158
<b>Inspection dates</b>	13–14 October 2010
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Wilson
<b>Headteacher</b>	Mr Jeremy Harris
<b>Date of previous school inspection</b>	7 May 2008
<b>School address</b>	Plumpton Park Road Bessacarr, Doncaster South Yorkshire DN4 6SL
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<b>Fax number</b>	01302 532691
<b>Email address</b>	head@hatchellwood.doncaster.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, observing nine teachers and all classes. They also held meetings with members of the governing body, staff, groups of pupils, and parents and carers. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies and performance data. Questionnaires from 82 parents and carers, 103 pupils and 28 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of the school's tracking of the progress of all groups of pupils, and of the steps taken to promote achievement across the school.
- How well the curriculum and other actions to promote community cohesion help to develop pupils' understanding of, and contact with, the diversity of the world.
- How well informed, cohesive and focused staff are in driving improvement under the new leadership of the school.

## Information about the school

Most pupils in this larger than average primary school are White British. A very small minority speak English as an additional language. The number of pupils with special educational needs and/or disabilities is well below the national average, although the proportion with a statement of special education needs is broadly average. The proportion of pupils known to be eligible for free school meals is broadly average. The school has Healthy School status. A larger than average number of pupils joins the school at times other than is usual. The senior leadership of the school has changed completely over the last 18 months. The headteacher took up post this term. An independently managed pre-school club based on the school site is subject to a separate inspection and report.

**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

Hatchell Wood Primary is a satisfactory school. It has some good features, such as pupils' personal development. The vast majority of parents and carers are supportive of most aspects of its work.

The school's leaders are tackling pupils' previous underachievement well and are moving the school forward with energy and purpose. The majority of children enter the Reception Year at levels broadly typical for their age and make satisfactory progress. Pupils also make satisfactory progress in Key Stages 1 and 2. Previous weaknesses in the progress of boys and pupils with special educational needs and/or disabilities have been overcome and their progress is satisfactory. Attainment, by the time pupils leave in Year 6, is broadly average and sometimes above average in English. Some weaknesses in writing remain in some year groups and are being addressed. Teaching is satisfactory, with some that is good. A programme of support and challenge is bringing about improvements. However, in some lessons there is not a good match of activities to meet pupils' needs, in particular those of the more able, and pupils' speaking and listening skills are underdeveloped. The satisfactory curriculum is being rapidly updated and already has strengths in the arts, sport and provision of extra-curricular activities. There is an effective programme of personal, social and health education that helps to promote pupils' good awareness of the need to lead a healthy lifestyle. The school's plans to develop community cohesion are not yet fully implemented and pupils' understanding of the cultural diversity of the modern world is weaker than it should be. As a result, pupils' spiritual, moral, social and cultural development is satisfactory.

Pupils enjoy their time in school, behaviour is satisfactory and attendance average, and improving. A warm, positive atmosphere in the school is created by the good care, guidance and support provided. Governors support the school satisfactorily. The setting of targets to help pupils move to the next level in their learning, and the use of good marking to provide academic guidance, are underdeveloped in some areas. Through its increasing self-evaluation practices the school has a good understanding of its strengths and weaknesses and appropriate plans are in place to bring about improvement. The school's capacity for sustained improvement is satisfactory and improving as new ways of working and high expectations are embedded within the school.

## What does the school need to do to improve further?

- Ensure that the quality of learning and progress is good or better in all lessons, by:
  - consistently matching activities to meet pupils' needs, in particular those who are more-able

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- developing pupils' speaking and listening so that pupils are able to learn more effectively from adults and each other in lessons
- developing pupils' writing so that they can better communicate their learning.
- Broaden pupils' understanding of, and contact with, the richness of the global community.
- Extend the good assessment, marking and target setting practices evident within some areas of the school to better target support and learning in all classes.
- About 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.

## Outcomes for individuals and groups of pupils

**3**

Learning is satisfactory and enjoyable in the majority of lessons, with pupils engaged as a result of satisfactory and sometimes good teaching. Pupils acquire knowledge, develop understanding and learn and practise their skills satisfactorily. They are keen to succeed, mostly apply themselves well in lessons and often work at a good pace when provided with appropriate tasks and guidance. Pupils' achievement and enjoyment are satisfactory. Most pupils enter Year 1 with attainment in the basic skills typical for their age. By the end of Year 6 it is broadly average, although in 2009 it was high in English. Attainment is variable across year groups, reflecting differences in the quality of teaching and changes in staffing over the last two years. Overall, this represents satisfactory, and in some cases good, progress. Attainment in writing remains underdeveloped in some year groups which limits some pupils' ability to communicate their learning effectively. Pupils with special educational needs and/or disabilities and those who join the school part way through a year, make satisfactory progress. Pupils learning English as an additional language make good progress in English as a result of the good support and guidance they receive.

Behaviour is satisfactory overall and often good in the better lessons. The school is a largely harmonious and happy community in which pupils say they feel safe. They respond by taking on many responsibilities, for example, as buddies to support each other. Their involvement in the local community is also good. The school places a high priority on raising pupils' awareness of what it means to lead a healthy lifestyle, reflecting its Healthy School status. Attendance is satisfactory and improving. Together with the effective promotion of key skills, including information and communication technology, this means that pupils are prepared satisfactorily for the next stage in their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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?

Teaching is predominantly satisfactory, with some that is good. A specific programme to support the development of teaching has been introduced by the senior leaders, which is beginning to impact positively. In the best lessons, good planning ensures that appropriate and varied activities are provided and that challenge from the teacher stimulates pupils' interests. Satisfactory lessons lack this rigour and pupils' speaking and listening are not always fully developed. As a result, pupils' ability to learn from adults in lessons and from each other is sometimes limited. In the satisfactory lessons, assessment is not always used effectively to obtain a good match of activities to the needs of individuals, in particular the more able pupils. The quality of marking and academic guidance varies across the school, with examples of good practice seen in English.

The curriculum is currently under review, and its impact upon outcomes is only just beginning to be seen. There is a strong emphasis upon literacy and numeracy. There is an increasingly extensive range of creative topic approaches across all areas of learning and strengths in the provision for sport, music and the arts. The good programme for social and emotional aspects of learning helps to promote well pupils' personal development and health. Pupils' understanding of the wider world is insufficiently promoted within the curriculum and is a focus for immediate development. The range of extra-curricular activities is good. Theme days add challenge, interest and excitement to pupils' experiences, yet provision for the more able and talented pupils is under-developed.

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Well-organised arrangements for the care of pupils contribute to their generally good development and well-being. Transition into and out of the school is good, including for those who join part way through a year. The school works well with a range of agencies to support vulnerable pupils in their learning. A support worker, shared with the local partnership of schools, is very effective in supporting pupils' emotional well-being. The school can evidence where its care has helped pupils overcome significant barriers to learning. The monitoring and support for attendance is good and beginning to have an impact. A new policy on managing pupils' behaviour is also starting to impact well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with determination and skill. The headteacher communicates this ambition well to staff, parents and carers and pupils and this energy is being embedded at other levels in the school. Leadership and management of subject teaching are satisfactory and improving rapidly, as new ways of working are established. This is helped by increasingly accurate self-evaluation that provides the school with a good understanding of its strengths and areas to develop. New practices in marking, the tracking of pupils' progress and target setting for individuals have been introduced. There is good practice in some areas, but this is inconsistent across the school. The development planning is of good quality. Safeguarding procedures are good, reflecting the good care in the school and the fact that pupils say they feel safe. The promotion of equal opportunities is satisfactory: there is some variability in the quality of teaching. Discrimination is very rare and when encountered is dealt with well. Partnerships are satisfactory overall and good with local schools. The school has carried out an initial audit of its social, religious and ethnic context. Other than its effective link with Kenya, many of its planned actions to extend community cohesion have yet to be realised. As a result, pupils' contact with the wider world is limited. The governing body knows the strengths and areas for development in the school and provides satisfactory support and challenge.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Good induction arrangements ensure that children and their parents and carers receive a warm welcome to the school. There are good links in particular with the adjacent independent pre-school. Children settle happily in the safe environment of the Reception class and make satisfactory progress. They mostly attain broadly expected levels in language and personal development and above expectations in some other areas of learning by the time they leave the Reception Year. Teachers assess children's progress frequently and well. However, the analysis of this data is under-used, with the result that planning for future learning is not as well informed as it could be. Teaching is satisfactory with some that is good. Teachers communicate regularly with parents and carers and are well aware of children's interests.

Pastoral care is of good quality, as is support for potentially vulnerable children. Teachers plan a good range of activities that children enjoy, with a good balance between activities they direct and those children choose for themselves. The outdoor area has recently been developed, yet is under-used. Leadership and management are satisfactory. All safeguarding requirements are met, training is up-to-date and there are appropriate plans for improvement. Coordination of the Early Years Foundation Stage is currently overseen by the senior leadership team pending the appointment of a specialist leader.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

About one-third of parents and carers returned the questionnaire. Of these a very large majority are happy with most aspects of the school and consider it to be well led and managed. Inspectors agree with these views. The inspection found no evidence to endorse the views of a few parents and carers who do not consider that the school deals effectively with unacceptable behaviour and a few who feel that the school does not take sufficient account of their views and concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatchell Wood Primary 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 247 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	50	37	45	3	4	0	0
The school keeps my child safe	39	48	42	51	0	0	0	0
My school informs me about my child's progress	24	29	49	60	7	9	0	0
My child is making enough progress at this school	22	27	51	62	3	4	2	2
The teaching is good at this school	27	33	47	57	2	2	0	0
The school helps me to support my child's learning	26	32	48	59	5	6	1	1
The school helps my child to have a healthy lifestyle	33	40	43	52	2	2	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)	23	28	45	55	4	5	1	1
The school meets my child's particular needs	24	29	50	61	3	4	1	1
The school deals effectively with unacceptable behaviour	26	32	38	46	12	15	2	2
The school takes account of my suggestions and concerns	19	23	49	60	5	6	3	4
The school is led and managed effectively	30	37	43	52	2	2	2	2
Overall, I am happy with my child's experience at this school	30	37	47	57	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



15 October 2010

Dear Pupils

**Inspection of Hatchell Wood Primary School, Doncaster, DN4 6SL**

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly proud of it.

Hatchell Wood is a satisfactory school. The headteacher, other staff and the governing body are helping it to improve. You get a satisfactory start to your learning in the Reception class and this continues throughout the school, so that you attain broadly average standards by the time you leave Year 6. In English, some of you attain above average standards. Most of you say you enjoy school and feel safe and valued, as a result of how well you are looked after. Your behaviour is satisfactory and your attendance average and improving. Teaching is satisfactory, with some that is good. The variety of subjects you study is satisfactory and being improved well. Your skills at using information and communication technology are being well developed. You have a good sense of what it means to lead a healthy lifestyle, helped by the wide range of sporting and other activities provided by the school.

I have asked the school to implement the following things that will help it to improve.

- Make sure that all your lessons are at least good by matching the tasks to your particular needs especially for those of you who learn very quickly, and also by developing speaking, listening and writing.
- Help you to understand the wider world and to increase your contact with it.
- Spread the good assessment practices used by some teachers to all classes, so that you have a clearer idea of how to make good progress in all your subjects.

You can help by telling your teachers how best you learn and if you have any problems, and by attending school as fully as possible. I wish you the best for the future.

Yours sincerely,

Nigel Cromey-Hawke

Lead inspector

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