

# Keep Hatch Primary School

## Inspection report

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<b>Unique Reference Number</b>	109840
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	356640
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	Keith Sadler

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>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Boseley
<b>Headteacher</b>	Angela Young
<b>Date of previous school inspection</b>	8 November 2007
<b>School address</b>	Ashridge Road Wokingham RG40 1PG
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## Introduction

This inspection was carried out by three additional inspectors, who observed 26 lessons led by 14 different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and from 75 parents and carers were analysed and their responses taken into account.

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

- The strength of pupils' progress in writing at Key Stage 2 and whether current Year 6 pupils are on track to attain their targets.
- Whether the pace of learning is sufficiently brisk and the extent to which teachers ensure that work is suitably challenging for all groups of pupils.
- How well support staff contribute to pupils' learning.
- How well teachers with particular responsibilities contribute to the school's monitoring and evaluation procedures.

## Information about the school

Keep Hatch is an above average sized school. It is located in a residential area of Wokingham. Most pupils live close to the school though an increasing number travel from other parts of Wokingham and surrounding villages. Most pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion known to be eligible for free school meals is well below the national average. The proportion of pupils identified as having special educational needs and/or disabilities is above average. Most of these pupils have social and emotional difficulties. The school has gained a number of awards including the Sports Activemark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Keep Hatch Primary is a good school. Its effectiveness has improved since the previous inspection because there has been a successful focus on strengthening teaching and learning. This has led to an improvement in standards in English, mathematics and science to their current significantly above average levels. The school is a happy and harmonious community because of the good provision for pupils' care, guidance and support. This too, is an improvement since the previous inspection. Staff ensure that there is a welcoming and positive atmosphere and this results in pupils feeling safe and enjoying school. Behaviour is good and relationships are harmonious. Independence and responsibility are promoted well and the pupils are proud of the contribution that they make to the school and the local community.

All groups of pupils achieve well and the key to this is the significant improvement in teaching since the previous inspection. Teaching is good and has many strengths, particularly in the teachers' management of pupils and the way that they provide interesting activities that capture the pupils' interest. Teachers routinely prepare different tasks for different pupils. Most lessons have a good pace because teachers use a variety of approaches to involve pupils fully in their learning.

Children enter the Reception classes with skills and abilities that are at expected levels. Although some teaching is good, provision overall in the Early Years Foundation Stage is satisfactory and children make satisfactory progress. This is because staff do not always use assessments sufficiently well to ensure that activities are matched to their needs. In addition, adults do not question children well enough to challenge them in their learning. This leads to their progress being satisfactory overall. Despite this, they make good progress in their personal and social skills.

Leadership and management are good. The headteacher, with the excellent support of the deputy headteacher, has driven improvement well since the previous inspection. There are good procedures to evaluate the school's effectiveness. There is thorough and detailed tracking of pupils' progress and a good range of systems to monitor provision. The governing body provides good strategic direction, and ensures that the school environment is safe for all pupils and adults. Staff vetting procedures are robust and all staff have received the necessary child protection training. Even so, in some areas, too few members of staff have received the enhanced training necessary to ensure that trained staff are on the school site in the case of staff absence. There are good plans in place to address this issue.

The improvements in achievement and provision and when linked to the common ambition of staff and members of the governing body show that the school has a good capacity for further improvement.

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

- Strengthen provision and children's progress in the Early Years Foundation Stage by:
  - ensuring that staff make better use of assessments to tailor activities more closely to children's needs
  - ensuring that adults' questions and interventions challenge as well as support children's learning.
- Increase the numbers of senior staff undertaking enhanced child protection training.

## Outcomes for individuals and groups of pupils

**2**

Pupils achieve well from their average starting points on entry to school. Boys and girls from different groups all do equally well. Standards have risen throughout the school and progress is good in lessons. Pupils listen attentively and work hard. Their speaking and listening and inter-personal skills are promoted particularly well on the many occasions that teachers provide activities for them to work in pairs or small groups. This was evident, for example, in an outstanding Year 6 lesson when pupils worked very effectively together to plan how to write a biography of William Shakespeare. Pupils listened carefully to each other's suggestions and, in their small groups, built an effective structure for their writing. Pupils who have special educational needs and/or disabilities do well because they have work that is matched to their needs. The school has rightly focused on increasing the proportion of pupils gaining the higher level in writing at the end of Year 6. The success of this initiative is evident because many more pupils than in the past are working at above expected levels and progress is good in all year groups. Current Year 6 pupils are on course to continue the significantly above average standards achieved in the 2010 national tests.

Pupils thoroughly enjoy school and learning and this is reflected in their above average attendance. They say that they feel safe and they appreciate the help that they get from all adults. As one Year 6 school councillor said, 'I am a little nervous and our teachers give us confidence.' Pupils are keen on exercise and they join in games energetically and with enthusiasm. The school's commitment is reflected in the gaining of the Sports Activemark. Pupils also have a secure understanding of healthy eating. Pupils contribute well to the community through the way they show care and respect for all, and in the way they willingly take on responsibilities, such as by being part of the 'friendship squad' or being reading buddies for younger pupils. By the time they reach Year 6, pupils are mature, responsible and confident and prepared well for the next stage in their education and life beyond.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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?

Good teaching is at the heart of the improved achievement since the previous inspection. Assessments are accurate and used well by teachers who ensure that the work provided is challenging for all groups. Teachers manage classes well and lessons are based on clear expectations and positive relationships. This leads to all classrooms having a calm and purposeful atmosphere. Teachers invariably ensure that pupils have a clear understanding of what is being learned and also what they have to do to meet lesson objectives. They make lessons exciting for pupils by giving them interesting activities. This was evident in a good Year 2 mathematics lesson when pupils were learning to sort groups into sets. The teacher cleverly used the pupils themselves to show how to sort themselves into girls and boys and those that are left handed and those that are right handed. The pupils thoroughly enjoyed the activity and made good progress in their learning. They then went on to successfully achieve the challenging task of sorting multiples of numbers into sets. In a small minority of lessons, pupils spend too long sitting without being actively involved. Teaching assistants make a good contribution to the school's provision. They play an important role in supporting pupils with special educational needs and/or disabilities whose progress is enhanced by the good support they receive from teaching assistants. These staff are skilled in challenging them to think about what they are doing while encouraging them to be as independent as possible.

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The curriculum is of good quality. Subjects are linked together well to make learning more enjoyable as well as more meaningful. For example, when learning about the Egyptians, Year 5 pupils developed a good understanding of the ancient Egyptian's beliefs as well as producing some thoughtful writing across a range of genre. There is a good range of additional activities including a wide number of extra-curricular clubs which are mainly focused on the arts, particularly music, and sport. Learning is also enriched by a good range of visits out of school though currently this does not include children in the Early Years Foundation Stage.

The support and care for pupils is a strength that underpins their learning as well as their happiness in school. Good systems are in place to identify any pupils who have problems and good links with parents, carers and other partners enable the school to provide good help and support. The success of the break and lunchtime nurture group is a telling example of the way in which the school provides good support for those who have emotional and social difficulties.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders and managers have succeeded in making significant improvements since the previous inspection, crucially in raising the quality of teaching and learning particularly in Key Stage 2. There is a clear commitment to continuous improvement. This is seen in the headteacher, leadership team and staff having a shared vision of a caring school where equality of opportunity is paramount and all are helped to succeed. All staff work closely as a team and staff morale is high. The recent move towards developing teams to monitor provision and progress has been successful.

All leaders are increasingly involved in observing lessons, scrutinising planning and assessments, and checking pupils' work. This ensures that a good range of information is gathered to support the evaluation of the school development plan which is a good tool for driving improvement although, at present, it provides impetus on an annual rather than longer-term basis.

Governance is good. Members of the governing body are directly involved in determining the strategic direction of the school and they ensure that all regulatory requirements are met. This includes those concerned with safeguarding the pupils' health and safety. However, safeguarding is no more than satisfactory because an insufficient number of senior staff have undertaken the enhanced training in child protection. Nevertheless, pupils are safe within a caring and supportive environment.

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

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Discrimination of any kind is not tolerated and the school promotes equality of opportunity well. For example, staff have successfully closed the gap between pupils' attainment in reading and writing. In addition, many more-able pupils attain the higher level at the end of Year 6 than previously. The school is a cohesive community and there are strong and effective links with the local community, for example through the school choir singing jointly with the Wokingham Choral Society. Pupils are proud of the money that they are raising for Kiine School in Lusaka, Zambia and they are excited at the prospect of developing further links when the new school opens.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents and carers are appreciative of the good levels of care that are provided for their children in the two Reception classes. Because staff place their welfare at the heart of their provision, children settle quickly and well and they become secure and confident in the good routines provided. Children are happy and they learn and play together well and make good progress in their personal and social development. Although some teaching is good, overall, provision is satisfactory because activities are not sufficiently tailored to meet the children's needs. Even though the activities provided give the children enjoyable experiences, particularly in the generous outdoor space, adults do not always challenge the more-able children to devise their own solutions to problems.

The staff work closely together as a team and take joint responsibility for tracking children's progress. However, the 'learning journals' used to record the resultant evidence are not organised sufficiently well to give a clear picture of how children are doing. A good balance is provided of activities that are directed by adults and those that the children choose for themselves. However, staff sometimes miss opportunities to intervene in children's learning and extend their understanding.



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Leadership and management are satisfactory. The leader is experienced, though, at present, she does not teach in the Early Years Foundation Stage and this limits her opportunity to support the less experienced teachers in the Reception classes.

*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

Almost all parents and carers said that their children enjoy school and the very large majority stated that overall, they are happy with their children's experiences at the school. The many positive comments made are summarised by the parent who wrote: 'This school is full of joyful children who are focused on their task in a stimulating but calm environment. I am delighted with the school. The staff strike a good balance between academic achievement and personal development.' A few parents or carers said that they felt that behaviour was not managed well by the school and that the school is not led or managed well. Inspection findings do not confirm these views. The school's procedures to manage behaviour are similar to those found in many schools and they result in pupils behaving well both in lessons and around the school. Leadership and management have improved from the previous satisfactory levels and the school is now led and managed well.

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

Ofsted invited all the registered parents and carers of pupils registered at Keep Hatch 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	63	27	36	1	1	0	0
The school keeps my child safe	39	52	35	47	0	0	1	1
My school informs me about my child's progress	29	39	41	55	0	0	3	4
My child is making enough progress at this school	35	47	27	36	6	8	2	3
The teaching is good at this school	39	52	31	41	2	3	1	1
The school helps me to support my child's learning	30	40	38	51	4	5	2	3
The school helps my child to have a healthy lifestyle	28	37	46	61	1	1	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)	31	41	34	45	5	7	1	1
The school meets my child's particular needs	30	40	33	44	7	9	0	0
The school deals effectively with unacceptable behaviour	25	33	36	48	5	7	4	5
The school takes account of my suggestions and concerns	23	31	38	51	4	5	2	3
The school is led and managed effectively	24	32	39	52	8	11	1	1
Overall, I am happy with my child's experience at this school	43	57	25	33	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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.**



17 June 2011

Dear Pupils

**Inspection of Keep Hatch Primary School, Wokingham RG40 1PG**

Thank you for your help when we came to visit your school. We enjoyed our visit and we were pleased to see how much you enjoy school. We think you are very lucky to have such spacious grounds and the adventure areas as well as your own swimming pool.

Yours is a good school, and you are helped to learn well because the adults look after you well and their teaching is good. We were impressed with how well you get on together. Your behaviour is good, and you have a good understanding about being healthy and feel safe in school. We think that your headteacher is doing a good job and she is helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours, there are things that can be improved. The children in the Reception classes do not make such good progress as pupils in other year groups. We have asked your headteacher to make sure that the children are given activities that are matched well to their learning needs. We have also asked that the staff in the Reception classes question children more closely to help them to make better progress in their learning. Finally, we have asked that more of the senior staff receive training in making sure that you are even safer in school.

Thank you for taking time to talk to us and letting us watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler

Lead inspector

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