

Hatch Warren Junior School

Inspection report

Unique Reference Number	116255
Local Authority	Hampshire
Inspection number	312233
Inspection dates	4–5 February 2009
Reporting inspector	John Seal HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	353
Appropriate authority	The governing body
Chair	Mr Paul Kersley
Headteacher	Mr Ian Burrows
Date of previous school inspection	14 June 2005
School address	Gershwin Road Basingstoke RG22 4PQ
Telephone number	01256 328252
Fax number	01256 363531

Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

At Hatch Warren Junior, the proportion of pupils eligible for free school meals is well below average. Most pupils come from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average, as is that of those with statements of special needs. The school has achieved the enhanced Healthy School Award and the National ICT Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hatch Warren Junior provides a satisfactory standard of education. There are some good features, which include pupils' personal development and well-being, teaching and the curriculum. The informal pastoral care of the pupils is a strong aspect of the school's work. The school is a very welcoming and caring place for children. Adults make a real effort to get to know the pupils and their families. Parents are very appreciative of the approachability of all the staff. As one parent said, 'Teachers go the extra mile with the children to ensure they are happy in their learning.' Despite these strengths, there are gaps in the school's administrative procedures for safeguarding pupils.

The pupils' progress over their time in the school is satisfactory. This is because their standards of attainment on entry are usually above average and in recent years the results in English and mathematics for Year 6 pupils have been above average. The proportion of pupils who attain above average results is also higher than average, but many girls of above average ability do not reach the standards of which they are capable, and the same is true of boys generally in writing.

The good personal development and well-being of pupils mean they are keen to learn and take part fully in lessons, with a confidence that grows steadily as they get older. Their enjoyment of school is reflected in their good behaviour, good attendance, and enthusiastic participation in musical and sporting activities. Pupils are knowledgeable about healthy lifestyles and how to stay safe.

Teaching and learning are good. All staff work well together as a team and have developed effective and consistent strategies to support pupils' learning. Teachers have good subject knowledge and support practical activities with good questioning. As a result, pupils are beginning to make good progress.

The curriculum is good. It is broad, balanced and relevant to the pupils' needs. The French and music lessons extend the provision well. Pupils' skills in information and communication technology are well developed. For example, pupils are able to access a set of laptops and use technology well in their learning across a variety of subjects.

The headteacher, deputy headteacher and middle managers are aware of the school's priorities. An appropriate school development plan outlines these, but what the school expects pupils to achieve is not made specific enough. The school is developing its monitoring and data analysis systems, and most staff are aware of pupils' assessment information and set challenging individual targets, which now support pupils in making even better progress. As a result, the school's capacity for improvement is satisfactory. The school has strong links with outside agencies, other schools and community groups, and the school's development of community cohesion is therefore good.

What the school should do to improve further

- 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.

A small proportion of the schools whose overall effectiveness is judged satisfactory which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Attainment in 2008 was above average, but the progress pupils made was satisfactory. In the past, pupils in Years 3 and 4 made slower progress than those in Years 5 and 6. This meant that the older pupils had to make up more ground to attain nationally expected standards. A higher than average proportion of pupils did reach nationally expected standards because of their innate ability and the faster progress in the older year groups. The school now has effective strategies to identify the pupils in Years 3 and 4 who require some support to keep up. Current data indicate that they are now making at least satisfactory progress from the start, and that the older pupils are beginning to make good progress. It is too soon to gauge whether the impact of the school's recent work will maintain the increased rate of progress enough, but early indications are promising. The few pupils with learning difficulties and/or disabilities make satisfactory progress because of efficient identification of them and appropriate small-group support.

Personal development and well-being

Grade: 2

Good spiritual, moral, social and cultural development is seen in the mutual respect between pupils, and between staff and pupils. Pupils feel secure and behaviour is good because of their positive attitudes to learning. This, in turn, is reflected in pupils' polite and cooperative attitudes, and their real sense of concern for anyone who is troubled. Attendance is above average. Pupils are well aware of how to stay safe, and know how to seek help if needed. Pupils play a good part in the school community, often raising impressive sums for charities. Through the school council, peer mentor scheme and recycling committee, they have very good opportunities to develop a sense of pride in their community and to contribute to the work of the school. For example, the playground facilities were improved in light of the council's suggestions. They have good opportunities to work independently and collaboratively in lessons, which help them to develop teamwork skills. Older pupils design and publish a magazine, which they sell to the school community. They also work with a local company on a building competition; this develops their future economic skills well.

Quality of provision

Teaching and learning

Grade: 2

Many lessons keep up a good pace and teachers use their questioning skills effectively. Consequently, the majority of pupils now make good progress. However, when lessons do not match what pupils are capable of, progress slows. Teachers are developing their assessment skills, and in the most effective lessons pupils are encouraged towards independent learning through self-assessment and working with partners. All teachers demonstrate good subject knowledge in literacy and numeracy, and use challenging subject vocabulary appropriate to pupils' ages and learning needs. Identification of pupils with additional learning needs is prompt. There is good additional support within the classroom from learning support assistants. After

accurate identification of need, pupils are formed into small groups and withdrawn to work on specific intervention programmes with a learning support assistant or the special educational needs coordinator. The special educational needs coordinator reviews these pupils' progress in achieving targets twice yearly. As a result, they make satisfactory progress.

Curriculum and other activities

Grade: 2

Although subjects are taught separately, the curriculum is organised to take advantage of links between areas of learning. Specialist teaching in French and music is a strength of the school. During their work on ancient Egypt, pupils performed their own compositions linked to the topic. A regular programme of speakers and visits enriches the curriculum. These include the Indian dance workshop, which contributed to work in art, geography and religious education. The school offers a wide variety of well-attended after-school clubs such as multi-sports, chess and choir.

Care, guidance and support

Grade: 3

Pupils say they can talk to any member of staff if they have a problem. The confidentiality provided via the 'Worry box' means that sensitive issues can be discussed in private. Well-established procedures help pupils settle quickly into school, with additional support for vulnerable pupils, who are included in all aspects of school life.

Academic guidance has improved and is satisfactory. Teachers have improved their tracking and assessment procedures so that it is easier to identify pupils who need extra help or who are at risk of underachieving. Pupils are becoming more actively involved in this process.

The school is aware of the administrative gaps in its safeguarding procedures and it is taking suitable actions to rectify them.

Leadership and management

Grade: 3

The school has appropriate procedures for monitoring and evaluating teaching and pupils' progress, which support effective teaching across the school. Following the appointment of a number of new teachers just over a year ago, senior managers have effectively ensured that there is a whole-school approach to lesson planning, target setting and leadership of year groups, but this is yet to have full impact on all pupils' progress over time. The school sets suitably challenging individual targets for most pupils within lessons and year groups, but the overall attainment targets for English and mathematics at the end of Year 6 are not ambitious enough to match the capability of many of the pupils. Governors have regular and businesslike meetings. However, they do not rigorously hold the school to account. Consequently, the monitoring of safeguarding procedures and practice is inadequate. The school is working hard to ensure that systems and checks are robust.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

25 February 2009

Dear Pupils

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

Thank you for your warm and friendly welcome when we visited your school. We found it very enjoyable to see you in your lessons, around the school and playing in the snow!

During our visit, we saw many good things going on. Your headteacher and staff are working hard to make your school an interesting place to be. Many of your lessons help you learn a lot, and they are enjoyable. Some of you could learn even more, especially some girls in English, maths and science and boys in writing. You behave very well and look after each other. We were particularly impressed with your school council, which has helped improve things in the school.

We have talked with the staff and governors about the three things they are going to be working on; they should:

- check that teachers help and challenge everyone in their class to learn more quickly in order to achieve the very best for themselves
- make sure that the school keeps you safe by checking its office records carefully
- improve the school plan so that it explains how it is going to help you all learn even more, both now and in the future.

We hope that you can help the school become even better. It may help if even more of you tell your teachers when their lessons are helpful. Keep on behaving well, looking after each other and working as hard as you can.

Best wishes for you and your future.

Yours faithfully

John Seal

Her Majesty's Inspector