

# Hatch Ride Primary School

Hatch Ride, Crowthorne, RG456LP

## Inspection dates

7–8 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attainment at the end of Key Stages 1 and 2 has improved. It has been consistently above average over the past few years. This represents good achievement from starting points in Reception that are broadly as expected for their age.
- All pupils, including those with disabilities and special educational needs, make good progress throughout the school.
- Teaching over time is good and some is of high quality, particularly the teaching of reading.
- The school is a welcoming, happy community where pupils, staff, and parents and carers support one another to create a positive learning environment.
- Pupils behave well in lessons and around the school, and this makes a strong contribution to their good learning.
- Pupils have good opportunities to learn outdoors and to develop personal and social skills.
- Leaders and members of the governing body have brought about significant improvement in the quality of teaching and pupils' achievement since the previous inspection.
- Parents and carers, and staff, are very supportive of the school, appreciate the headteacher's commitment to the school community and recognise the school's inclusive atmosphere.
- The governing body supports the school well and asks searching questions about its work.
- Senior and middle leaders work well together to identify and close any gaps in attainment between different groups of pupils.

### It is not yet an outstanding school because

- Teachers do not always make clear to pupils the purpose of the lesson or the level at which they are working.
- Teachers do not always use assessment information to plan and teach lessons that accurately match pupils' abilities and needs.
- Teaching is not consistently strong across key stages because the best teaching practice is not sufficiently shared across the school.
- Pupils do not have enough opportunities for extended writing or to practise their numeracy skills in other subjects.

## Information about this inspection

- Inspectors observed teaching in 21 lessons over the two-day inspection in all of the school’s classes. Some of these observations were conducted jointly with senior leaders.
- Meetings were held with pupils, senior and middle leaders, members of the governing body and a representative of the local authority.
- Inspectors held informal discussions with parents and carers. They also took account of 62 responses to the Parent View online survey, and 27 questionnaire responses from staff.
- Inspectors looked at pupils’ work in lessons, and separately with the headteacher. Inspectors heard pupils reading, and observed them in class and around the school.
- A wide range of school documentation was also considered. This included information relating to the attainment and progress of pupils and the performance management of staff, records of lesson observations, the school’s website, the school’s development plans and self-evaluation, local authority reports, behaviour records and safeguarding information.

## Inspection team

Najoud Ensaff, Lead inspector

Additional inspector

Christine Pollitt

Additional inspector

## Full report

### Information about this school

- Hatch Ride is smaller than the average-sized primary school. It is located on a large site with extensive grounds and a recently opened outdoor classroom.
- The leadership team has been restructured since the last inspection.
- The large majority of pupils are White British. There are very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with the national average; the proportion supported through school action plus or with a statement of special educational needs is lower than the national average.
- The proportion of pupils eligible for the pupil premium (those known to be eligible for free school meals, children in the care of the local authority and those with a parent in the armed services) is lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use alternative places for pupils to learn away from the school.

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

- Raise the quality of all teaching from good to outstanding by ensuring that teachers always:
  - communicate to pupils precisely what they are learning
  - use the information they have about pupils to make sure that work is at the right level for pupils of all abilities and moves them on at an appropriate pace in their learning
  - make clear to pupils the level they are working at and how they can move on to the next level.
- Improve the leadership and management of teaching by:
  - identifying and sharing the best teaching practice in the school
  - strengthening the checking of teaching so that teachers always know how well they are teaching and how this is linked to the progress of pupils over time
  - ensuring that teachers give pupils more opportunities to write at length and to use their numeracy skills across subjects.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge that match those typical for children of their age. A number enter with weaker skills in writing and stronger skills in mathematics. As a result of the school's strong partnership with parents and carers, children settle quickly into the Reception class and make a good start to school life.
- Pupils make good progress across the school so that when they leave at the end of Year 6 their attainment in English and mathematics is above average. Current school progress information indicates that progress across Key Stage 2 is stronger than across Key Stage 1.
- Since the previous inspection, pupils' attainment in English and mathematics at the end of Key Stages 1 and 2 has consistently risen. In 2012, the proportion of pupils with above-average attainment in both mathematics and English at Key Stage 2 was much higher than the national figure.
- Pupils' performance in the Key Stage 1 phonics (linking sounds and letters) screening check was better than in other schools nationally, and their attainment in reading in both Key Stage 1 and Key Stage 2 is above average. In lessons, pupils make good and sometimes outstanding progress in reading.
- Pupils also make good and outstanding progress in lessons where teaching is well structured and imaginative or where they have good opportunities to develop their writing and numeracy skills in different subjects.
- The very few pupils who speak English as an additional language make particularly good and sometimes outstanding progress in English and mathematics.
- Disabled pupils and those who have special educational needs generally make similar progress to their peers, as a result of focused support from teaching assistants, additional lessons outside of class and effective leadership from the special educational needs coordinator. Their gains in attainment are in line with those found nationally and sometimes are much better, such as those seen in 2012.
- The gains in average point scores of pupils eligible for the pupil premium are similar to those of their peers.
- More-able pupils at the school make good progress. Last year, the number of pupils in Year 6 who gained the higher levels in the end of Key Stage 2 tests in mathematics increased. However, occasionally, when pupils are not given sufficiently challenging work, the pace of their learning slows.

### The quality of teaching is good

- Good and improving teaching since the last inspection has ensured that pupils make good progress across the school. Teachers have positive working relationships with pupils.
- Teachers make good use of the indoor and outdoor learning environments to motivate pupils and provide them with good opportunities to develop independence and resilience. Pupils often work in pairs or groups, sharing their learning.
- In the best lessons, the goals of the lesson are very clear and teachers ensure that tasks are matched carefully to pupils' needs and abilities. The best teaching gives pupils effective ways in which they can measure how successful they have been in achieving their learning goals.
- For example, in a well-planned literacy lesson in Year 5, the teacher took good account of pupils' different abilities. She explained the objective of the lesson very clearly and pupils were then challenged to use a range of persuasive techniques. At the end, they were given ways in which they could gauge their success. In a Year 2 lesson, an outside visitor motivated pupils exceptionally well, using drama and music to help them 'live through' the Great Fire of London. As a result, their understanding of this historical event increased impressively.

- However, this good practice is not sufficiently shared. Some teachers do not always state the purpose of lessons explicitly enough or tell pupils the level at which they are working. Occasionally, teachers fail to consider pupils' different abilities carefully enough so that sometimes the tasks set and tools used to measure how successful pupils are in their learning do not match pupils' needs as closely as they could. This means that their progress is not always as good as it should be.
- Teachers mark pupils' work regularly, providing them with praise and a comment that guides them towards the next steps in their learning. There is a set time for pupils to respond to comments in marked work and to consider their targets which is used effectively by some teachers.
- The best teaching stimulates pupils' interests and imagination, while developing their academic and personal skills. In an art lesson in Year 6, for example, the teacher challenged pupils to consider the experiences of people during the Second World War. She made very good use of technology to develop pupils' literacy and art skills while also promoting their spiritual and moral development.

### **The behaviour and safety of pupils** are good

- Overall, pupils behave well in lessons. They focus effectively and work hard, and this makes a strong contribution to their good progress and achievement. School records of behaviour and comments by pupils, and parents and carers, indicate that this good behaviour is usual for pupils at the school.
- Behaviour around the school is good. Pupils are friendly, polite and respectful to adults and to each other; they share positive working relationships. Pupils' behaviour is not outstanding because in lessons where the teaching is weaker, particularly for younger pupils, they become distracted and can talk or fidget.
- Pupils report that they feel safe at school and that they know how to keep themselves safe. They understand about different forms of bullying such as cyber-bullying and physical and verbal bullying. The school does not tolerate discrimination of any kind.
- The school has worked hard to improve attendance so that it is now above average for all pupils.
- Overwhelmingly, parents and carers agree that the school keeps their children safe and looks after them well. While a few parents and carers were not sure how effectively the school deals with bullying, pupils and most parents and carers stated very clearly that the rare instances of bullying are effectively dealt with by the school.
- Individual parents and carers spoke positively about the strong sense of community at the school. One wrote extensively about the valuable support provided by the school and, in particular, the headteacher.

### **The leadership and management** are good

- The headteacher is a well-regarded member of the community. Together with her deputy headteacher and governing body, she has gained the full support of parents and carers and school staff. Pupils' attainment has improved over the past three years; their achievement is now good and the school's performance in 2012 placed it in the top quarter of schools.
- Leaders and managers have worked well with the local authority to support, in particular, teaching assistants in their professional development. The school has bought in external consultants to support its work on literacy and the local authority has been helping the school to raise the attendance of Traveller children to above average.
- The school promotes pupils' spiritual, moral and social development very effectively through an imaginative curriculum, regular music and art activities, extra-curricular clubs and memorable educational visits. Pupils are given good opportunities to develop their personal skills and to take on responsibilities, running activities such as the 'Mini Stars' club.

- Senior leaders and subject leaders make regular checks on the quality of teaching and marking as well as the planning of lessons. They provide useful feedback to staff, setting them appropriate targets. However, they do not always reveal their judgements on the quality of teaching to teachers or link those judgements to the progress of pupils over time. Therefore, it is not as incisive as it could be.
- The school is good at promoting equality of opportunity. Senior leaders hold formal meetings with teachers every half term to review pupils' progress, and this has helped them to close gaps between the learning and attainment of different groups of pupils. For example, they improved the progress that boys made in 2012.
- The curriculum is suitably broad. Pupils report that they particularly enjoy topic work and some of the best teaching was seen in these lessons. However, pupils are not given enough opportunities to write at length or to practise their numeracy skills in different subjects.
- The school's new tracking system is helping it to monitor more closely the progress of pupils eligible for pupil premium funding so that this funding is being used to good effect. For example, specialist staff provide classes and one-to-one support for these pupils to boost their learning, and additional funding is provided for pupils to gain access to breakfast and residential activities. This has helped these pupils to make progress in line with their peers.
- **The governance of the school:**
  - The governing body is supportive of the school. Governors have a good understanding of the school's work and about the quality of teaching in the school. They discuss pupils' attainment and progress. The governing body considers how well the school is doing in comparison to others in the country, and asks searching questions of the school, for example, about the gaps between the performance of different groups of pupils. It sets challenging targets for the school's future performance. The governing body has a clear oversight of how well teachers are doing, ensuring that staff pay and promotion are closely linked to the good achievement of their pupils. It oversees the school's finances well, ensuring that, for example, pupil premium funding is spent appropriately to make a positive difference to these pupils. The governing body ensures that child protection policies and safeguarding meet requirements and that staff and pupils work in a safe environment.

## What inspection judgements mean

School		
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

<b>Unique reference number</b>	109892
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	401085

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

<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>	207
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Bill
<b>Headteacher</b>	Tracy Frackelton
<b>Date of previous school inspection</b>	2–3 December 2009
<b>Telephone number</b>	01344 776227
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