

School report

Keep Hatch Primary School

Ashridge Road, Wokingham, Berkshire RG40 1PG

Inspection dates

9–10 October 2018

Overall effectiveness

Good

Effectiveness of leadership and management

Good

Quality of teaching, learning and assessment

Good

Personal development, behaviour and welfare

Good

Outcomes for pupils

Good

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since their appointment in May 2017, the executive headteacher and headteacher have continuously improved the quality of education at the school through robust action.
- Governors hold the school to account vigorously. They provide effective challenge and support for school leaders.
- Leaders have a detailed knowledge of the school's strengths and weaknesses and evaluate its performance accurately.
- Leaders work well with teachers to improve the quality of teaching so that it is now typically good. However, leaders recognise that there are inconsistencies across the school in mathematics teaching, particularly in teachers' subject knowledge.
- Procedures to monitor pupils' progress have been sharpened. As a result, progress information is now far more accurate.
- Pupils enjoy their learning. They behave well in lessons and around the school. They are polite and respectful to both adults and each other. They say that they feel safe in school.
- Leaders have ensured that the curriculum is broad, balanced and accessible to all.
- Teachers are supported well. They are appreciative of the opportunities provided to strengthen their skills in teaching and leadership.
- Teachers generally match work to pupils' abilities. Occasionally work can lack challenge, especially for the most able pupils.
- Phonics teaching is good. The proportion of pupils achieving the expected standard in 2018 was above that found nationally.
- The work of leaders has improved outcomes for pupils to be good. Most pupils currently at the school, including those who are disadvantaged, are making strong progress from their starting points.
- The provision for pupils' personal development and welfare is good. It helps pupils to explore and understand cultural differences.
- Parents are highly supportive of the school. They recognise the positive changes already brought about by the present leadership team.
- Children in early years make good progress throughout the year. However, they do not develop their writing or number work as well as they could. Plans are in place to address this.

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