

Keep Hatch Primary School

Ashridge Road, Wokingham, Berkshire RG40 1PG

Inspection dates

30 June – 1 July 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not made the required improvements to be good since the previous inspection. They have not ensured good rates of progress for all pupils.
- Self-evaluation by leaders is not sufficiently rigorous. Actions to bring about improvements have not been evaluated regarding their impact on pupils' progress.
- Subject leaders do not monitor teaching and learning effectively enough. They do not check how well teachers challenge pupils. They do not evaluate the progress of different groups of pupils.
- The rates of attendance for pupils, including those who are eligible for the pupil premium, have dipped to below the national average.
- The school's website does not conform to some of the necessary requirements.
- Governors are occasionally provided with confusing information about the progress and attainment of pupils. They do not challenge leaders rigorously enough and have not carefully analysed information about pupils' performance and attendance.
- Teachers do not regularly challenge pupils or have the highest expectations. Sometimes they do not provide work that is well matched to pupils' abilities.
- Although starting to close, there are still gaps between the attainment and progress of pupils eligible for the pupil premium and their classmates, especially in key stage 2.
- The early years requires improvement because pupils do not make the best possible progress. This is because leaders do not regularly monitor children's progress or set challenging next steps for their learning.

The school has the following strengths

- The curriculum is rich and varied. Pupils make good progress in their spiritual, moral, social and cultural development. British values are carefully taught.
- Pupils behave exceptionally well around the school and in lessons.
- The teaching of phonics is of a high quality. Attainment is rapidly improving as a result.
- Parents are very supportive of the school. Pupils say they enjoy school and feel safe and happy.

Full report

What does the school need to do to improve further?

- Improve the quality of pupils' learning so that more pupils consistently make better than expected progress by:
 - ensuring that teachers have high expectations and challenge pupils to do their best by providing work in lessons that is well matched to pupils' abilities
 - reducing the gaps that still exist between the attainment and progress of disadvantaged pupils and their classmates, particularly in key stage 2.
- Strengthen the quality of the provision in the early years foundation stage by ensuring that an effective tracking system regularly records children's skills and abilities and enables leaders to monitor progress accurately and set challenging next steps in learning.
- Improve the effectiveness of leadership and management by:
 - improving the rigour of self-evaluation so that actions to bring about improvement are thoroughly evaluated and are closely linked to pupils' progress
 - ensuring that when subject leaders monitor teaching, learning and assessment within their areas of responsibility, they clearly focus on the challenge teachers provide and the progress of different groups of pupils
 - improving the attendance of pupils, particularly among those who are eligible for the pupil premium, so that this is closer to the national average
 - monitoring the school's website carefully to ensure that it is fully up to date with the Department for Education's requirements
 - ensuring that governors are provided with clear, consistent information about progress and attainment in order for them to analyse pupils' performance and attendance information rigorously and fully hold leaders to account.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders and governors have had too little impact on improving the school. Pupils' progress in 2015 from key stage 1 to the end of key stage 2 was significantly below that of other pupils nationally. While the headteacher and other leaders have made some positive changes, the school still requires improvement because teachers do not have high enough expectations and pupils do not make good progress, particularly those who are disadvantaged.
- Leaders' self-evaluation is not rigorous enough. The school has received advice from several organisations regarding the areas to improve; this includes useful support from the local authority. However, although leaders have put in place many actions on the basis of that advice, they do not fully evaluate the impact of these actions on improvements in pupils' progress.
- Subject leaders do not focus clearly enough on the challenge that teachers provide to pupils in lessons when they assess how well pupils are learning. They do not track the progress of different groups of pupils, including those pupils who are disadvantaged, carefully enough.
- The progress of those pupils who are eligible for additional funding called the pupil premium has been significantly below the national average for the last three years. This is because the school's use of this funding in the past has not been effective. Although there are new strategies in place, leaders and governors do not check or analyse the impact of this expenditure rigorously enough.
- The school's website is not compliant in several areas required by the Department for Education. The admissions arrangements do not mention the oversubscription criteria. The examination results at the end of key stage 2 do not include the percentage of pupils who improved by two or more levels of progress.
- Opportunities for personal development and the promotion of pupils' spiritual, moral, social and cultural development are a strong part of the school's curriculum. Pupils spoke with enthusiasm about the various interesting activities on offer. Those who are in Year 6 were very excited about their forthcoming production of 'Macbeth'. In science, pupils said how much they enjoy learning as they frequently conduct experiments. For example, pupils had recently experimented with mummifying tomatoes. As a result, they were able to explain how salt is used for curing. Throughout the school, pupils develop a good understanding of basic physics, chemistry and biology. In French, younger pupils learn basic vocabulary and, as they move through the school, develop the skills to say simple sentences. The school plans carefully to give pupils imaginative experiences and these include a wide range of interesting trips and visits. During the inspection, pupils in Year 4 enjoyed an exciting Maya workshop. Extra-curricular activities are plentiful and pupils enjoy sports, craft and technology activities, such as the Wednesday coding club.
- The school is a nurturing environment and parents are very pleased with the care and support that it provides to their children. One parent expressed the views of many when they said that the school is very committed to children's well-being and helps families as much as it can. The vast majority of parents who responded to the Ofsted questionnaire, Parent View, would recommend the school to another parent. However, a few said that they would like more information on their children's progress and that their children needed to be challenged more in lessons.
- British values are carefully taught and all pupils understand about the importance of showing tolerance and respect to those from other cultures or who have other beliefs. Pupils learn about the rule of law through interesting visits by the local police. Pupils have a good understanding of world and national events through watching a news broadcast most days. They were well informed about the importance of democracy. They knew about the recent referendum that had taken place.
- Leaders use the primary physical education and sports funding well to raise standards and to improve pupils' health and fitness. Pupils enjoy a range of sporting activities and have had notable success in football, badminton, cross-country and athletics. Many pupils learn to swim in the on-site swimming pool which they regularly use in the summer term.
- **The governance of the school**
 - Governors have not challenged leaders with sufficient rigour to ensure that more pupils make rapid progress.
 - Sometimes governors are presented with information from the school regarding pupils' attainment and progress which is quite confusing. They do not analyse pupils' progress and attendance information carefully enough to ensure that improvements are made.
 - Governors carry out their statutory duties effectively.

- The arrangements for safeguarding are effective. Pupils thrive in the safe culture of the school. Teachers engage very well with parents to make sure that all pupils are well supported. Staff training is fully up to date and records are meticulous.

Quality of teaching, learning and assessment requires improvement

- Teaching over time has not been good enough. Teachers do not consistently have the highest expectations of pupils nor challenge them to do their best. As a result, the progress of pupils is inconsistent.
- Over time, those pupils who are disadvantaged have not received the support and challenge they need in order for them to make the best possible progress. This is particularly the case in key stage 2.
- Work provided in lessons is sometimes not matched to what pupils already know. This has the impact of slowing the progress that pupils can make.
- In some classes, such as Year 2, the needs of most-able pupils are met well. However, in other classes teaching does not provide sufficient challenge and the most able pupils often have to complete work that they find too easy before they are given tasks that deepen their understanding effectively. As a result, the progress of the most able pupils is inconsistent across the school.
- Reading is taught effectively. The teaching of phonics (letters and the sounds they make) is a strength. As pupils move through the school, they learn effective strategies and start to read a range of texts, both fiction and non-fiction. Some pupils have read challenging texts based on interests that have been ignited by the school's curriculum, for example some have read extensively about the lives of famous explorers.
- Teachers have an appropriate subject knowledge about how writing is developed. They make suitable use of displays and, throughout the school, pupils' work is on show around the walls. One example of this is the display about the Firebird, where work from pupils in all year groups is imaginatively displayed.
- In mathematics, teachers make appropriate use of practical resources to ensure that pupils deepen their knowledge and develop their understanding.
- Learning support assistants are clear about how to help pupils. They provide useful support particularly to those who have special educational needs and/or disabilities.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school offers numerous opportunities for pupils to take responsibility. Those on the school council have been involved in discussions about making the school dinners healthier. Pupils in the older year groups enjoy being in the 'friendship squad' where they give out play equipment and talk to those who may not have anyone to play with.
- Pupils have a clear understanding about what constitutes bullying and are emphatic that incidents of bullying are rare. They say that staff are quick to sort out any concerns that they may have. However, a few parents felt that bullying was not always effectively handled.
- Pupils know how to keep themselves safe. They have regular reminders about the dangers of giving out personal information on the internet. They know about cyber bullying and how important it is to tell a parent or teacher if they have any concerns. Road safety is a priority and many pupils said how much their children had learned during the recent bicycle safety training.
- Parents are highly supportive of the school. They like the way that the school gives pupils opportunities for their personal development, such as the residential trip to an outdoor activity centre.

Behaviour

- The behaviour of pupils is good.
- The school operates as a very orderly community. Pupils understand the importance of good behaviour and do not touch or harm the many imaginative displays, models and art works that make the school such a stimulating environment.
- Pupils have impeccable manners; even the youngest take turns and treat each other with respect. Around the school, pupils are always polite and say 'good morning' to staff and visitors.
- In lessons, pupils show consistently positive attitudes to their learning. They listen carefully to the teacher and are quick to offer answers to questions. There was no evidence seen during the inspection of any low-level disruption in lessons.
- Typically, attendance rates have been above the national average. However, this year, attendance overall

has fallen and the attendance of those who are eligible for the pupil premium has also dipped. Leadership has not acted swiftly enough to ensure that this trend is rapidly reversed.

Outcomes for pupils

require improvement

- Pupils' outcomes require improvement because the progress that pupils make across the school is not consistently good. Pupils' progress in 2015 from key stage 1 to the end of key stage 2 was significantly below that of other pupils nationally.
- Those pupils who are eligible for pupil premium funding have in recent years made significantly lower progress from their starting points than other pupils. In writing last year, Year 6 disadvantaged pupils were over two years behind the national average. Although gaps have started to close, there is still some way to go to ensure that disadvantaged pupils progress as well as others, particularly in key stage 2.
- Pupils' reading skills are improving. This is because of stronger phonics teaching. The results of the Year 1 phonics reading check have steadily improved and are now similar to the national average. Current information on pupils' achievement suggests that this trend is set to continue.
- Attainment at the end of key stage 1 is typically better than the national average. In key stage 2, pupils achieve broadly in line with the national average. Skills in spelling, punctuation and grammar in 2015 were significantly above average.
- The progress of pupils who have special educational needs and/or disabilities last year was significantly below the national average. However, the school has now improved the way that it provides assistance to those pupils and standards are steadily improving.
- In 2015, the proportions of most-able pupils attaining the higher levels in key stage 1 were above the national average in reading and writing and below average in mathematics. In key stage 2, the proportions gaining the higher levels were significantly above the national average in reading, writing, spelling, punctuation and grammar. The proportions were similar to average in mathematics. The proportions reaching the highest level were above the national average in mathematics and spelling, punctuation and grammar.
- Pupils make good progress in science. They develop strong analytical skills and are able to think scientifically from an early age.

Early years provision

requires improvement

- Not enough children make better than expected progress in the early years. Children enter with skills and abilities that are typically above those that are found nationally. By the end of the Reception Year the proportions reaching a good level of development are typically around the national average, although they were a little higher in 2015.
- Teachers do not have the highest expectations for challenging children in their learning. This is because leaders do not assist staff to make effective use of assessment so they can carefully identify a child's next steps in learning and therefore ensure that they make strong progress.
- Parents are very supportive of their children's learning in the early years. They appreciate the information they receive about how the school develops reading, writing and mathematical skills. They like contributing to their child's learning records by sharing 'wow' moments.
- The outdoor area provides for numerous learning opportunities which children really enjoy. Role play areas enable children to develop their understanding of taking turns and sharing equipment. During the inspection, the sandpit had been transformed into a beach with deckchairs. Children delighted in the experience and wore their bathing costumes to play and dig in the sand.
- Careful teaching of phonics allows children to make better progress in their early reading skills, and children are adequately prepared for their learning in Year 1.
- Staff make sure that children behave sensibly. They instil routines to ensure children act safely. These are important when the children go on trips, such as to Beale Park. There are good relationships between parents and staff and, as a result, children are happy and well cared for in the Reception classes.

School details

Unique reference number	109840
Local authority	Wokingham
Inspection number	10012248

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	410
Appropriate authority	The governing body
Chair	Ted McFadyen
Headteacher	Angela Young
Telephone number	01189 784859
Website	http://keephatch.wokingham.sch.uk
Email address	admin@keephatch.wokingham.sch.uk
Date of previous inspection	12–13 March 2014

Information about this school

- Keep Hatch is larger than the average-sized primary school.
- Children in the early years are taught in two full-time Reception classes.
- The large majority of the pupils are White British. The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils supported by the pupil premium is lower than that found in most schools. Pupil premium is additional funding provided by the government for those pupils eligible for free school meals in the last six years, pupils who have been looked after continuously for one day or more and those pupils who have been adopted from care.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not meet requirements on the publication of information about admissions arrangements and examination and assessment results on its website.

Information about this inspection

- Inspectors observed teaching and learning in all classes. There were 20 lessons and part lessons visited, three of which were observed jointly with senior leaders.
- Meetings were held with two groups of pupils, and inspectors looked at work in books and listened to some pupils reading. Inspectors considered the 78 responses to the online pupil questionnaire. There were also informal discussions with pupils at breaktime regarding what it was like to be a pupil at this school.
- Inspectors took account of 123 responses to the online Parent View questionnaire and also spoke to parents at the end of the school day.
- The views expressed by members of staff in the 21 online questionnaires were considered.
- Inspectors looked at a range of documentation and policies, including the school improvement plan. Information about the performance of the school in comparison with other schools nationally was considered along with documents about pupils' current attainment and progress. Documents checking the quality of teaching and learning and records relating to behaviour, attendance, child protection and safeguarding were also examined.

Inspection team

Liz Bowes, lead inspector	Ofsted Inspector
Helena Griffiths	Ofsted Inspector
Andrew Clark	Ofsted Inspector
Susan Child	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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