

Hatch Warren Infant School

Inspection report

Unique Reference Number	116137
Local Authority	Hampshire
Inspection number	290429
Inspection date	13 July 2007
Reporting inspector	Lily Evans

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

Type of school	Infant
School category	Community
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	255
Appropriate authority	The governing body
Chair	Mrs Jane Sanderson
Headteacher	Mr Simon Francis
Date of previous school inspection	30 April 2001
School address	Gershwin Road Basingstoke RG22 4PQ
Telephone number	01256 350313
Fax number	01256 869638

Age group	4-7
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This is a larger than average sized school. Following changes to the boundaries and closure of a local school the intake is more socially and economically mixed than previously. The proportion of pupils entitled to free school meals and those pupils with learning difficulties and/or disabilities is close to the national average. Most pupils are white British and there is a smaller than average number of pupils whose first language is not English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school where standards have been exceptionally high for a number of years. Parents and volunteers assist staff before school every day in pupils' reading practice resulting in especially high standards in reading. Parents have overwhelmingly positive views of this thriving and successful school emphasising how happy their children are to come to school. One parent commented, 'For a child to love learning this much is in my opinion the best start to education a parent could wish for.' The whole experience is designed to help children to make the vital transition from a play-oriented environment to an academic curriculum. This is done with immense passion and care.

Pupils make exceptionally good progress. Standards in reading, writing and mathematics are well above average. This is because the quality of teaching and learning is outstanding. Teachers' planning is firmly based on the accurate use of assessment information to plan learning for pupils' individual needs. They brief teaching assistants exceptionally well and consequently they provide good quality support to pupils. In this stimulating environment, they plan enjoyable lessons which foster positive attitudes and thoughtful, creative learners whose behaviour is exemplary. Pupils' personal development is exceptionally good. They learn to be responsible for their actions, develop confidence, independence and a good awareness of the world. The school recognises that there are too few opportunities for pupils to develop real-life problem solving skills in school and the wider community. Provision in the Foundation Stage is good and children are well prepared to move on. Children's progress is good and is particularly strong in several areas, including spoken communication, reading and number. Teachers plan 'fun' activities, each directed at several areas of learning in which children are carefully assessed. The topic based curriculum is of a high quality, strongly focused on 'learning through play' and extends through Years 1 and 2. It is planned to ensure pupils have their needs met very well.

In Years 1 and 2 curriculum planning ensures continuity and progression of skills in reading, writing, mathematics and computing. Other subjects are well mapped in. Throughout, topics are always introduced by first hand experiences, supplemented by many enrichment opportunities. In planning, teachers carefully check teaching styles to ensure a variety of approaches to learning. The development of high quality writing is underpinned by pupils' 'thinking maps' which helps pupils to plan their writing well.

The head teacher and the deputy head teacher provide very strong and dynamic leadership with a clear vision for the school shared with a committed and professional management team. This exceptionally well led school has fully addressed the recommendations in the last report and moved forward in all areas, including redesigning the curriculum, improving the reading scheme, increasing the involvement of parents, performance management and links with the junior and feeder schools which are now strong. The school evaluates its own work accurately and is very well placed to continue to make improvements.

What the school should do to improve further

- Further refine independence skills and responsibilities by providing opportunities for real life problem solving activities.

Achievement and standards

Grade: 1

Pupils' standards and achievement are outstanding by the end of Year 2. When they start in the Reception class, pupils' attainment is average overall. A well-planned balance of adult directed and independent activities helps children make good progress. They are above average on entry to Year 1.

Pupils continue to make good progress in Years 1 and 2. Since 2002 standards in reading, writing and mathematics have been significantly higher than average. Evidence suggests high standards have been maintained this year. Through careful support, the school enables vulnerable pupils and pupils with learning difficulties and disabilities to progress well and attain above average standards. Boys and girls progress equally well.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They are happy in their work and play. They feel very safe in school and they attend very well which reflects their positive attitudes. Parents commented, 'My child always wants to come to school even when poorly.' The nurturing nature of the school encourages pupils to be personally responsible for their own actions. Through the Golden Rules they have a clear understanding of right and wrong and a strong awareness of safety. They work hard to gain rewards such as Smiley Faces badges and achievement certificates. Pupils have opportunities to make a difference to their school through the school council and teachers act on their practical suggestions. Pupils' independence skills could be further developed through engaging them in challenges, such as decision making about developing activity structures in the playground. They experience the world of work as playground buddies, showing visitors round the school and running stalls at the school fete. They are active fund raisers for several charities locally and in the wider community. They also support local elderly people with gifts at harvest time. Pupils know how to eat healthily and the importance of exercise. One pupil reported that 'fizzy drinks can dehydrate the body'. They participate well in games and sport. Their spiritual development is exceptionally good because they are successfully encouraged to be reflective learners. There are many photographs which capture pupils' sense of awe and wonder. Their moral, social and cultural understanding is also strong. They collaborate, work and play together in harmony. Pupils show good cultural awareness through art, dance and music. They celebrate festivals of other cultures and religions.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning is outstanding overall because there are features which enable pupils to make outstanding progress over time. In addition to reading, teachers foster a love of writing from early stages. This is evident in high quality displays, copious writing in their work books and opportunities through role play. Planning is based appropriately on assessment of pupils' previous learning. Consequently, work is provided at the right level of difficulty for pupils. Teachers use ongoing assessment to identify and monitor vulnerable pupils, take effective action to support and ensure good progress. Exciting and well planned lessons ensure pupils enjoy learning which fosters good self-esteem. Teachers question pupils effectively and they

respond enthusiastically to 'fun' challenges. The high quality of resources, such as in role play areas further stimulate pupils' interest and enjoyment. Classrooms and shared areas for role play are rich learning environments and there are areas of special interest that foster natural curiosity.

Curriculum and other activities

Grade: 1

The curriculum is broadly based and thoroughly planned to make learning experiences stimulating and fun, whilst providing a vehicle for developing basic skills. Computing skills develop particularly well because pupils use them on a daily basis for different purposes. Opportunities for art are extensive and the materials provided enable pupils to develop their creative skills and show their individualism. There are many opportunities for enrichment of language and frequent opportunities for role play, paired discussion and small group work to develop speaking and listening confidence. Circle time is well planned to provide a forum for discussion of personal, social and emotional issues. Pupils with learning difficulties and/or disabilities have support programmes and work that is well matched to their learning needs.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are excellent. Parents describe the pastoral care at the school as 'immeasurable' and 'fantastic'. The staff and governors are keenly aware of health and safety issues in this caring school. There are robust procedures for child protection and for assessing and dealing with risks which ensures all pupils feel safe and secure. The school has excellent communications and daily contact with many parents and families.

Every pupil's progress is thoroughly analysed and tracked. The information is used to gauge progress, adjust targets and identify pupils who may need additional support. Pupils have literacy and numeracy targets, know what they are, how to achieve them, and how far they have progressed towards them. The school works very well with outside agencies to ensure that they have appropriate advice for pupils with learning difficulties and/or disabilities.

Leadership and management

Grade: 1

The leadership and management of the head teacher, the deputy head teacher and his managers are outstanding. There is an expectation for everyone to be focused on achieving the aims of the school. The head teacher draws on the strengths within the team to monitor and raise standards, the quality of teaching and learning, the planning of the curriculum and the care and guidance of all pupils. This ensures that individuals achieve those aims. Subject managers' roles in English and mathematics are very well developed. The head teacher is now seeking to change other managers' roles and responsibilities developing a strategic whole school view of their subjects. The team have forged strong links with feeder schools and with the junior school which ensures smooth transitions between phases. The well conceived school development plan results from whole team efforts. Performance management places an important emphasis on professional development which has helped the school to move forward successfully. Governors are well committed to, and show an admiration for, the work of the school. New governors, mentored by experienced governors, are developing their roles well. However,

governors could be more involved in challenging the school. Parents and volunteer helpers support the school very well. The parent teacher association gives valuable financial support.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

3 September 2007

Dear Children

Inspection of Hatch Warren Infant School, Basingstoke, RG22 4PQ

I would like to thank all of you for helping me and showing me round when I came to visit your school. I agree with you that learning is fun in your school and I know now why you say you love writing because I saw your writing everywhere.

I think your school is outstanding and very special and that you all make very good progress in your lessons. I especially enjoyed seeing how well you read, your computer work and the lovely displays of art, models and puppets. From seeing you at work and play I know that you think carefully about what you do. You know what your targets for learning are and what you need to do next to improve your work.

I have asked your teachers to help you to be even more responsible and independent by getting you to work on more real projects.

If you wish, you could give your School Council ideas about any changes you would like to happen.

With best wishes for the future.

Lily Evans

Lead Inspector