



# Hatch Warren Junior School

## Inspection report

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Unique Reference Number 116255  
LEA Hampshire

Inspection number 274821  
Inspection dates 14 - 15 June 2005  
Reporting inspector Mrs V Davies

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

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Type of School	Junior	School address	Gershwin Road
School category	Community		Basingstoke
Age range of pupils	7 - 11		Hampshire
			RG22 4PQ
Gender of pupils	Boys and girls	Telephone number	01256 328252
Number on roll	356	Fax number	01256 363531
Appropriate authority	The governing body	Chair of governors	Mrs J Welton
Date of previous inspection	September 1999	Headteacher	Mr I Burrows

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Age group	Published	Reference no.
7 - 11	July 2005	274821

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## **Introduction**

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in consultation paper of February 2004. It was carried out with the support and co-operation of Hatch Warren Junior School and of the local education authority.

The inspection was carried out by three additional inspectors.

## **Description of the school**

This is a bigger than average junior school for children between the ages of seven and eleven. Most pupils join the school after attending the infant school on the same site. Almost all pupils are of white British heritage. Pupils come from a broad range of socio-economic backgrounds including some with considerable economic advantage, and free school meals are well below average. The proportion of pupils with special educational needs is broadly in line with the national figure. The school has faced considerable disruption since Easter 2004 when the whole school had to move into temporary accommodation. The move was followed by an allocated residential trip for Year 6. In consequence revision time for this group was severely curtailed.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

The senior management team, parents and pupils rightly see this as a good school. It provides good value for money and has improved well since the last inspection. Standards in English, science, information and communication technology and art and design are above average.

Behaviour is very good. Pupils enjoy school very much as they are encouraged to show concern for others and to act accordingly. Parents are right to be confident that their children are well looked after and do well at school.

Teaching is good. The headteacher visits classrooms regularly and works with staff to improve teaching approaches. Pupils feel very involved in their lessons. They are clear about their purpose and enjoy the interactive style which is used. They try hard, but are not always neat when recording work in their books. The curriculum is good and includes a good range of clubs, visits and residential trips. The assessment programme is used very effectively to track progress. It includes some innovative practice which should enhance pupils' ability to work with others and to be self critical. Leadership and management are good overall. The headteacher has a clear and ambitious vision for the school. The governors are very aware of the school's current strengths and weaknesses. At present subject leaders are not having much opportunity to develop their subjects in classrooms but have the capacity to do so.

The school is in a very good position to improve its performance. Mathematics is rightly at the top of the agenda and the actions planned are sensible. Similar previous action raised standards in English very well. The new liaison arrangements with the partner infant school should make a significant contribution to the continuity of pupils' learning. The school is recovering well from the upheaval caused by moving into temporary accommodation for a year.

**Grade: 2**

### **What the school should do to improve further**

- Improve standards in mathematics. In doing so, review the strategies and policy for teaching the subject.
- Develop the role of subject leaders so they can work closely with colleagues to raise further standards across the curriculum.

## Achievement and standards

Standards and achievement are average overall. The move into temporary accommodation hindered achievement in tests during 2004. The move was followed by an allocated residential trip for Year 6. In consequence revision time for this group was severely curtailed. Results of national tests for pupils in Year 6 in 2004 were only average in English, mathematics and science, as few pupils reached the higher National Curriculum Level 5. There are now clear signs of improvement and standards are rising. Over the past years, the school placed strong emphasis on raising standards in English so that they are now good. Pupils do well in information and communication technology (ICT) and art and design. More pupils are now reaching the higher National Curriculum level. Skills in English and ICT are used effectively to enhance achievement across the curriculum. However, there is work to do in mathematics where standards are not rising fast enough and remain average.

Pupils' attainment on entry is good and the school builds well on this in Year 3. The school is checking pupils' progress effectively and matching work in English more precisely to their needs. This together with pupils' enthusiasm for learning means they make good progress in English. Despite the school's efforts and some good teaching, progress in mathematics is only satisfactory. The decision to teach pupils mathematics in groups according to their ability has not proved as beneficial as had been hoped. This is because in some classes expectations about presentation are not high enough. Targets set for the number of pupils to meet the expected level of attainment were not met in 2004. They are likely to be met this year. Pupils with special educational needs make good progress towards the targets in their individual education plans because of the effective support they receive.

**Grade: 3**

## Personal development and well-being

Very good attendance confirms that pupils enjoy school. They are friendly and polite and get on with each other very well. Pupils feel valued because they are listened to. In the playground, bullying is dealt with quickly but rarely happens. Pupils feeling left out of break time games can team up with a playground buddy.

The pupils' personal development and well-being is central to the school's purpose. The school has gained a Healthy Schools Award for its promotion of a healthy diet. Pupils are encouraged to think about their own health and safety, for example, before trips and during physical education lessons. Pupils are

made very aware of the importance of rules and are sensitive to wider moral issues particularly related to the environment. In assembly, for example, as well as providing time for spiritual reflection pupils were helped to understand the financial uncertainty which faced farmers who were dependent on certain weather conditions for harvesting their crops.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

The quality of teaching is good and this has a positive impact on pupils' learning. Achievement is now improving. A strength of the teaching is the consistency of approach within and between year groups. Teachers plan effectively, especially in English to meet the needs of all groups of learners, have good relationships with pupils and generally high expectations of their work and behaviour. As a result pupils enjoy learning, behave well and are eager to contribute their ideas in lessons. Pupils are encouraged to work together and they co-operate and collaborate well in pairs and in groups. Teachers are thoughtful about their teaching techniques. In a good lower set mathematics lesson, an effective activity to warm up pupils' mental agility helped them to revise different multiplication methods. They acquired the technique for multiplying whole numbers and decimals successfully and could explain their thinking clearly. However, this was not the case in all mathematics lessons.

Pupils receive very effective feedback about their learning from teachers and their classmates. They are also encouraged to reflect on what they have learned, discuss it with their friends and decide whether they have met their teacher's expectations. Indications are that this is helping pupils to become more aware of how well they are achieving and to become more critical of their work before submitting it for marking. Generally, marking gives pupils a clear idea of how to improve, but this is not always the case. In some classes, especially in mathematics, expectations about the presentation of work are not high enough. This makes it hard for pupils to work accurately.

In most lessons, pupils with special needs are supported well and those of higher ability are set appropriate challenges.

**Grade: 2**

## **Curriculum and other activities**

The school is successful in providing a good curriculum that covers a variety of interesting activities. Effective links between the subjects, especially English, art and design and ICT make learning more meaningful. For example, pupils produced some good interesting work using computers on overlapping patterns in the style of the artist Klimpt. This stems from the much improved arrangements for the teaching of ICT since the last inspection. A wide range of visits and visitors also enhances pupils' learning experiences.

In recent consultations, pupils felt they were not doing enough practical work. In direct response to pupils' views, the curriculum has been extended offering more opportunities for practical and creative activities. This has resulted in some examples of good quality art work on display around the school. Most lessons, except for mathematics, are taught by one teacher to mixed ability class groups. The school provides a very good range of additional activities including a variety of sports, music, drama and other more esoteric activities such as calligraphy. The pupils also produce their own school magazine. Many pupils enjoy these opportunities as they clearly enrich their school experience.

**Grade: 2**

## **Care, guidance and support**

Good quality care, guidance and support mean the requirements for child protection are well established. Staff are experienced in dealing with problems and pupils receive an effective response. The school has few incidents of bullying or harassment, and so pupils feel secure. The school council meets regularly and senior staff are responsive to the points pupils raise. Recently the headteacher, supported by the school council, recommended that charity wristbands should be worn only on Fridays. In consequence pupils acquired a good understanding of how to handle issues affecting the community and to negotiate and to accept a consensus outcome.

Pupils with special educational needs do well as they are identified quickly and given good support in class. Regular monitoring and review of their progress and good links with outside agencies do much to enhance provision.

**Grade: 2**

## Leadership and management

The headteacher, senior staff and governors are committed to achieving high standards in all aspects of their work. They consult parents and pupils about improvements and often act on them. As a result standards in, for example, art and design have risen.

Test results have been analysed as a measure of pupils' progress and efficacy of teaching methods. Action taken to improve standards was successful in English. Changes were also made to the way in which teachers planned their lessons in mathematics. Some pupils made better progress in mathematics, but overall standards did not rise as fast as those in English. Further determined action is taking place. For example, the school is working with its partner infant school on a 'mathematics improvement drive' to promote higher achievement and continuity in learning.

The school evaluates its work very well and plans its improvement programme efficiently. The headteacher and the deputy visit lessons regularly and work closely with teachers to make sure that pupils are receiving lively lessons which help them to do their best. Subject leaders have clearly defined roles. They check books and teachers' plans, and discuss with colleagues and pupils strengths and areas for development. However, they have limited opportunities to observe teaching and to work with colleagues to improve subject skills.

The school has a very good capacity to improve. Governors are knowledgeable and determined to help raise standards. The headteacher and the deputy are analytical and determined to work with their good quality staff to create a school which delivers high standards in all area consistently. Parents are very supportive and together with the pupils are rightly proud of their school.

**Grade: 2**



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## INSPECTION JUDGEMENTS

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16-19</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>	<b>2</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	
The quality and standards in the Foundation Stage	<b>N/A</b>	
The effectiveness of the school's self-evaluation	<b>2</b>	
The capacity to make any necessary improvements	<b>Yes</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	

**ACHIEVEMENT AND STANDARDS**

<b>How well do learners achieve?</b>	<b>3</b>	
The <i>standards</i> reached by learners	<b>3</b>	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>3</b>	
How well learners with learning difficulties and disabilities make progress	<b>2</b>	

**PERSONAL DEVELOPMENT AND WELL-BEING**

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

**THE QUALITY OF PROVISION**

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

**LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>2</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>2</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	

<b>The extent to which schools enable learners to be healthy</b>	<b>Delete as appropriate</b>
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	<b>Delete as appropriate</b>
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	<b>Delete as appropriate</b>
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	<b>Delete as appropriate</b>
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>N/A</b>
Education for all learners aged 14-19 provides an understanding of employment and the economy.	<b>N/A</b>

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Hatch Warren Junior School  
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RG22 4PQ

16 June 2005

Dear Children

We enjoyed our visit to your school and would like to thank all those children who talked to us and shared their work with us. We thought your school was a good one. In particular we were very impressed by how friendly staff and pupils were. Everyone seemed to get on well and enjoy school. By the way we were very impressed by your beautiful building.

Your school does a number of things well and I have listed them below:

- Every year throughout the school your test results show that you are doing well and making good progress, particularly in English.
- You enjoy your education and your parents' letters to us show that they share your warm regard for the school.
- Teaching in your school is good and this leads to enjoyable lessons.
- The school council makes some good suggestions. We were impressed by your request for more practical activities in lessons. We were also very impressed because the school listened to you and did something about it.
- Your school is led well and everyone, including the governors, is committed to doing their best for you.

The purpose of the inspection is to help your school improve. The following points are devoted to those areas where improvement is needed:

- Teachers who are in charge of subjects, such as English and mathematics need to visit classrooms more so that they can share their ideas.
- Standards in mathematics are not as high as in English and you all need to work together to improve this.

Regards

Vivien Davies  
*Lead inspector*