

Hatchell Wood Primary School

Plumpton Park Road, Bessacar, Doncaster, South Yorkshire, DN4 6SL

Inspection dates 10–11 October 2012

| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress requires improvement, especially in mathematics and reading.
- Teaching requires improvement. Learning in lessons is sometimes not good enough and some weaknesses, such as giving pupils work which is too easy, hold pupils back.
- Marking and the targets that teachers set for pupils are not used consistently to help pupils make the best possible progress.
- Leadership and management require improvement. Subject leaders and teachers are not fully accountable for pupils' progress and the standards they reach, and the governing body is not playing a full part in holding the school to account
- Leaders' monitoring of lessons and checking on pupils' work does not focus sharply enough on how well pupils learn.
- The school does not provide pupils with a good range and variety of learning opportunities.

The school has the following strengths

- The Reception Year gives children a good start to their schooling.
- Pupils feel safe and like their school.
- There are good relationships at all levels.
- Pupils behave well in classrooms, the playground and around the school.
- Skilled teaching assistants support pupils' learning well.
- Senior leaders are committed to improving the school and teamwork is strong.
- New initiatives, such as improved arrangements for recording the progress that pupils make, are helping to accelerate progress.
- Many pupils make good progress in writing.

Information about this inspection

- The inspection was carried out with half a day's notice.
- Inspectors visited 20 lessons taught by 12 teachers.
- They held meetings with governors, staff and pupils and talked to a representative of the local authority.
- Inspectors also studied a range of documents including: the school's own evaluation documents; plans for the school's future development; a recent local authority school evaluation; notes from the headteacher's observation of lessons; safeguarding policies and records; information on the assessment of pupils' progress; attendance information; and pupils' work in all classes, especially focusing on Years 2, 4 and 6.
- Responses from parents on the on-line questionnaire Parent View were analysed as were responses from a recent questionnaire sent to parents by the school. Inspectors also spoke with a small number of parents during the inspection.

Inspection team

| | |
|---------------------------------|----------------------|
| Derek Pattinson, Lead inspector | Additional Inspector |
| James Reid | Additional Inspector |
| Carol Matchell | Additional Inspector |

Full report

Information about this school

- This is an above-average-sized primary school, whose numbers have recently grown due to the closure of a nearby school and a large intake of children into Reception. The number of pupils moving into or out of the school other than at the normal times is above average.
- The proportions of pupils from minority ethnic groups and who speak English as an additional language are well below what is typical nationally.
- The proportion of pupils who are known to be eligible for the pupil premium is close to the national average.
- The proportion of pupils with learning needs that are supported by 'school action' is broadly average.
- The proportion of pupils supported by 'school action plus' or with a statement of educational needs is below average.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Ensure that all teaching in Years 1 to 6 becomes good or better in order to accelerate progress and raise attainment further for all pupils by:
 - checking that activities are not too hard or too easy
 - injecting greater pace into some lessons and reducing the amount of time teachers spend on explanations so that pupils have enough time to work independently
 - ensuring that pupils are always clear about what they must learn and how well they are doing by helping them measure the progress they are making
 - making sure that pupils always have opportunities to show what they have learnt and what they are still unsure about so that teachers can plan the next lesson
 - ensuring that pupils always have targets to help guide their learning and that marking always helps them improve
 - checking that all lessons which help pupils to link letters with the sounds they make (phonics), are brisk, of appropriate length and enable pupils to practise and repeat sounds often, building carefully on prior learning
 - ensuring that pupils are always given reading books that are carefully matched to their abilities and are heard read often, so that all make good progress in reading
 - introducing more varied and interesting activities in some pupils' tasks.
- Strengthen the effectiveness of leadership and management in order to increase the pace of school improvement by:
 - making subject leaders and all teachers more accountable for pupils' standards and progress and the presentation of pupils' work
 - setting clear deadlines for the priorities in planning for improvement and checking rigorously their impact on raising pupils' standards
 - focusing more clearly on how well teachers help pupils make good progress when checking on the quality of teaching and pupils' work
 - ensuring that the governing body more effectively holds the school to account and leads its direction
 - forging stronger links with parents to ensure that all parents fully understand the work of the school.

Inspection judgements

The achievement of pupils

requires improvement

- The skills and abilities that children have when they join the school are changing, with a gradual rise in the number of children with language and social development difficulties. Children now start at the school with skills that are often lower than those typical for their age. However, by the end of their Reception Year they have gained good ground because of the mostly good teaching. As a result, they are at levels which are close to what is typical nationally, with some a little above.
- Pupils' progress as they move through Years 1 to 6 is mostly as expected in English and mathematics – for all pupils, including those who are entitled to the pupil premium funding, those who are disabled or have special educational needs and for those who are at an early stage of learning English. However, some pupils make good progress, especially in writing – a reflection of the high profile given to this important area. As a result, pupils reach levels in English and mathematics are broadly in line with, and sometimes above, national averages by the time they leave the school.
- Pupils' attainment in the 2012 national tests was above national average in writing and broadly average in reading and mathematics, and projections for 2013 show a similar picture. Results were an improvement on the previous year. This is partly the result of a newly established system to check on pupils' progress which has enabled leaders to give support to where it is most needed. As a result, progress is accelerating, with differences between school and national results rapidly narrowing. The school is effectively enabling pupils of all backgrounds and abilities to find success.
- Pupils make expected progress in reading. Progress in linking letters to the sounds they make (phonics) requires improvement. Teachers use correct pronunciation and a variety of resources to help pupils read for pleasure, information and enjoyment. However, not all sessions are as brisk and purposeful as they need to be to ensure pupils make good progress in developing their early reading skills. Furthermore, occasionally, pupils have reading books that are too difficult for them and are not heard read often enough, which slows progress.

The quality of teaching

requires improvement

- Teachers across the school successfully establish good working relationships with their pupils. As a result, in most lessons teachers manage pupils' behaviour well, often with the skilled use of encouragement and praise. Pupils' spiritual, moral, social and cultural development underpins the school's work and is effectively promoted.
- Teaching assistants are used well to support less-able and disabled pupils and those with special educational needs, helping them make similar progress to their classmates.
- Teaching is best where the pace is brisk, time is used well, pupils of all abilities are challenged and pupils' understanding is regularly checked as the lesson proceeds.
- Successful learning also takes place when pupils know what they are required to learn and are given clear steps to success and appropriate resources to help them move forward.
- Teachers' marking is regular and gives praise where it is due. However, it often lacks pointers on how pupils can improve their work, such as through reference to their targets, in order to help them make faster progress.
- Pupils are not always clear about what they have to learn, how to succeed or how well they are doing, which reduces their ability to take their own initiative in moving their learning forward.
- Activities are sometimes too easy or too hard and teachers sometimes spend too long on explanations. This restricts the time for independent work and for pupils to share what they have learnt and to say how challenging they found the work so that teachers can carefully plan the next lesson. As a result, progress slows.

The behaviour and safety of pupils are good

- Behaviour is good. This is confirmed by behavioural records, observations and discussions with pupils.
- Behaviour in lessons is almost always good, such as in Reception classes where children are immersed in learning using a good range of resources in a happy, supportive atmosphere. However, occasional restlessness occurs when pupils lose focus, for instance when they are unsure about what they have to do.
- Behaviour is nevertheless usually managed well. Pupils say they like the 'traffic light system' which is 'fair and clear', with the threat of losing 'golden time'. Examples of inappropriate behaviour are rare and are not allowed to impinge on pupils' learning.
- Most parents and pupils are unreservedly positive about behaviour. Pupils describe the school as a place where there are good relationships and pupils from all backgrounds work and play cooperatively without bullying or racism.
- Pupils' conduct around school is good. For example, in the well-organised dining hall a calm atmosphere is evident and pupils from youngest to oldest behave well.
- Pupils say they enjoy coming to school and all adults in school help them learn. This helps to explain the good punctuality and attendance, which is slightly above average.
- Pupils feel safe and secure in school and understand the importance of adopting safe practices. They know about different forms of bullying, such as bullying that can occur using the internet, but say that it occurs rarely and, when it does, they are adamant that 'it is dealt with well'.
- Assemblies and class discussions reinforce the importance of working together and contribute well to spiritual, moral, social and cultural development, which is given strong emphasis. As a result, pupils have positive attitudes to learning.

The leadership and management requires improvement

- The headteacher provides an effective steer for the school's work. Key positive features include the ability to enthuse others, to promote good team spirit and to support professional development.
- Most priorities for development focus on issues to raise standards and accelerate progress, although there is not enough rigour in the pursuit of them. Furthermore, timescales to achieve them are not always clear and their impact on pupils' academic and personal development is not always checked, which slows the drive for further school improvement.
- Subject leaders increasingly know what works well and what needs doing but, alongside other teachers, are not yet fully accountable to the senior leaders for pupils' attainment and progress. For example, the regular checking of pupils' work does not focus sharply enough on the progress pupils are making.
- Checking on test results and other information helps leaders identify how well pupils are doing and enables them to give support for those who are starting to fall behind. The school's targets for improvement are based on an increasing range of appropriate evidence but they have not yet had full impact on improving pupils' progress.
- Leaders regularly check on teaching. However, it focuses too much on how teachers teach rather than on how well pupils of different abilities learn. As a result, leaders have too rosy a view of the quality of teaching.
- Leaders are working hard to improve the curriculum. Themes, such as 'traders and raiders', and residential visits, such as to Robinwood, help bring the curriculum alive for pupils by breaking down barriers between subjects in meaningful ways. However, some learning opportunities have limited interest.
- Safeguarding and child protection procedures are robust. For example, arrangements for site

safety are secure and recruitment procedures are sound.

- Most issues from the last inspection have been addressed. For example, pupils are now much more aware of the richness of the global community, and diversity is celebrated, such as through links with a school in Kenya.
 - Parents are overwhelmingly supportive of the school. However, a small number do not believe that they receive valuable information about their child's progress, that the school responds well to their concerns or that the school is well led and managed.
 - The local authority provides regular support and guidance, which is appreciated by the school, although its view of the quality of teaching was more positive than that found by inspectors.
 - **The governance of the school:**
 - The governing body is slowly increasing its involvement in the work of the school. Best-value principles of financial accountability are applied well and financial management is good. However, the governing body does not seek out information to enable it to lead the school's direction effectively and hold it to account.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 130924 |
| Local authority | Doncaster |
| Inspection number | 406389 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4-11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 307 |
| Appropriate authority | The governing body |
| Chair | Steve Wilson |
| Headteacher | Jeremy Harris |
| Date of previous school inspection | 13 October 2010 |
| Telephone number | 01302 538108 |
| Fax number | 01302 532691 |
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