

Hatch Warren Infant School

Inspection report

Unique Reference Number	116137
Local Authority	Hampshire
Inspection number	338732
Inspection dates	28–29 June 2010
Reporting inspector	Keith Sadler

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	Jane Sanderson
Headteacher	Michelle Moore
Date of previous school inspection	13 July 2007
School address	Gershwin Road Basingstoke RG22 4PQ
Telephone number	01256 350313
Fax number	01256 869638
Email address	paula.fisk@hatchwarren-inf.hants.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons were seen and 11 teachers and early years practitioners were observed. The inspectors held meetings with governors, staff and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan, school leaders' monitoring records and also pupils' work. In addition, 91 questionnaires from parents and carers were analysed and their responses taken into account.

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

- Pupils' progress in writing.
- How well assessments are used.
- The strength of children's progress in the Early Years Foundation Stage.

Information about the school

Hatch Warren is an average-sized infant school that shares a site with its junior school partner. Most of the pupils live in the immediate vicinity. Most pupils have White British backgrounds. The number of pupils that have special educational needs and/or disabilities, mainly moderate learning disabilities, is below the national average.

The school has gone through some changes in senior leadership since the previous inspection. The previous substantive headteacher was seconded from the school on two occasions and left the school in December 2008. There was an acting headteacher for the spring term of 2009, during which time a new headteacher was appointed. She took up her post on a full-time basis from September 2009 though she attended the school for two days a week during the summer term of 2009 with the deputy headteacher as acting headteacher for the remaining three days each week. The school has gained Activemark and has had National Healthy School Status since March 2010.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hatch Warren is a good school. It is on an upward trend and has some significant strengths. The new headteacher, ably assisted by the deputy headteacher, provides inspirational leadership and has ensured that the school's provision and pupils' progress is good. This is because the senior leaders have carefully reviewed teaching and learning and have developed an exceptionally accurate picture of what needs to be improved. They have then very effectively tackled the well-founded priorities that have been established. The staff work very closely together as a team and all the adults, including the governors, share the headteacher's vision and commitment to making the school even better. Consequently, the school is very well placed to build on its positive features and has a good capacity to improve further. Parents and carers are unanimous in saying that they are happy with their children's experiences at the school and many wrote effusive positive comments about how happy they are to have selected the school for their children.

Children get off to a good start in the three Reception classes from starting points that are usually in line with the skills and abilities expected for their age. Teaching and learning are good and this aids the children's good progress, with the majority attaining the expected goals when they enter Year 1. Previous miscalculations, particularly in the assessment of children's communication, language and literacy skills, have been corrected and staff now develop a good all-round picture of children's achievements. Even though there have been some improvements to the outdoor learning area, the school recognises that there is a need for shade and cover and also a strengthening of resources to enable children to learn effectively across all areas of learning in the outdoor space. Pupils make good progress in Years 1 and 2 which leads to attainment that is above average and improving each year. Progress is particularly strong in reading. In writing, progress is now good and the previous weakness in the progress of pupils of average ability has been successfully addressed to such an extent that current Year 2 pupils attain almost as well in writing as in reading and mathematics.

Provision is of good quality and there are strengths particularly in the care, guidance and support that pupils receive. This is outstanding and results in pupils who enjoy school, behave well both in lessons and around the school and have positive attitudes to learning. Pupils and their parents and carers say that they feel outstandingly safe in school because they know that they can rely on all the adults to help them should they feel upset or concerned. Teaching is usually good and is sometimes outstanding. Teachers manage pupils' behaviour well, ensuring that there are good relationships in all the classrooms. Many teachers provide lively and engaging introductions and provide interesting and challenging tasks that capture the pupils' interest well. This helps them

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to want to learn. However, there are some inconsistencies in teaching. It would be even better if, on occasion, teachers did not spend too long on introductions to tasks. In addition, teachers do not always make sure that assessments are used sufficiently well to provide a good challenge for all groups of pupils.

What does the school need to do to improve further?

- By January 2011, improve the resources for the outside area of the Early Years Foundation Stage in order to:
 - enable all six areas of learning to be fully provided for
 - provide shade and cover to enable children to learn during inclement weather.
- Make teaching and learning more consistently good by:
 - ensuring that teachers' introductions to lessons limit the length of time that pupils have to sit and listen
 - making better use of assessments of pupils' previous work in order to provide challenge in subsequent tasks.

Outcomes for individuals and groups of pupils

2

Observations of lessons during the inspection confirm the school's view that all groups of pupils make good progress regardless of their background or ability. In almost all lessons, teachers' high expectations of pupils are rewarded because the pupils relish the challenge evident in the good quality tasks that are provided. As a result, progress in lessons is good. The school's focus on strengthening progress in writing is paying dividends, particularly for middle ability pupils. Almost all now achieve well. The carefully considered individual programmes for pupils with special educational needs and/or disabilities result in them making good progress. The effective work of the teaching assistants in particular enables these pupils to achieve well.

The excellent provision for their care, guidance and support results in pupils making strong and effective progress in their personal development. Staff are successful in developing the pupils' social skills by ensuring that there are many opportunities for them to work collaboratively. The strong and positive moral code, evident throughout the school, helps pupils to become confident and have high self-esteem and a clear understanding of right and wrong by the time they leave the school. Pupils make a good contribution to the school community and enjoy the opportunities to take responsibility. For example, pupils enjoy acting as guides around the school for visitors. There are influential class councils who report to the school council. Currently, the pupils are very involved in the discussions to develop the playground. The pupils' adoption of healthy lifestyles is evidenced in the school recently gaining National Healthy School Status and also the commitment to sporting activities which enabled the school to gain the Activemark.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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?

The school presents as a bright and attractive environment in which the staff work hard to develop a positive learning environment. Classrooms are resourced well and the recent improvement in provision for information and communication technology (ICT) equipment in particular has boosted opportunities for pupils' learning across many subjects. In the most effective lessons, there are clear learning objectives and pupils have an excellent understanding of what they need to do in order to succeed. Success criteria are used particularly well. In a very good literacy lesson, for example, the teacher successfully drew from the pupils the key characteristics of letter-writing and these became the success criteria for the pupils' work. These were then used for pupils to check each others' writing as a 'teacher'. This excellent practice helped these pupils to become more independent and confident learners. Adults' high expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating positive relationships in which pupils feel secure and this contributes well to both the pupils' good progress and also their enthusiasm for learning.

The curriculum is of good quality. It promotes pupils' basic skills of literacy, numeracy and ICT well. The refinements for promoting writing skills are having a positive impact. There has been a re-vamping of the timetable, for example to provide more time for writing activities. A full review of the literacy programme has resulted in a more structured approach being taken for the teaching of writing. These improvements have

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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also had a positive impact on pupils' reading, speaking and listening skills. The curriculum is enriched well by a good range of visits and visitors. The school rightly recognises that these new arrangements now need to bed down over a period of time. The excellence of the arrangement for the care, guidance and support for pupils is not only evident in the everyday routines but also in the strength of provision for children with particular needs. For example, specialist teaching assistant support is provided for those who are vulnerable or who have emotional difficulties.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

It is not just the excellence of the headteacher that has ensured that the school has built well on the many strengths found at the last inspection. The senior leadership team is highly effective and they work in close collaboration to provide excellent direction for the school. All the teaching staff are closely involved in monitoring the school's work, which they do with enthusiasm and skill. The school's self-evaluation is accurate and comprehensive.

The effective governing body is fully involved in the process of evaluation and supports and challenges the school well, although they recognise that they need to be more systematic in their checking of provision. The school welcomes and works with pupils whatever their individual needs, helping each one to benefit equally from all the school provides. This is underpinned by an outstanding and robust equalities and diversity policy that is lived and breathed by all the staff and effectively challenges any potential discrimination. The school is a cohesive community and senior staff strive to ensure that pupils make a strong contribution to the local community and gain a wider understanding of the world. A good quality plan and clear actions are in place to promote pupils' understanding of the locality very well and is particularly strong in promoting understanding of the many different faiths represented in the school. The outstanding arrangements for ensuring children's safety ensure that they are protected exceptionally well, with great care being taken at all levels to ensure that all aspects of best practice in child protection are in place.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy their year in the Early Years Foundation Stage. The three classrooms provide a welcoming environment for the children and the staff work closely as a team and ensure that the children's welfare is promoted well. This caring approach, when linked to the staff providing a good role model, ensures that children thrive in their personal, social and emotional development. Their behaviour is good, relationships are outstanding and the children thoroughly enjoy all that is provided for them. Interesting learning opportunities such as a book week, and 'Funny bones' fuels children's desire to learn to write. However, there has been a problem in the quality of assessments made in the children's communication, language and literacy skills. This has now been addressed and the staff are much more accurate in their evaluations and this is helping children to progress. A good balance is provided between activities that are directed by the adults and those that the children choose for themselves. However, the paucity of resources in the outside area means that staff are unable to plan successfully for all six areas of learning in this space. Overall, all groups of children achieve well and make good progress in their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Parents and carers who responded to the inspection questionnaire are overwhelming in their support of the school. They are unanimous in saying that their children enjoy school, they are kept informed about their children's progress, teaching is good, children are well prepared for moving along to the juniors and overall, they are happy with the experiences that the school provides for their children. Many parents and carers made fulsome and positive comments regarding all aspects of provision and the children's progress. Inspection findings confirm the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hatch Warren Infant School 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 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	79	19	21	0	0	0	0
The school keeps my child safe	68	75	22	24	1	1	0	0
The school informs me about my child's progress	53	58	38	42	0	0	0	0
My child is making enough progress at this school	62	68	27	30	2	2	0	0
The teaching is good at this school	69	76	21	23	0	0	0	0
The school helps me to support my child's learning	57	63	32	35	2	2	0	0
The school helps my child to have a healthy lifestyle	61	67	30	33	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)	61	67	29	32	0	0	0	0
The school meets my child's particular needs	53	58	33	36	3	3	0	0
The school deals effectively with unacceptable behaviour	45	49	43	47	2	2	0	0
The school takes account of my suggestions and concerns	49	54	39	43	3	3	0	0
The school is led and managed effectively	56	62	33	36	1	1	0	0
Overall, I am happy with my child's experience at this school	65	71	25	27	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



5 July 2010

Dear Pupils

Inspection of Hatch Warren Infant School, Basingstoke RG22 4PQ

Thank you for making us so welcome when we came to inspect your school. We thoroughly enjoyed talking with you and finding out about how much you enjoy school and learning. We agree with you and your parents and carers that yours is a good school. You enjoy lessons, behave well, have very positive attitudes and you make good progress in your learning. We agree with you when you told us that you thoroughly enjoy using all the new computers that are available for you because this helps your learning. All the adults do a good job. Your teachers provide you with good lessons that challenge you and make you think and work hard. Everyone makes sure that you are cared for exceptionally well and this helps you to feel very safe in school. The staff also make sure that you are protected very well and your health and safety are always at the forefront of their minds. You have lots of interesting things to do in school and we know that you enjoy the many visits that you make out of school

Your new headteacher has made sure that all the staff work closely together and she is doing an excellent job. She is supported very well by your deputy headteacher and all the staff to make sure that they have a very good understanding of how well you are doing. This helps them to make sure that any improvements that are made will help to ensure that you make even more progress!

Even in a good school like yours, there are things that can be improved. We have asked your headteacher and governors to make sure that the outdoor area in the Reception classes is improved by having some shade and more activities for you to do. We have also asked for all the teaching to be as good as the best by teachers making good use of their assessments of your work so they give you exciting and challenging new tasks to do. We have also asked them to make sure that introductions to lessons are not too long.

We hope that you continue to enjoy your education.

Yours sincerely

Keith Sadler

Lead inspector

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