



# Hatch Ride Primary School

## Inspection Report

**Unique Reference Number** 109892  
**Local Authority** Wokingham District Council  
**Inspection number** 288525  
**Inspection dates** 21–22 November 2006  
**Reporting inspector** Steven Hill

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

<b>Type of school</b>	Primary	<b>School address</b>	Hatch Ride
<b>School category</b>	Community		Crowthorne
<b>Age range of pupils</b>	4–11		RG45 6LP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01344 776227
<b>Number on roll (school)</b>	164	<b>Fax number</b>	01344 780446
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Hugh Chapman
		<b>Headteacher</b>	Ms Tracy Frackelton
<b>Date of previous school inspection</b>	8 July 2002		

<b>Age group</b> 4–11	<b>Inspection dates</b> 21–22 November 2006	<b>Inspection number</b> 288525
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This is a smaller than average primary school. The large majority of pupils are of White British origin. A substantial minority have a Traveller heritage, and a few others come from a range of minority ethnic backgrounds. A small but increasing number of pupils have a mother tongue other than English, although none are at the early stages of speaking English. Pupils' socio-economic circumstances are somewhat better than average. The proportion of pupils with learning difficulties and disabilities is below average. Mobility has been above average for several years. Children's attainment when they start in Reception varies, but is average overall.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school where all pupils thrive in the positive, caring environment. The school has made good progress since the last inspection because of strong leadership from the headteacher, hard work from all staff, and good support from the governing body. Pupils' personal development and well-being are outstanding. Their achievement is now good, and standards are above average.

Children settle happily into the Reception class and enjoy the relaxed and welcoming start to their schooling. They go into Year 1 with positive attitudes to learning, attaining standards in line with those expected nationally, despite the fact most of them spend only one or two terms in Reception. Standards are consistently above average in the rest of the school. Standards in English and mathematics have risen steadily for several years, and a high proportion of pupils attain above the expected levels by the end of Year 6. Standards in writing are particularly high. However, in science, the number of pupils gaining the higher levels has fallen in the last two years. The school has correctly identified that this is because not enough attention is given to developing investigative skills. Pupils' speaking and listening are excellent by Year 6.

The good achievement stems from good teaching and learning, and outstanding provision to support pupils' academic progress. Pupils work hard, enjoy learning and take a pride in their achievements. Extensive use of collaborative work, and teachers' high expectations of independence boost pupils' standards and social development. Teachers provide pupils with good strategies to evaluate their own learning, so they are very clear about how they are doing and how they can improve. The tracking of pupils' progress is used very well to guide teachers' planning and to provide extra help to those pupils who need it.

Pupils are cared for very well, and extensive systems are in place to promote their personal development. As a result, their spiritual, moral, social and cultural development is excellent. They enjoy very good relationships with staff and each other. Pupils work extremely well together, and are strongly supportive of each other's learning. Their behaviour is excellent and they thoroughly enjoy being in school. They particularly enjoy the outstanding range of enrichment activities that enhance the curriculum. They are good at taking responsibility and contribute well to the community.

The good leadership and management are firmly rooted in good self-evaluation. Pupils' progress is tracked meticulously in English and maths, and this is being extended into other subjects. The headteacher, with some of her colleagues, has undertaken effective monitoring of lessons which helps improve provision. Not all subject leaders have had the opportunity to do this, although systematic plans are in place to extend monitoring to all subjects.

### What the school should do to improve further

- Implement the plans to provide more opportunities for all coordinators to gain a clear view of standards and provision in their subjects.

- Raise standards in science, particularly for higher attainers, by providing more opportunities for pupils to plan and undertake investigations.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are above average. Pupils in the Foundation Stage attain average standards by the end of Reception. They make good progress in Key Stage 1, and standards are above average in reading, writing and mathematics by the end of Year 2. Progress continues to be good in Key Stage Two, and standards in English and mathematics are well above average by the end of Year 6, with particularly high standards in writing. In general, standards have been going up at both key stages for several years. However, although standards in science at Year 6 are still above average overall, the proportion of pupils attaining the higher level 5 in national tests fell last year. The school are addressing this through a greater concentration on investigative work.

All pupils achieve equally well when they are in school. This includes different groups, such as boys and girls, Traveller pupils and those learning English as an additional language. However, a small group of Traveller pupils, whose attendance is weak despite the school's best efforts to encourage them, makes just satisfactory progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils thoroughly enjoy coming to school and show this with their friendliness, excellent attitudes to work and extremely good behaviour. Year 2 pupils say, 'We love the school... play together well and... have lots of good friends'. Parents strongly agree that their children enjoy school and behaviour is good. Pupils enthusiastically take on responsibilities as 'reading buddies', 'playground friends' and school council members. They have high self-esteem because the whole school ethos puts a high value on their role as responsible and valued members of the community. Pupils from the travelling community, those for whom English is an additional language and pupils with learning difficulties take a full part in the life of the school. Pupils demonstrate a strong culture of respect for each other as well as a deeply ingrained philosophy of care and concern for the needs of others. Pupils support each other very well, both at work and at play. Pupils know about healthy lifestyles and were particularly clear on the need for fruit and vegetables as well as the prohibition of sweets in school. They are aware of the importance of exercise as part of a healthy lifestyle, joining in sports enthusiastically, and are clear about how to stay safe. Attendance is satisfactory. Pupils' good academic skills and their outstanding teamwork skills prepare them well for later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils respond positively to their teachers' high expectations of work and behaviour. As a result, pupils work hard and take a pride in doing well. Teachers provide tasks that capture pupils' interest, so they describe lessons as 'fun'. A major strength is the provision of well-structured opportunities for pupils to work together. This leads to excellent collaboration and strong speaking and listening skills, which support pupils' learning across the curriculum.

Because teachers consistently promote teamwork, pupils know they can rely on support from each other as well as the teacher, so are confident in tackling new or difficult work. They enjoy problem-solving and cope well with setbacks. They have been successfully taught to evaluate their own work critically, and that of others positively. Especially in English and mathematics, teachers use assessment information well to provide work that is carefully matched to pupils' needs.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and strongly supports pupils' good literacy and numeracy skills. However, in science there is not enough emphasis on developing their investigative skills. Pupils say that they enjoy all their subjects but particularly the frequent special events, such as Victorian Day in history. There is good provision for personal, social and health education, for example, the current whole school anti-bullying week. Healthy lifestyles are promoted well through events such as the 'Healthy Choices' curriculum week and a good range of physical activities.

There is an outstanding range of enrichment and extra-curricular activities which support pupils' personal and academic development extremely well. All pupils have been given the opportunity to learn a musical instrument in the last few years. The annual residential trip to the Isle of Wight enabled pupils in Year 6 to enjoy a range of outdoor activities, team building and a cross-curricular project. Their verdict: 'It was amazing'. There is a wide range of clubs, and many visits out, which pupils thoroughly enjoy.

### Care, guidance and support

#### Grade: 1

The quality of care, guidance and support is outstanding. Pupils flourish in the supportive learning environment. Risk assessment and child protection procedures are fully in place to ensure pupils' safety. Pupils are very confident that there are many adults they can go to if they have a problem. They say there is no bullying in the school - they are all good friends with each other.

The school has a very good partnership with outside agencies ensuring good support for pupils with learning difficulties and those from the travelling community. Healthy lifestyles are promoted well.

The excellent systems in place to monitor and track pupils' academic progress are used very well to ensure all pupils' learning needs are met. This is particularly so in English where records are extensive and detailed. Pupils with learning difficulties have clear, well structured individual education plans to support their learning which are used well to ensure their good progress.

## **Leadership and management**

### **Grade: 2**

The headteacher leads the school very well, with good support from the governors and senior staff. She is well liked and respected by the entire school community. She has established strong links with parents, leading one to ask the inspectors to '...please make sure the headteacher stays'. The school's good self-evaluation is strongly supported by careful and rigorous monitoring of lessons, particularly by the headteacher. This has provided teachers with effective feedback and clear points for improvement, resulting in improved consistency and quality of teaching since the last inspection.

Systematic and sustained work by senior staff has ensured that the tracking of pupils' progress is very good, and is outstanding in English and mathematics. Good systems are now being developed in other subjects. Excellent use is made of the results to identify both the needs of individual pupils, and issues which need to be tackled by the school as a whole. This has led to continuing improvements in provision and standards, and show the school is well placed to improve further.

Subject coordinators have improved their effectiveness since the last inspection, providing good support and a clear lead to colleagues. A few have had good opportunities to monitor provision and standards in their subjects, but not all have had this chance yet. The school has established a sensible programme to extend monitoring across the subjects in a systematic way.

Governors have a good understanding of the school's strengths and weaknesses, and take care to act as a critical friend in supporting the staff.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for all your help when we visited your school. We enjoyed watching you at work and particularly enjoyed talking to you about your views. You all told us that Hatch Ride is a good school and we agree.

You are learning a lot because your teachers are good at helping you, and because you all work hard. As well as preparing interesting work for your ordinary lessons, teachers provide many exciting things extra things to do, such as a Victorian day, all the different clubs, and the trip to the Isle of Wight. You are doing very well in mathematics and English, and your standards in writing, speaking and listening are particularly high by the end of the school. You do quite well in science too, but your teachers have agreed with us that more of you need to get to level 5 by the end of Year 6. They are going to spend more time on investigations to help you do this, particularly in helping you design your own experiments.

We were particularly impressed by your excellent behaviour, and by how well you all get on with each other. You are exceptionally good at working together, and in helping each other to learn. We think that Hatch Ride is a particularly caring and friendly school, where you all enjoy learning and playing together, and no one is left out.

The adults are good at organising the school, and try very hard to keep an eye on how you are getting on. This means they are very good at giving you work that is just right for you, and giving extra help to anyone who is struggling. Some teachers have had the chance to visit each other's lessons to give each other tips on helping you learn even more. They have plans for all the teachers to do this in future, and we agree that this is an important improvement.

We hope you all carry on enjoying school so much and helping each other.

Best wishes,

Steven Hill

(Lead inspector)