

Inspection of Hatchell Wood Primary Academy

Plumpton Park Road, Bessacarr, Doncaster, South Yorkshire DN4 6SL

Inspection dates: 23 and 24 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This school is rightly proud of the caring and nurturing environment it provides for its pupils. Pupils talk with enthusiasm about the 'embrace' curriculum that includes a wide range of experiences that promote pupils' personal development, including Forest School and 'smart seven' skills. Leaders are ambitious in what they believe all pupils can achieve. Pupils blossom under these expectations.

Leaders ensure that pupils learn about respect, tolerance and diversity. Pupils are confident to talk about how they should treat each other and this is reflected in their behaviour. Positive relationships between pupils and staff are clearly evident. Pupils trust that staff care about their well-being and value their opinions. They are confident that bullying is rare and that members of staff treat any reports very seriously. One pupil said, 'If something's wrong, it matters'.

Leaders value the importance of mental health and well-being. This is evident in conversations with both pupils and staff. Staff feel valued and well supported by leaders with regard to workload. They describe it a 'special community to be part of'. Older pupils value the role of 'well-being champions'. They are trained to help pupils play well together. These champions also fundraise to purchase resources that will benefit the school community.

What does the school do well and what does it need to do better?

Leaders have prioritised early reading, and teaching staff are well trained in this area. Leaders have ensured that the books pupils take home carefully match the sounds they have learned. Early readers are well supported by staff to ensure that they keep up and do not fall behind. Leaders are embedding a love of reading across the school. Pupils in all year groups enjoy 'book talk' lessons where they engage with a wide variety of genres. Pupils are keen to talk about what they are reading for pleasure and their favourite kinds of books.

In other subjects, leaders have thought carefully about what they want pupils to learn. The curriculum is ambitious and planned logically from Reception to Year 6 so that pupils' understanding can build over time. For instance, in Reception, children learn about materials being magnetic, preparing them for science in key stage 1. Teachers are delivering this challenging curriculum in lessons with a focus on pupils' vocabulary and language. Staff have high expectations for all pupils. For example, in Reception, teachers insist that children speak in full sentences and encourage ambitious vocabulary. However, sometimes, teachers do not regularly check what all pupils know. This means that gaps in knowledge and misconceptions are not always addressed quickly enough.

Pupils with special educational needs and/or disabilities (SEND) are supported in lessons to access the curriculum. Leaders identify pupils with social, emotional and mental health needs quickly. They then put comprehensive support in place to

ensure that these pupils can access the curriculum effectively. Leaders are in the process of broadening their identification of a wider range of learning needs.

Pupils' behaviour is calm and orderly around school. They play well together and show respect for each other. Staff use a praise system to recognise positive behaviour and attitudes. Each week, staff reward pupils who have demonstrated particular 'smart seven' skills. Pupils with SEND are given individual support to help them manage their emotions and behaviour. These pupils speak positively about how this helps them to make good choices.

Leaders' commitment to the personal development of pupils is a considerable strength of the school. Leaders have planned what pupils will learn that goes beyond what is outlined in the national curriculum for relationships education, so that pupils are well informed about important issues. Pupils enjoy the 'big debate' where they consider their own and others' opinions on complex issues, including politics and ethics. They engage in challenging topics in a responsible manner. Pupils talk articulately about discrimination and equality. They understand how these concepts apply to their lives and why they are important.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding issues thread through the curriculum. For example, staff use the online safety curriculum to teach pupils how to keep themselves safe in a range of digital settings. Pupils can talk sensibly about the risks online and how to avoid them.

Leaders increased the number of safeguarding trained staff during lockdown. This large team tracks vulnerable pupils closely. In addition, leaders work well with colleagues from external agencies and provide targeted support to some families. Staff are clear on how to identify pupils who may be at risk. There are robust systems in place for them to report those concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers are not systematically checking what all pupils know. This means that gaps and misconceptions are not always identified quickly. Leaders should ensure that, in lessons, teachers are regularly checking what all pupils have learned.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145080
Local authority	Doncaster
Inspection number	10212087
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	Board of trustees
Chair of trust	Peter Haynes
Headteacher	Jeremy Harris
Website	www.hatchellwood.com
Date of previous inspection	Not previously inspected

Information about this school

- The school is a larger than average-sized primary school. The number on roll has increased since the previous inspection.
- The school does not use any alternative provision.
- The school runs a breakfast and after-school club on site.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education and science. For each of the deep dives, inspectors spoke to subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors met with a range of leaders. They met with the chief executive officer of the trust. They also met with representatives from the local governing body, including the chair and the vice chair.
- Inspectors met with leaders responsible for safeguarding. They scrutinised documentation and checked logs of actions the school has taken to keep pupils safe. The single central record was checked. Inspectors spoke with a wide range of staff and pupils regarding safeguarding procedures.
- Inspectors met with leaders responsible for personal, social and health education and the school's embrace curriculum.
- An inspector visited breakfast club and spoke with staff and pupils.
- The inspection team scrutinised a wide range of documentation, including the school's website, minutes of governors' meetings, the school's self-evaluation and improvement plans, external reviews, personal, social and health education curriculum planning and records of bullying, behaviour incidents and suspensions.
- Inspectors considered the 37 free-text responses to the Parent View online questionnaire and spoke to parents on site.

Inspection team

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