

Hatchell Wood Primary School

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

Inspection dates

8–9 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The persistent drive and ambition of the headteacher is fully supported by an effective senior leadership team and purposeful governing body. As a result, pupils' progress is accelerating and the quality of teaching is improving strongly since the previous inspection.
- Pupils of all abilities, including disadvantaged pupils, make good progress in reading, writing, mathematics and many other subjects. They leave Year 6 with above average standards.
- Children make a good start to their learning in the early years. They are inquisitive, keen to learn and well prepared for Year 1.
- The quality of teaching is good. Teachers have high expectations. They plan lessons effectively and teaching assistants are deployed well to boost pupils' learning.
- Pupils are well behaved. They are thoughtful and considerate towards others. They feel well cared for and have a good understanding of how to keep themselves safe in different situations.
- The pupils' spiritual, moral, social and cultural development is promoted well through a rich and engaging curriculum. Pupils successfully participate in a wide range of sporting events and team activities with other schools.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding.
- Sometimes, learning resources restrict opportunities for pupils to be as productive as they could be and to deepen their learning.
- Pupils occasionally spend too much time on skills they have already acquired, before tackling more challenging work.
- Marking and feedback do not always provide precise enough guidance for pupils to improve their work in a timely fashion.

Information about this inspection

- The inspectors observed lessons throughout the school and conducted several shorter observations of teaching and learning between classrooms, including joint observations with the headteacher and deputy headteacher. The inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Vice Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of the 34 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to many parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Barbara Martin	Additional Inspector
Lynn Davies	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. The number on roll has increased since the previous inspection.
- The proportion of disabled pupils and those who have special educational needs is above the average for pupils at school action. It is below average for those at school action plus or with a statement of special educational needs.
- The proportion of disadvantaged pupils, that is those pupils who receive support through the pupil-premium funding, is about one in three pupils and above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.) The proportion of disadvantaged pupils has increased since the previous inspection.
- The majority of pupils are White British. The proportion of pupils of minority ethnic backgrounds is about average.
- The proportion of pupils who speak English is an additional language is also similar to average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is a pre-school and an after-school club on the school site. The pre-school provision is independently managed and is subject to its own inspection report. The school also runs its own breakfast club.
- Approximately one third of teachers, including some new to the profession, have started at the school since the previous inspection. A new deputy headteacher took up his post in the school in September 2014.

What does the school need to do to improve further?

- Build on the already good teaching to further increase pupils' achievement by:
 - ensuring that resources do not unnecessarily limit pupils' productivity and opportunity to deepen their learning
 - building effectively and consistently on pupils' earlier learning in all lessons
 - making full use of marking and feedback to provide precise and appropriate guidance for pupils and to enable them to improve their own work speedily.

Inspection judgements

The leadership and management

are good

- The headteacher provides calm, persistent and purposeful leadership, which contributes strongly to school improvement. He continues to be supported by an effective senior leadership team. Subject and middle leaders are now fully accountable for raising standards in their areas of responsibility. The governing body has also improved well and provides robust challenge and support to the leadership.
- The headteacher and other senior staff set good examples to all staff and are skilled in observing teaching and setting increasingly challenging but achievable targets for subject and middle leaders to aspire to. They ensure that all staff have access to good training and professional development opportunities. As a result, the quality of teaching is now good and constantly improving as all staff, including those new to the school and the profession, strive to meet these high expectations.
- The school's use of rigorous procedures to check and measure pupils' progress is at the heart of improving achievement. Frequent analysis of outcomes in reading, writing and mathematics ensure that pupils are generally working to their potential and any additional support needed is rapidly provided.
- Pupil premium funding, the additional funding for disadvantaged pupils, is used well and has a positive impact on narrowing the gap between the standards they reach and those of other pupils. Key expenditures, such as training for teaching assistants and the learning mentor and additional Information and Communication Technology (ICT) resourcing, are carefully matched to individual pupils' needs and checked regularly for their effectiveness.
- The local authority provides good support to the school through termly reports and other visits which contribute to improved target-setting and school improvement planning. It has supported further development of middle leaders and the governing body.
- Staff are held fully accountable for the progress their pupils make and are subject to fulfilling stringent criteria linked to pupils' achievement to reach the next salary level.
- A key factor in the quality of learning is the school's commitment to providing varied and imaginative learning opportunities, which have improved well since the last inspection. Subjects are interwoven through central themes and supported by a range of residential and other visits as a core to pupils' enquiries. The school's innovative 'Ten Skills for Life and Learning' form the basis of good personal development and positive attitudes to learning.
- Procedures to keep pupils safe and secure meet statutory requirements and are based on good quality of record keeping and effective communication.
- Pupils' spiritual, moral, social and cultural development is good. Pupils develop a good concept of right or wrong through, for example, an imaginative debate in an English lesson on whether it can ever be right to steal. They explore British values, such as tolerance, through religious education, history and personal and social education.
- The school makes good use of the new primary school sport funding to improve teachers' skills and support pupils' sporting and other achievements. This has already contributed to the development of teachers' skills in physical education, and increased participation in clubs and success in inter-school tournaments.
- The school tackles any issues of discrimination well, it promotes equality of opportunity successfully and this contributes to rising standards and harmony within the community.
- The school works closely with parents and keeps them well informed through newsletters, blogs and the school's website.

■ The governance of the school:

- The governing body is led and managed well. Governors are kept well informed through detailed reports from the headteacher linked to the school improvement plan and their own frequent and systematic checks on the school's work. This is a good improvement from the previous inspection. The governing body has been reconstituted and undertaken a full review and skills audit to develop its effectiveness. In particular, the Chair of the Governing Body and headteacher meet weekly and present a regular 'Headline' briefing for governors. The governing body regularly receives up-to-date and precise information on pupils' achievement and the quality of teaching. Its members have a good understanding of data, particularly on pupils' progress, and make very good use of this information to hold leaders to account. Governors ensure that the school's aims for the quality of learning are at the core of its work and the drive for the highest standards.
- There are good procedures to ensure that statutory requirements are met, including safeguarding procedures. Governors are fully involved in making decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. Finances are managed well by

ensuring that the budget is used to promote high achievement, evident in the effective use of pupil premium and sport funding.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them. The consistent application of the school's 'Gimme Five' behaviour code contributes well to good behaviour. Pupils are usually strongly engaged in their learning and eager to succeed. For example, in lively physical education lessons pupils are extremely attentive and very aware of each other's space and movement.
- Pupils play and work together well. Classrooms are calm and orderly. The school makes good use of outdoor spaces at breaks, lunchtimes and in outdoor learning sessions to help pupils develop cooperation and other social skills. Occasionally, their concentration wanes when they are not sufficiently challenged, but they rarely misbehave.
- Pupils take responsibilities seriously and support others. They are very actively involved in fund-raising activities and are proud of their roles as school councillors or as playground buddies.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe. They have a good knowledge of potential bullying situations, including racial and homophobic concerns and cyber-bullying. They understand that their behaviour affects others and know that they should be kind and considerate. They comment that little bullying takes place and any incidents are managed successfully by the staff. This is confirmed by the school's record-keeping procedures and the large majority of parents agree with the pupils' positive views.
- Pupils are well prepared for keeping themselves safe in later life. For example, in Year 6 pupils experience role-play situations on the dangers of drugs, fire safety and other scenarios through work with the emergency services.
- The school works well with pupils who sometimes find it difficult to manage their own emotions and social skills. Parents comment strongly on the effectiveness of the support that the school gives them and their children and how well prepared their children are for their next stage of education.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Good use of pupil premium funding ensures that absence rates for disadvantage pupils are not significantly different from those of others. There are rigorous procedures to monitor and improve pupils' attendance, which is average and increasing.

The quality of teaching

is good

- Across the school, pupils are ambitious and aim high. They respond well to staff's high expectations and good example, for example, in the pride that they take in presenting their work well.
- The achievement of all groups of pupils is checked accurately and regularly. Teachers use this information well to set work for pupils of all abilities and to accelerate their progress. This has improved well since the previous inspection.
- Teaching assistants are well informed about pupils' progress and are deployed effectively to support and challenge all groups of learners so that pupils usually do their best.
- The learning needs of disabled pupils and those with special educational needs are well understood and all staff who work with them are well informed. Effective teaching of reading and writing skills ensures that these pupils learn well in all subjects.
- The most-able pupils are taught well. They respond well to thoughtful questions which help them to think deeply and recall information. They respond especially well to the emphasis given to developing the school's 'Ten skills for life and learning'. For example, they worked as a team in Year 3 by delegating leadership roles and tasks to each other, so as to undertake more effectively their research into foods around the world, and to present their work to others.
- There is a good atmosphere for learning and pupils respond well in their behaviour and positive attitudes. Classrooms are attractive and orderly.
- The teaching of reading is effective. The teaching of letters and sounds lays a strong basis for later learning. Pupils' comprehension skills and their enjoyment of fiction and non-fiction are systematically

taught and they are given regular opportunities, for example, through guided reading and focused learning time, to embed their skills.

- Pupils' understanding of correct literary and mathematical terms is well developed. They often make good use of points of reference such as word banks and 'learning walls', including ICT, to reinforce their learning.
- Pupils also refine and develop their knowledge and understanding in response to skilful and persistent questioning.
- There is a good trend of improvement in pupils' sporting and physical education as a result of very focused specialist teaching and good development of teachers' skills in this area.
- Pupils' skills are improved through regular, well-planned homework, including the imaginative use of ICT and after-school clubs.
- On a few occasions, the resources used in writing and mathematics work limit the pupils' chance to work at length and to deepen their learning. This sometimes hinders them from making the very best progress of which they are capable.
- Also, occasionally, pupils spend too long undertaking work that they can already do before moving on to something more challenging. For example, in mathematics they practise two-digit multiplication sums they have successfully completed previously before starting on something more complicated.
- Marking and feedback are generally effective. However, sometimes teachers' comments do not provide precise enough guidance or focus on the most important areas for improvement. Pupils do not always follow through and address the issues raised quickly enough to ensure the best rates of progress.

The achievement of pupils is good

- All groups of pupils achieve well from their individual starting points and their progress is much more consistent than at the time of the previous inspection.
- Standards are rising and are above average by the end of Year 6 in reading, writing and mathematics. The results of national tests for reading, writing and mathematics were above average in 2013. Pupils of all abilities achieved well from their earlier starting points. The unpublished results indicate that outcomes are similar for 2014.
- Standards in Year 2 are largely average and are also rising. They dipped in 2013 to below average, which largely related to the progress of a small group of pupils who started school late into Key Stage 1. The results for 2014 indicate that standards have risen and are slightly above average.
- Disabled pupils and those with special educational needs make good progress. Their needs are checked accurately and precisely and intensive tuition in basic skills, alongside highly sensitive care, boost their learning and promote their involvement in all the school offers.
- Disadvantaged pupils supported by pupil premium funding make good progress and achieve well. In 2013, this group of pupils attained results in the national tests for Year 6 which were similar to the national average for all pupils in reading, writing and mathematics and approximately one term to two terms behind other pupils in school. They made better progress overall than other pupils in school to achieve these results. The outcomes for 2014 show that the gap in achievement between disadvantaged pupils and others in the school has continued to narrow. Throughout the school, disadvantaged pupils work at standards which are increasingly close to those of other pupils.
- Pupils' achievement in reading is good and sometimes outstanding. They make very quick gains in understanding letters and their sounds (phonics) and this is reflected in above average results in the national check at the end of Year 1. By Year 6, pupils read with confidence, expression and enthusiasm. They have a very good knowledge of the style of different authors and the way that these authors use language to develop plots and characters. An increasingly high proportion of pupils is working at levels two to four years above those normally expected for their age.
- Pupils make at least good progress in writing. They write neatly and take a pride in their handwriting. Spelling and punctuation are increasingly accurate. By Year 6, pupils often write at length for a wide range of purposes, such as diaries, biographies and imaginative stories in many different subjects.
- Pupils' achievement in mathematics is good. They are increasingly using their calculation skills well in solving mathematical problems and investigations based on real-life situations.
- The most-able pupils reach above average standards and the results of national tests reflect this. They take high levels of responsibility for organising and managing their own work and supporting others in their learning. They are systematic and logical in planning and researching their work, including making good use of ICT, both at school and home.
- The few pupils who speak English as an additional language make good progress from their starting

points. In 2013 they reached above average standards in reading, writing and mathematics in Year 6 national tests. They receive well-targeted support in their heritage language when needed, including the effective use of ICT to support their learning.

- Occasionally, relative inconsistencies in the quality of teaching inhibit pupils from making the very best progress they could.

The early years provision

is good

- Good leadership and management of the early years provision have ensured that children have continued to achieve well since the previous inspection and standards are rising for all groups of learners. There is particularly good assessment of the progress of children of all abilities, including disadvantaged children, to ensure that they achieve well.
- The quality of teaching is good. Staff are well trained and experienced in their roles. They have a good knowledge of the needs of young children and high expectations. Teaching assistants and other adults are deployed well to have a maximum impact on children's achievement across all areas of learning. Children work in a positive and engaging atmosphere in bright and stimulating classrooms.
- Children start school with a wide range of skills which are generally below those typically expected for their age. They make particularly rapid gains in their personal and social understanding, which prepares them well for later learning. Children's early reading and writing skills are well developed. There is an increasing trend of improved achievement, and standards are at least average by time they start Year 1.
- The most-able children work well together to solve problems and develop their ideas and thinking. They learn to write at length and enjoy communicating their ideas to others.
- Disadvantaged children make good gains in early language and communication skills. They are confident to talk to adults and other children because they feel safe and are supported well in their learning.
- Children of all abilities play and work well together and concentrate well in all their activities. They feel safe and are well cared for. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world about them and concentrate well.

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

Unique reference number	130924
Local authority	Doncaster
Inspection number	442293

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Catherine Street
Headteacher	Jeremy Harris
Date of previous school inspection	10 October 2012
Telephone number	01302 538108
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