

Hatch Warren Junior School

Inspection report

Unique Reference Number	116255
Local Authority	Hampshire
Inspection number	379222
Inspection dates	11–12 October 2011
Reporting inspector	Najoud Ensaff

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Paul Kersley
Headteacher	Ian Burrows
Date of previous school inspection	4–5 February 2009
School address	Gershwin Road Basingstoke RG22 4PQ
Telephone number	01256 328252
Fax number	01256 363531
Email address	admin@hatchwarren-jun.hants.sch.uk

Age group	7–11
Inspection date(s)	11–12 October 2011
Inspection number	379222

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They observed 24 lessons or part lessons taught by 14 different teachers. Meetings were held with groups of pupils, members of the governing body and with staff. Inspectors observed the school's work, looked at pupils' books, records and analysis of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 75 parents and carers as well as those completed by pupils and staff.

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

- The attainment and progress of pupils, especially girls in mathematics and boys in English, across the school.
- The relative attainment and progress of different groups of pupils including middle attaining pupils; pupils with special educational needs and/or disabilities; pupils on free school meals and those of minority ethnic heritage.
- The use of assessment, especially in setting challenging, achievable targets for pupils.
- The impact that leaders at all levels have on the quality of teaching, rates of progress and outcomes for all pupils.

Information about the school

Hatch Warren Junior School is larger than the average primary school. Most pupils are of White British heritage, and others are from a range of ethnic backgrounds. The number of pupils known to be eligible for free school meals is below average, as is the proportion of pupils at an early stage of learning to speak English as an additional language. The number of pupils with special educational needs and/or disabilities is also below average. These mainly relate to moderate learning and behavioural difficulties. The school has achieved national accreditations, including the Healthy Schools status and the Rights Respecting Schools Level 1 award. The school has a breakfast club on site; this is not managed by the governing body and is inspected separately.

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

Hatch Warren Junior School is a satisfactory school. It has some good features. Pupils are friendly and forthcoming. Most say that they enjoy school and that adults care about them. Parents and carers overwhelmingly agree. One wrote, 'My child is very happy at this school.' Another recorded that 'The headteacher has always been approachable and I am very pleased with the ongoing dedication of his staff.' Pupils' good personal development outcomes are the result of the school's good pastoral care. Support for pupils with special educational needs and/or disabilities is also good. Almost all pupils feel very safe, and almost all parents and carers agree that they are. The majority of pupils believe behaviour at the school is good and, on inspection, pupils were seen to interact in a harmonious way. Most pupils and almost all parents and carers also believe that the school helps pupils to lead healthy lifestyles.

Pupils' progress is satisfactory, which indicates satisfactory achievement. Current evidence shows that progress is improving at a satisfactory pace, although this is not yet consistent across all groups of pupils. For example, attainment in mathematics at the end of Year 6 in 2011 was significantly higher among boys than it was among girls. The overall quality of teaching is satisfactory and some is good. Where teaching is satisfactory, the pace of learning and challenge are not always sufficient to promote good progress. Teachers' use of assessment is satisfactory. In their marking of pupils' work, teachers do not consistently advise pupils how they can improve their work and comments are not always acted upon by pupils. In addition, the setting of targets for improvement is used and reviewed inconsistently.

All those concerned with the leadership and management of the school are committed to bringing about further improvement, although a more consistent sense of urgency is needed. There is a vision for the improvement of the school which includes targets set against time deadlines. These are currently moderately challenging for pupils and not implemented fully by staff. Good whole-school commitment to community cohesion means that community cohesion within the local area and internationally is good, although the school recognises that there are insufficient opportunities for reflection on the different cultures within the United Kingdom. Most staff believe the school is well led and parents and carers are overwhelmingly supportive of the school. Although a few expressed concerns about the management of behaviour and rates of progress in the school, the school has responded to concerns, especially regarding behaviour. Self-evaluation is broadly accurate but lacks sharpness about what the school needs to do to bring about

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

significant improvement. Positive action by leaders and managers has improved safeguarding procedures and rates of attendance, which are now good and high respectively, although there has been less improvement in the quality of teaching and in the progress of pupils of average attainment. The school, therefore, has a satisfactory capacity to sustain further improvement.

Up to 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.

What does the school need to do to improve further?

- Increase the rates of progress of pupils by the start of the next academic year by:
 - making sure that, in lessons, the pace of learning, challenge and teacher expectations are always high
 - ensuring that marking is regular and includes guidance for pupils on how to improve their work
 - consistently using and reviewing pupils' targets so that pupils at all levels and across the school are constantly challenged.

- Enhance the sharpness and impact of monitoring by:
 - using lesson observation outcomes to set targets which are reviewed at regular intervals throughout the year
 - developing the skills of leaders at all levels so that they are better able to put in place targets and regularly measure progress in improving the quality of teaching.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Generally pupils enter Year 3 and leave at the end of Year 6 having attained standards that are above average. Pupils make satisfactory progress, although progress is better in some lessons and subjects. Pupils with special educational needs and/or disabilities, and many higher attaining pupils, make good progress, but the progress of those of average attainment is satisfactory. There are also variations in the performance of boys and girls. Former slower progress by boys in writing was successfully tackled by the school, but more recently girls have made slower progress in mathematics. The school's own work and specific additional programmes and activities, some of which are run in partnership with other schools and organisations, help pupils to develop good personal skills. Pupils generally behave well but in some weaker lessons they become restless or distracted, in part because teachers have not established clear boundaries and expectations. Pupils contribute well to the school and local area through recycling and musical activities.

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

They raise money for local charities and for a school in India. Pupils' above average attainment means that the skills they will need in later life, such as literacy, numeracy and independence, are developing well. This is also reflected in their high attendance. Events such as the 'world of work week' where pupils learn about careers such as banking, nursing and architecture mean that pupils have a good understanding of the next steps they need to take to succeed in the future. Pupils interact well together and have opportunities, such as in a personal, social and health education lesson centred on resolving conflicts, to develop skills necessary for living and working together. The school's work around rights and responsibilities and healthy eating, as recognised in its awards, also helps pupils to develop good skills for later life. Their spiritual, moral and social development is good but their understanding of the range of cultures within the United Kingdom is less so.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers have good relationships with pupils and a secure knowledge of the subjects they teach. Where teaching is good, interesting activities make learning both fun and meaningful, and challenge is high. Where it is satisfactory, activities lack focus and pace, and the challenge for pupils is merely adequate. Most teachers cater for the needs of groups of pupils by referring to specific success criteria for these groups, but they have not refined the use of these so that the needs of individual pupils are consistently met. Where marking is good, teachers' comments refer to the purpose of the lesson and provide next steps for pupils, but this approach is inconsistently

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

applied. Teaching assistants consistently provide good support for groups of pupils including those with special educational needs and/or disabilities.

The curriculum is currently satisfactory. This is because it contributes to satisfactory outcomes. While the curriculum has been modified to enhance boys’ experiences in writing and girls’ experiences in mathematics, outcomes for these pupils, especially in the latter case, remain variable. Pupils do, however, enjoy the wide range of enrichment opportunities they are offered through well-attended clubs and educational visits and these contribute well to personal development outcomes. Care, guidance and support for pupils are good. Pupils rightly feel well looked after by the staff. One pupil spoke at length about the support received from the headteacher in dealing with an issue, and a parent wrote about the ‘extremely supportive’ way in which the school had dealt with her child’s emotional difficulties. Several pupils talked positively of the school’s buddy system and the inspection team found that the school provides good quality information to parents and carers and has succeeded in securing high attendance.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders have developed a plan to improve provision and pupils' progress. While they embed ambition and drive improvement satisfactorily, there remains too much teaching that is satisfactory. Expectations are high enough to bring about satisfactory outcomes. Various leaders are involved in evaluating the school and in monitoring teaching and learning, but progress in improving the quality of teaching is not reviewed often enough. Leaders promote equality of opportunity satisfactorily. When underperformance is identified it is tackled, although not always quickly enough. Discrimination in any form is not tolerated. All pupils are included well socially, and the school is working to eliminate unevenness in learning and progress, especially of middle-attaining pupils.

The school's safeguarding arrangements are good and almost all parents and carers agree that pupils are kept safe at school. A few minor concerns were discussed with school leaders and satisfactory answers were received. Governance is good. The governing body is rigorous in ensuring staff and pupils are safe, they show determination in challenging and supporting the school and along with the staff are

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

ambitious for further improvement. New skills have been brought to the governing body that have enabled the school to take a more searching look at the quality of its work. The partnership between the school and parents and carers is good with most parents and carers agreeing that the school takes account of their views and that they are happy with their children’s experience at school. The school provides good opportunities for pupils to be involved in the local community. It communicates with a link school in India but the school recognises that pupils' knowledge and understanding of cultural diversity in the United Kingdom is an area for development.

These are the grades for leadership and management

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

Views of parents and carers

Only a small minority of parents and carers returned the inspectors’ questionnaire. Almost all of these are pleased with the way their children are kept safe and enjoy school. Most think teaching and progress are good. The inspection team also found that pupils enjoy school and keep safe. Teaching and progress were found to be satisfactory, because they are not consistently good in all lessons. A small minority of parents and carers expressed concerns over the way unacceptable behaviour is dealt with. The inspection team found that the school has consulted parents and carers through the parent forum and this has resulted in an updated rewards and sanctions charter. It also found behaviour was good in lessons where pace was good, and where high expectations and the school’s behaviour policy were used. It also found that behaviour around the school on the inspection days was harmonious. The school is aware that further training on behaviour management for staff may be needed and this is scheduled as part of its whole staff training.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatch Warren Junior 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 347 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	60	25	32	1	1	0	0
The school keeps my child safe	43	57	30	40	2	3	0	0
The school informs me about my child’s progress	29	39	43	57	1	1	0	0
My child is making enough progress at this school	26	35	36	48	9	12	1	1
The teaching is good at this school	29	39	29	39	3	4	0	0
The school helps me to support my child’s learning	30	40	41	55	1	1	0	0
The school helps my child to have a healthy lifestyle	23	31	50	67	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)	28	37	40	53	1	1	0	0
The school meets my child’s particular needs	24	32	43	57	5	7	0	0
The school deals effectively with unacceptable behaviour	18	24	43	57	5	7	2	3
The school takes account of my suggestions and concerns	17	23	49	65	2	3	0	0
The school is led and managed effectively	24	32	44	59	3	4	0	0
Overall, I am happy with my child’s experience at this school	32	43	38	51	3	4	0	0

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).

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



12 October 2011

Dear Pupils

Inspection of Hatch Warren Junior School, Basingstoke RG22 4PQ

We enjoyed coming to visit your school, watching you in lessons and talking to you. Thank you for being so friendly and helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school:

- You enjoy coming to school.
- You keep healthy and safe.
- We agree that you are well looked after by staff.
- You have opportunities to join a wide range of clubs and take part in educational trips.
- Your links with other schools and organisations help you to learn new things.

These are the things we have asked your school to do next to make it better for you:

- Make sure that your lessons are always fast enough and that the work challenges you so that you make better progress.
- Make sure that teachers mark your books regularly and always give you an idea of how to improve your work.
- Make sure that all your teachers give you targets and that these are changed regularly to reflect your progress.
- Improve the way in which senior staff check that teachers are helping you.

You can all help by politely talking to the teacher when you do not understand how to improve your work. We hope that these points will help you and your school to move forward. Thank you again for being so welcoming and letting us look at your work.

Yours sincerely

Najoud Ensaff
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**