

Tribal Education  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
**Direct T** 0845 123 6001  
**Direct F** 0845 123 6002  
**email:** sarah.cartlidge@tribalgroup.com



19 October 2010

Mr I Burrows  
Hatch Warren Junior School  
Gershwin Road  
Basingstoke  
Hampshire  
RG22 4PQ

Dear Mr Burrows

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Hatch Warren Junior School**

Thank you for the help which you and your staff gave when I inspected your school on 12 October 2010, for the time you gave to our phone discussion and for the information which you provided before and during the inspection. Please pass on my thanks to staff, governors and the pupils.

No significant changes to the school context have occurred since the last inspection.

As a result of the inspection on 4 and 5 February 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made:

satisfactory progress in making improvements

and

satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the last inspection, pupils' attainment has remained significantly above average overall. In 2009, attainment in English was better than in mathematics as a result of focused developments at the school. In 2010, attainment remains well above average although the position of subjects has reversed with a sharp rise in mathematics, particularly in the number of pupils gaining Level 5. English results dipped, especially in writing and the proportion of pupils gaining Level 5. Leaders have good awareness of the need to maintain the momentum of improvement while bringing about more consistency in pupils' attainment in both subjects.



Work observed in lessons and in books indicates that pupils are starting to make good progress because of the quality of teachers' verbal and written feedback. Comments help pupils know their next steps in learning and how to improve further. Leaders have good understanding of an apparent dip in the rate of progress in Year 4, based on their monitoring, and have put in place a number of strategies to tackle this. All staff have high expectations of pupils' engagement in learning activities through verbal responses and in recording their work in books. Pupils made more rapid progress when they knew their targets for improvement; targets were referred to and used continuously to check progress and they were expected to alter their written work following feedback. Good practice was observed in one literacy lesson where pupils' initial answers were challenged and extended very well with highly effective questioning. This enabled pupils to produce more powerful writing about overcoming a dilemma. Pupils are motivated and want to learn. They enjoy the opportunities for self- and peer-assessment and say this helps them understand and improve their own work. More opportunities have been planned to engage boys in writing and increase the level of challenge for all pupils. This broad range of initiatives and practice has yet to be embedded across all classes and age groups for consistent impact on pupils' progress.

The governing body has been strengthened with the appointment of additional governors and local authority training. As a result they hold the school to account more, such as bringing about improvements in provision and pupil outcomes. Procedures for safeguarding have improved significantly since the last inspection and are now robust. Governors have a secure process for checking that procedures are followed.

The role of middle managers has been extended since the last inspection with greater emphasis placed on their monitoring, evaluating and improving responsibilities. They have started to undertake detailed analysis of data in their year group or subject to hold staff more to account for pupils' progress. Procedures are in place to identify and share good practices in teaching and learning although practices are yet to be embedded consistently across the school. Staff have good opportunities to be involved in evaluating the school's work and agreeing priorities for improvement. The school development and subject action plans are focused firmly on raising pupils' achievements further. However, not all success criteria and actions are focused sharply on the impact for pupil outcomes, nor is it clear enough how monitoring activities relate to the planned actions and their impact.

The support provided by the local authority and School Improvement Partner has been effective in bringing about positive changes in the role of the governing body and revised procedures for self-evaluation and monitoring functions of senior and middle managers.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

**Judith Rundle**  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in February 2010**

- Increase the rate of all pupils' progress across the whole school.
- Ensure that robust systems for implementing safeguarding procedures are in place and are being carried out.
- Improve the self-evaluation and school development processes, so that middle managers are fully involved to ensure maximum impact on pupils' progress.