

# Hatch Warren Junior School

Gershwin Road, Basingstoke, RG22 4PQ

**Inspection dates** 26–27 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- Teaching is not consistently good and, as a result, not enough pupils make good progress. Too few pupils are working at or above the nationally expected levels in English and mathematics.
- In some lessons, teaching does not sufficiently engage or provide enough support for pupils with special educational needs.
- The work set is not always hard enough for more-able pupils.
- Teachers do not always use all the information they have available to match learning activities to the needs and abilities of all the pupils.
- Pupils do not always have time to respond to teachers marking to help them improve their work.
- Not all teaching assistants are used effectively, and there is insufficient time for teachers and teaching assistants to liaise together about pupils' learning.
- Middle leaders monitor the quality of teaching in lessons but this has not been sufficiently effective to ensure that teaching helps pupils make consistently good progress.

### The school has the following strengths:

- The new headteacher has quickly identified the school's strengths and weaknesses and put in place a wide range of strategies to promote improvement and raise expectations.
- The headteacher's focus on teaching is resulting in an improving picture of teachings.
- The governors have been well aware of the need to improve the school and have worked effectively with the local authority to bring about change.
- The curriculum is well managed and provides a good range of activities which match pupils' needs and interests.
- Pupils behave well, they are keen to learn and feel valued and safe, as well as having a clear understanding of dangers and risks. Attendance is above average.

## Information about this inspection

- Inspectors observed 12 teachers teach 19 lessons, including several joint observations with the headteacher and deputy headteacher. In addition, several short visits were made to lessons including a number of small groups of pupils being taught by teaching assistants. An assembly was also observed.
- Inspectors heard pupils read from Years 4 and 6 and also held meetings with two groups of pupils including the school council. Lunch and break times were also used to talk to pupils around the school.
- Inspectors spoke to the Chair of the Governing Body, other governors, members of the school management team and a representative of the local authority. Inspectors also met with parents and carers at the start of the school day.
- These meetings included discussions about the analysis of data, documented information and records provided by the school, including records of the monitoring of the quality of teaching, the tracking of pupils' progress as well as documents relating to safeguarding children. Inspectors looked at pupils' work in books and consideration was given to both past and present information about pupils' progress.
- The inspectors took account of the responses of 47 parents and carers to the online Parent View questionnaire during the inspection, as well as evidence collected by the school, and of the 14 questionnaires completed by school staff.

## Inspection team

Sarah Jones , Lead inspector	Additional Inspector
David Westall	Additional Inspector
Stephanie Matthews	Additional Inspector

## Full report

### Information about this school

- Hatch Warren Junior School is a large three form entry junior school.
- The headteacher took up her post in April 2013. She also runs Oakridge Junior School. When the headteacher is based at Oakridge Junior School the deputy headteacher runs the school in her absence. The relationship between the two schools is informal.
- The proportions of pupils supported through school action, by school action plus or with a statement of special educational needs are all below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for specific groups including those known to be eligible for free school meals, is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a number of after-school activities, including homework club, gardening club and a range of sporting clubs including football.
- The school has a number of awards including Healthy Schools and Rights Respecting Schools.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to accelerate pupils' progress in English and mathematics by:
  - using data effectively to plan lessons and match learning activities to the needs and abilities of all pupils, especially the more able
  - working closely with teaching assistants to plan and direct appropriate learning activities for pupils with special educational needs
  - providing time for pupils to act on teachers' advice on how to improve their work.
  -
- Strengthen the quality of leadership and management by making sure that:
  - middle leaders' skills in lesson observation and feedback to teachers are improved so that their work has a greater impact on improving pupils' progress
  - middle leaders have the opportunity and confidence to analyse and make good use of pupils' progress information.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement is not yet good because teaching does not always challenge pupils sufficiently. When the work set does not demand enough of them, they learn more slowly. As a result their long-term progress has not been good enough.
- The new headteacher and deputy headteacher have worked hard to raise expectations and increase the level of challenge in lessons. Although their actions are beginning to bring about change, they have not been in place long enough to have a full impact.
- Since the previous inspection, pupils' achievement in English and mathematics has varied across classes, as a result of insufficient tracking and monitoring as well as some weak teaching. Targets have not been set high enough for pupils as they progress through the school, and expectations of the levels they should be aiming for by the end of Year 6 have not been high enough.
- Since the previous inspection, higher-attaining pupils have not made good enough progress. This is because they have often been given the same tasks as everyone else in the class, which has not encouraged them to think and apply their skills to more demanding tasks.
- Lesson observations and examples of pupils' work this year clearly show that pupils are now making better progress than before. For example in a mathematics lesson in Year 6 on estimating and calculations, all pupils were engaged and rose to the challenge presented to them.
- Pupils enjoy reading and they use their knowledge of letters and sounds to read more difficult words. However, pupils report that they would like to be heard reading more often.
- Disabled pupils and those who have special educational needs benefit from good pastoral care. However, their progress requires improvement, in line with other pupils.
- For the small proportion of pupils eligible for the pupil premium, the gap between their attainment and that of other pupils is reducing. The test scores for pupils known to be eligible for free school meals are similar to those of other pupils.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because it is not consistently good across the school. In some lessons the activities are not closely matched to the pupils' needs, especially the more able. The pace of learning in these lessons is often slow and pupils lose interest as a result.
- Data on pupils' progress are not used consistently well enough by teachers and teaching assistants to plan work for pupils which builds on what they already know to support their progress.
- The support for disabled pupils and those with special educational needs is inconsistent. Pupils sometimes work outside the classroom in small groups and sometimes with additional adult support in class. However, work is not always well enough matched to pupils' learning needs. As a result, some pupils do not make as much progress as they should.
- Where teaching is stronger in a significant number of lessons, tasks are well matched to the pupils' abilities and questions are used well to challenge and develop pupils' thinking. In these lessons teachers know what they expect pupils to learn and make sure that the pupils focus on

these outcomes. This was seen in a Year 3 literacy lesson, for example, where pupils were writing pirate stories. They used new vocabulary to create stories which were full of expression. All pupils were engaged and making good progress.

- Teachers have sound subject knowledge and explanations are usually clear to support understanding in the good lessons. However, some introductions to lessons are too long and as a result pupils lose concentration. In good lessons teachers' questioning is often searching to make pupils explain their thinking accurately and carefully.
- Teachers mark work regularly, and provide clear guidance on the progress pupils have made and the next steps to improve their work. However time is not always provided for pupils to act on the guidance provided.
- Parents and carers who responded to the online questionnaire, Parent View, feel their children are taught well at the school. However, inspectors find that teaching requires improvement.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn and behave well in and around the school.
- Pupils behave well. They are enthusiastic about learning and almost all work hard. The school has a welcoming atmosphere and all pupils are made to feel valued and safe.
- Teachers and teaching assistants set a good example of how to respect each other and this contributes to good relationships between pupils. They respect and celebrate each other's achievements and success.
- Pupils interviewed agreed that they enjoy school. They said that most lessons were interesting and that teachers help them with their learning, but that 'sometimes teachers talk for too long and this stops them getting on with their work'.
- When pupils are playing outside, moving around the school or interacting with each other and adults, their behaviour is good and they are polite, friendly and helpful. They are considerate to each other, and have a good understanding of what is right and wrong.
- Behaviour is managed consistently well by all staff, including midday supervisors. Evidence from school records indicates that incidents of poor behaviour are few.
- Pupils with particular behavioural needs are making good progress in managing their behaviour due to good pastoral support from teachers and teaching assistants.
- Pupils feel safe in school. They have a clear understanding of the different types of bullying and say that there is very little bullying. They feel confident that if anything did worry them teachers would sort it out quickly and gave an example of the worry boxes in all the classrooms. This view is supported by their parents and carers.
- Pupils have a good understanding of risk, supported well by the school's input on personal and internet safety.
- Attendance is above average. Efforts to reduce any persistent absence have been effective and the attendance of pupils eligible for free school meals is in line with that of all pupils nationally.

### **The leadership and management require improvement**

- Leadership and management require improvement because the changes the new headteacher have not had time to result in consistently good teaching and middle leaders are not yet fully

effective in raising achievement and improving the quality of teaching.

- The new headteacher has a clear plan for the future of the school. She has set ambitious targets for improving the quality of teaching and ensuring that all groups of pupils make better progress. In the short period of time she has been in post she has brought about considerable improvements to pupils' attitudes to learning and their desire to succeed, and to teachers' expectations of what pupils can achieve. As a result, the school is demonstrating the capacity to improve.
- Systems for tracking and monitoring pupils' progress have been improved and, as result, teachers are now more accountable for the progress of their pupils.
- Middle leaders conduct lesson observations, but have not had a sufficiently strong impact on improving pupils' progress. They are not confident enough in the analysis of data to pinpoint where improvement is most needed.
- Better lesson planning and the process of regular and systematic observations by senior leaders are having a positive impact on the quality of teaching. However this improvement is not consistent across all year groups.
- The school's self-evaluation is accurate and reflected in the right priorities for improvement in the school's development plan. School improvement is mainly led by the headteacher and deputy headteacher. They recognise that the roles of middle leaders require further development to support the ambitious literacy and numeracy targets.
- The headteacher has a clear strategy for the support allocated to pupils eligible for the pupil premium. Progress is carefully monitored to make sure pupils receive the right support.
- External partnerships are a strong feature of the school's work to make sure pupils have experience of the local community. For example, pupils act as sports leaders next door in the infant school and visit elderly residents in local sheltered housing.
- The school provides well for pupils' spiritual, moral, social and cultural development through its broad curriculum with a range of subjects that includes art and music. Pupils have the opportunity to take part in visits and then do follow-up work in the classroom. This was seen in a literacy lesson following a visit to a steam railway when the pupils had played the role of evacuees. Their work showed empathy for Second World War children and their desire to write about their feelings was strong.
- Extra funding for physical education will be used to renew the previously successful sports partnership led by a local secondary school.
- The performance management process is well structured, with good links to overall school targets. Teachers find the process supportive with improving opportunities in place for professional development.
- The local authority has supported the school's programme of professional development to improve teaching and to improve the use of data. The local authority has also worked closely with the governors to strengthen the leadership team, by bringing in an experienced headteacher and deputy headteacher from other schools to provide support and direction to the school.

■ **The governance of the school:**

- The governing body has a very clear understanding of the school's strengths and areas for development and carefully compares the school's performance with that of similar schools. The governing body is very clear on the targets for the school and how these can be met. Governors make sure that statutory responsibilities are met. Safeguarding requirements are fully in place and effective. Governors have a good understanding of the management of teachers' performance and the implementation of 'Teachers' Standards' and how they affect salary progression. Governors are clear on what the school is doing to reward good teachers as well as tackling any underperformance. Governors monitor spending carefully and are aware of how the school is using the pupil premium funding to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness,

especially when holding leaders to account.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116255
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	426451

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Kersley
<b>Headteacher</b>	Diane Charman
<b>Date of previous school inspection</b>	11–12 October 2011
<b>Telephone number</b>	01256 328252
<b>Fax number</b>	01256 363531
<b>Email address</b>	admin@hatchwarren-jun.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

