

Inspection of a good school: Hatch Ride Primary School

Hatch Ride, Crowthorne, Berkshire RG45 6LP

Inspection dates:

17 and 18 May 2022

Outcome

Hatch Ride Primary School continues to be a good school.

What is it like to attend this school?

Hatch Ride is a caring and happy school. Pupils and staff love being part of the close-knit, supportive community. They value each other and welcome individuality. Pupils behave exceptionally well and play together harmoniously. Bullying is rare but, if it does occur, it is dealt with quickly and effectively.

Pupils are eager to learn because teachers make lessons engaging and motivating. Pupils rise to leaders' and teachers' expectations and make good use of the support they are offered. Pupils, staff, parents and carers appreciate the wonderful grounds at Hatch Ride and make creative use of these.

Pupils enjoy the many extra-curricular activities on offer, such as the chess club, choir and recorders. They are very fond of the rescue chickens and enjoy reading to them. Healthy Mind Week was running during the inspection and pupils were enjoying and learning from the many activities arranged for them.

Leaders are ambitious for pupils to succeed academically and personally. They communicate this successfully to parents. Parents are very positive about the experiences their children have. One parent summed up: 'I cannot express how happy we are with the standard of education and care at Hatch Ride.'

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

Leaders and teachers are passionate about pupils learning to read. The recently introduced phonics programme builds on previous learning. Staff confidently and expertly ensure that pupils swiftly learn to read fluently. Any weaker readers receive the right support to help them catch up, while maintaining their excitement in stories and books. All pupils enjoy being read to by their teachers; however, some older pupils are less engaged when reading alone.

Leaders are in the process of devising an ambitious curriculum that develops pupils' knowledge in a systematic manner. Some areas, including English and mathematics, are

well established and teachers ensure that new learning builds on what pupils have learned before. For example, pupils in Year 2 are quick to apply their previous learning around number sequencing, direction, fractions and the five times table to their new learning about telling the time.

Leaders know that the curriculum is not as well developed in some foundation subjects. In these subjects, although there are some well-planned and engaging sequences of lessons, leaders have not yet fully considered and sequenced the knowledge and skills that pupils will learn over time. As a result, learning is not consistently built on throughout the school. Leaders are rapidly establishing improved sequences of learning that build on pupils' previous knowledge towards a clearly defined end point. This work has been unavoidably slowed by the COVID-19 pandemic and by staff absence more widely.

Staff are well trained to identify pupils who are falling behind. They are quick to seek advice and then work closely with the special educational needs coordinator to put in place appropriate interventions. Staff who support individual pupils show sensitivity to their needs and also provide opportunities for pupils to develop their independence and resilience.

Children in early years get off to the best possible start. They are well supported by an enthusiastic and skilled team of adults. They are keen to share their learning about understanding the world and use advanced vocabulary to explain climate and its impact on plants and growing. In the English and mathematics, the children's sound understanding is built upon throughout the school. This allows children to make rapid progress in these areas.

School leaders are supported by a passionate local governing body. Governors know that COVID-19 has stalled improvement in some areas of the school but proudly recognise the dedication and hard work of senior leaders during these times. Governors have a good grasp on where the school is in terms of development and are keen to support leaders further.

The use of clear expectations and routines ensures that all pupils behave well. Where pupils find this more difficult, behaviour plans and support are in place to help them to regulate and be ready to learn. Low-level disruption is rare. The vast majority of pupils focus in class and engage with the learning. Pupils recognise that when inappropriate behaviour does occur, adults will sort it out and parents will be informed.

Leaders plan carefully for pupils' wider development. Pupils learn to respect and care about others through their involvement in whole-school activities, such as sharing assemblies and through collecting for national and local charities. Pupils are taught to understand right from wrong and are keen to make sure everyone is included.

Staff are happy at Hatch Ride. They have formed a strong team and are very complimentary about leaders' support in managing their workload and supporting them professionally and emotionally. Staff are proud to work at this inclusive, caring school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority at Hatch Ride. Adults receive appropriate training and understand that it is everyone's responsibility to keep pupils safe. Pupils are confident that they would talk to a staff member if they had a problem or a worry. Pupils know how to keep themselves safe, including when they are online.

The school has well-trained safeguarding leads who support staff in identifying pupils who need help and ensuring that appropriate checks on adults are completed. When required, appropriate external agencies are contacted to secure help for individual pupils and their families. Leaders are rigorous in ensuring that any referrals are followed up in order to protect the pupils in their care.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A systematic sequence of learning is not yet being consistently implemented to the high standard leaders intend across all subjects. This leads to some repetition and pupils not always having opportunities to make connections or build securely upon previous knowledge. Leaders need to continue their work to ensure the full implementation of a planned and sequenced curriculum that builds securely on what has been taught from early years and throughout the school. For this reason, the transitional arrangements have been applied.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since the school joined the Corvus Learning Trust. This is the second section 8 inspection since we judged the predecessor school, Hatch Ride Primary, to be good in February 2013.

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	145284
Local authority	Wokingham
Inspection number	10226995
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	205
Appropriate authority	Board of trustees
Chair of governing body	Mrs Helen Thompson
Headteacher	Ms Jo Sparrowhawk
Website	www.hatchride.wokingham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hatch Ride Primary School academised in January 2018 and joined the Corvus Learning Trust.

Information about this inspection

- This was the first inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the school leaders, different subject leaders and a range of staff and pupils.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with representatives from the local governing body, including the chair of governors. She also met with the chief executive officer of the Corvus Learning Trust.

- The school's safeguarding arrangements were reviewed. This included safer recruitment checks and record-keeping, as well as speaking to pupils and staff.
- The inspector also reviewed a range of documents, including the school's self-evaluation and school development plan and information about the school's curriculum.
- The inspector took into account responses from Ofsted's online survey, Parent View, including free-text comments. In addition, responses to Ofsted's staff survey were considered and responses to Ofsted's pupil survey. The inspector also considered the views of pupils by speaking to them throughout the inspection.

Inspection team

Tracy Good, lead inspector

Ofsted Inspector

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