

Hatch Ride Primary School

Inspection report

Unique Reference Number	109892
Local Authority	Wokingham
Inspection number	337390
Inspection dates	2–3 December 2009
Reporting inspector	Peter Clifton

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	187
Appropriate authority	The governing body
Chair	Nick Bill
Headteacher	Tracy Frackelton
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff and pupils. They looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. Inspectors analysed 85 responses to the parents' questionnaire and took account of the views of parents talked to during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which teaching promotes good progress for all groups of pupils in each year group, especially those who are more able and boys
- how well the curriculum addresses areas of weaknesses in science and writing
- how effectively leaders have worked to improve
- the quality of teaching and learning
- the challenge for more-able pupils
- the way pupils' progress is tracked to prevent underachievement
- the use of targets in lessons to promote higher standards, including marking and pupils' own assessments of how well they are doing.

Information about the school

This is a slightly smaller than average primary school which serves the local area. Current numbers are lower than usual because entry to the Reception class is staggered. The proportion of pupils who are entitled to free school meals is well below average. Most pupils are of White British origin, with the next largest group being from a Gypsy/Romany (Traveller) background. The proportion of pupils with special educational needs and/or disabilities is a little below average, mainly with literacy and numeracy needs. Children in the Early Years Foundation Stage are taught separately in a Reception class which has its own outside learning area.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Pupils' achievement is satisfactory and standards are above average. In the Early Years Foundation Stage children make satisfactory progress from starting points which are above those expected for children of their age. Through the rest of the school, progress is satisfactory. Lessons observed during the inspection show that learning and progress are stronger in upper Key Stage 2. The school provides a very welcoming and positive learning environment and nearly all pupils say they are very happy. Their attendance is above average. The pupils are cared for well and the support provided for vulnerable pupils is good. Leaders have made satisfactory progress in addressing the issues identified in the previous inspection of the school. For example, changes being made to improve science are securely in place and standards are beginning to rise. Sound self-evaluation ensures the headteacher and other leaders have an accurate understanding about the school's strengths and weaknesses and what areas still need to be tackled. A few weaknesses remain which have not yet been tackled urgently enough to increase the proportion of good teaching across the school. Lesson observation is improving teaching but is not always focused sufficiently well on the learning and progress of different groups, particularly how the needs of more-able pupils are met. The school's capacity for sustained improvement is satisfactory.

Pupils' good behaviour strongly supports their learning in class. They are polite and show respect and consideration towards each other and visitors to the school. They have an exceptional understanding of how to keep safe and are supported by staff to help them resolve any issues for themselves. Their understanding about leading healthy lifestyles is well developed. Additional opportunities to take exercise, for example through the 'Bollywood' dance club are very well attended. Pupils' spiritual, moral, social and cultural development is good. They delight in new experiences and for example, showed considerable excitement about a visit to a Sikh school, and taking a vegan packed lunch. The pupils are proud of their school and readily take on additional responsibilities to help it run smoothly. They develop good basic skills and personal qualities, including a strong understanding of the value of working together which prepares them well for the future.

Teaching, learning and the curriculum are satisfactory. Relationships in lessons are particularly good and pupils answer questions and respond well to discussions with a great deal of confidence. They use good speaking and listening skills well in lessons to help them to learn. The use of assessment to help pupils understand the next steps in their learning is developing securely, as is the quality of marking. Teaching assistants very actively support pupils with higher levels of need to ensure they are included in lessons as much as possible. However more-able pupils are not always given challenging

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enough work, or mark time when whole class sessions do not address their needs well. In the Early Years Foundation Stage, the outdoor learning area is not always used well enough.

The headteacher, other leaders and staff work together well as a team. The progress made by different groups of pupils in the school including those who are vulnerable is tracked carefully. All the current requirements to keep children safe are in place including robust child protection procedures. The school works well with a range of partners and parents to improve pupils' well-being and progress.

What does the school need to do to improve further?

- Ensure learning and progress are more consistently good by:
 - sharpening monitoring and evaluation of teaching and learning to give a stronger focus on the effectiveness of provision for different groups of learners
 - improving the match of work to pupils' needs across the school, but particularly for more-able pupils.
- Improve the provision in the Early Years Foundation Stage by ensuring the outdoor area is used more effectively to promote learning.

Outcomes for individuals and groups of pupils**3**

During the inspection, a little under half of the lessons observed in Years 1 to 6 were good. Good teaching in Year 6 for example, enabled the pupils to use their information and communication technology (ICT) skills to help with their writing. In lessons, nearly all pupils show good concentration and perseverance. The school's tracking over the past year shows that pupils are making at least satisfactory and sometimes good progress. Pupils from the Traveller community enjoy coming to school and make satisfactory progress. Those with special educational needs and/or disabilities make similar progress to other pupils often because of the additional support provided by teaching assistants. The progress of a very small number of pupils is adversely affected by very low attendance.

Results from national assessments at the end of Year 6 were above average in 2007 and 2008. In 2009, provisional test results were average. Standards in mathematics were the strongest with nearly half the pupils reaching the higher Level 5. The science results were the weakest with fewer pupils reaching this higher level. Current standards in Years 5 and 6 are above average. In Year 6, there are a good number of pupils on track in writing to reach the expected Level 4 or higher. In the most recent Year 2 provisional assessments, pupils reached average standards in reading, writing and mathematics, with reading being the stronger area. Current Year 2 pupils are on track to reach above average standards.

The pupils' questionnaires showed that nearly all pupils think that school is a good place to be. They comment that they like using the grounds, playing with their playground friends, going to clubs which help them keep healthy, and people's kindness. Older

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pupils say that they find their lessons interesting, are that they 'really like to get involved'. Nearly all pupils spoken to and in the pupils' questionnaire responded that they always feel safe at school; their parents or carers agree. In discussions about being healthy they comment that they have done 'loads' to help them understand about this through assemblies and in lessons. The school council is influential and has a strong voice in the school to contribute to decision making. Pupils' routinely respond very well to the expectations of staff.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strengths of teaching include the good relationships and the positive attitudes that pupils display to learning. They are eager to be involved in their own learning through answering questions or discussing their ideas together. During the inspection, good teaching in Year 5 ensured high levels of interest and discussion to solve problems about perimeter and area. In contrast to this, learning in a few lessons slows because pupils are kept on the carpet for too long and ideas being explored are too easy to provide a challenge for the more able pupils. In most lessons there are clear targets for

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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improvement which help the pupils understand how they are progressing.

The curriculum has strengths in enrichment through visits and after-school activities. Pupils like the themed weeks and made a particular mention of a special visitor to the school who was over 100 years old. Good personal and social provision makes a considerable contribution to the pupils' mature attitudes and well-being. Leaders have made satisfactory progress in developing the science curriculum through a greater emphasis on scientific investigation, although there is more to do here. Daily subject planning is not always effective enough to meet the needs of more able pupils. The link with a contrasting school is giving the pupils a valuable insight into others who come from a different faith and background.

Arrangements to provide care, guidance and support for pupils are thorough. Teaching assistants support pupils with specific needs well. Leaders have ensured that specialist training has been provided where necessary in order to facilitate this. Targeted support for some particularly vulnerable pupils has made a significant impact and enabled them to overcome barriers to learning. Strong support is provided for traveller pupils. Older pupils are given good advice and guidance in order for them to make an effective transition to secondary education. While the school has good strategies in place to promote better attendance, leaders are acutely aware about the need to further improve the attendance for a very small number of pupils who are persistently absent.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders rightly recognise the need to sharpen and widen the responsibility for monitoring and evaluation of teaching. The leadership team has recently been strengthened. There is good practice in the school to share expertise and drive forward improvement. Several governors, including the chair, are new to their role and have a range of skills which are yet to be used to their fullest extent. Their challenge to leaders is currently hampered by information about pupil's current progress not being given sufficient priority. The school is a very calm and orderly community. The questionnaires returned show a highly positive relationship with parents with few concerns being expressed. Provision to secure equal opportunities for all pupils is satisfactory. The school closely evaluates the performance of different groups and has made some improvements, particularly to support pupils with higher level special educational needs and disabilities. There is a good strategy in place to promote community cohesion based

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on a clear understanding of the school's own local context. Pupils' awareness of life in multicultural Britain is being promoted strongly. The pupils in the school from different backgrounds get on well with each other. The school adopts good safeguarding practice across all areas of its work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Attainment on entry to the school is above that typically expected of children of their age especially in mathematical development and children's use of language. They make satisfactory progress to reach above average standards by the time they enter Year 1. Strengths in provision include the strong relationships, caring staff and the use of the role play area. Children use equipment safely and share willingly. Although children are beginning to develop independent learning skills, they still rely heavily on adults to help them to solve problems. Activities provide a suitable range of experience with an effective balance between adult-led activities and those the children choose for themselves. The outdoor area is spacious but not always used well enough for learning activities. Leadership and management of the setting are satisfactory. The children's development is tracked and vulnerable pupils provided with additional support. New arrangements to smooth the transition between the setting and Year 1 are being effectively implemented.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The school has a very positive relationship with nearly all parents and carers. Communication between parents and the school is effective, and parents regularly come into school to help out. Many parents comment on the warm and friendly atmosphere and the approachable headteacher and staff. They say the staff and particularly the headteacher are always available to listen to their views. A few parents raise concerns about the progress their children make and the information they receive from the school about how well their children are doing. All parents who responded to the questionnaire indicated that their children enjoy school. Nearly all parents feel that the school keeps their children safe and that they are helped to lead healthy lifestyles. One parent notes the improvements made in science since the previous report and how this has sparked the children's interest.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatch Ride Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 187 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	74	22	26	0	0	0	0
The school keeps my child safe	71	84	10	12	1	1	0	0
The school informs me about my child's progress	41	48	40	47	4	5	0	0
My child is making enough progress at this school	50	59	29	34	4	5	0	0
The teaching is good at this school	55	65	28	33	0	0	0	0
The school helps me to support my child's learning	48	56	32	38	5	6	0	0
The school helps my child to have a healthy lifestyle	52	61	33	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	59	29	34	1	1	0	0
The school meets my child's particular needs	53	62	25	29	3	4	0	0
The school deals effectively with unacceptable behaviour	45	53	35	41	1	1	0	0
The school takes account of my suggestions and concerns	44	52	31	36	5	6	0	0
The school is led and managed effectively	79	93	6	7	0	0	0	0
Overall, I am happy with my child's experience at this school	63	74	21	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 December 2009

Dear Pupils

Inspection of Hatch Ride Primary School, Crowthorne RG45 6LP

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were all very impressed by your friendliness and how clearly you expressed your opinions. The valuable information you gave us was a great help. You go to a satisfactory school. The curriculum and teaching in your lessons are satisfactory. The adults in the school care for you well. We were impressed by the very positive attitudes that nearly all of you have to learning. You behave well in lessons and around the school, and attend very regularly.

- You make satisfactory progress in your lessons and reach standards which are above average.
- You are very helpful to others and nearly all of you say that you are very happy in school.
- The school gives good support to those of you who need more help with learning.
- You are learning to lead healthy lives well and feel exceptionally safe at school.
- Teachers ensure you have good opportunities to answer questions and discuss your ideas with each other.
- You have a strong influence in the school to help it run smoothly and improve.
- Older pupils are well prepared to move on to their next school.

We are asking your school to do these things to help you to learn better:

- That your headteacher and others work as well as they can together to make sure that all of your lessons help you to learn as much as possible.
- Make sure that the work given to you is at just the right level so that you can reach even higher standards.
- Improve the opportunities for the youngest children to learn in the outdoor area. You can help by telling teachers if you need harder work.

Yours sincerely

Peter Clifton

Lead inspector

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