

Inspection of Hatchside School

Aldborough Road North, Newbury Park, Ilford IG2 7SR

Inspection dates: 26 to 27 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005
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The headteacher of this school is Lara Parr, who is also the chief executive officer. This school is part of Astrum Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Davide Cason.

What is it like to attend this school?

Staff take the time to get to know the pupils well and build positive working relationships. When children begin in the Nursery, or if pupils join the school part way through their primary education, careful planning enables them to settle quickly. Pupils trust the adults they work with, and this helps them to feel safe in school.

The school has high expectations for all pupils and is working effectively to establish these aspirations through recent changes to the school's curriculum. Leaders are reflective and identify where aspects of the school's work need further strengthening.

Pupils' behaviour is calm. Pupils are encouraged to think positively about themselves, and to understand and respect the cultures and backgrounds of others

in their school. During weekly event days, pupils' achievements, such as 'wow' moments, are celebrated and cultural differences of pupils and staff are explored.

Parents and carers appreciate the communication they receive from the school. They said that the opportunities to come into school, to meet other parents and to understand how they can support their children's learning at home is helpful. One parent typically commented, 'I will forever be grateful to this school. They work hard every day to provide the best care for all the children.'

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

The school has designed a curriculum that is ambitious. Generally, the curriculum builds on what pupils know and aims to enable pupils to retain key knowledge and skills. The curriculum is further personalised to ensure that learning meets pupils' specific needs. Therapists and teachers, including those in the early years, set personalised termly and daily learning goals. The school's curriculum has been in place a short time and is already showing some positive impact on pupils' achievement.

The school has systems in place to check pupils' understanding. These are routinely used by staff to understand what progress in learning the curriculum pupils have made. Staff find solutions to help pupils to secure their learning where needed. However, some pupils' learning goals are not personalised as precisely. This means that sometimes it is less clear what exactly each pupil should already know or needs to learn next, to be able to know and do more.

The school's therapy team works alongside staff to share expertise and to devise therapeutic plans to meet pupils needs. These plans help inform adults about how each pupil communicates and how to manage their sensory needs. On occasion, staff do not routinely model or use communication resources as outlined in plans. This means that sometimes pupils are not helped as effectively to make themselves understood, or do not understand as easily what staff are saying to them.

Reading is prioritised across the school. Children in early years, explore the sounds letters make through songs, rhymes and in their play. When pupils are ready to learn phonics, they are taught through a systematic approach. Staff, including the therapy team, reinforce sounds across the school day. Adults read to pupils enthusiastically and pupils enjoy being read to.

Pupils are typically engaged in their learning. Any behaviour that disrupts learning is dealt with calmly by staff, who do not raise their voices. However, occasionally pupils are unsure of expectations or what they need to do next when staff do not communicate routinely clearly.

The school provides opportunities for pupils to develop their interests and extend their learning. For example, recent visitors to the school have included actors who performed a pantomime and a mobile farm, which bought farm animals. Recently,

the school has begun to organise a few outings to places of interest in the community.

The school is tenacious in ensuring that pupils attend regularly. If attendance rates fall below expectations, they work with parents to find ways to help pupils to attend school every day. The school hosts regular coffee mornings and provides helpful information to support families.

The trustees and the governing body work together to assure themselves of the quality of the school's work and challenge leaders. They visit the school regularly to check the school's attendance and safeguarding practices. Trustees and the governing body's understanding of the schools personalised curriculum is not as strong and their oversight of this aspect of the school's work is not as routinely secure.

Staff are proud and are overwhelmingly positive about working at this school. They said that leaders are supportive and considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some instances, pupils' learning is not personalised as precisely as it could be to meet their needs fully. This means that sometimes, pupils' learning does not build on what they already know in a logical sequence. The school should sharpen and refine goal setting and ensure that all pupils' learning is tailored to their specific learning needs.
- Sometimes, the school's ambitious intentions for the curriculum, pupils' behaviour, and communication are not securely implemented in practice by all staff. The school should ensure that all staff have the resources and expertise needed to strengthen communication, support behaviour and implement the curriculum as intended.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148240
Local authority	Redbridge
Inspection number	10293315
Type of school	Special
School category	Academy free school
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	Board of trustees
Chair of trust	Davide Cason
Headteacher	Lara Parr (executive headteacher) Vicky Mummery (head of school)
Website	www.hatchside-school.org
Date of previous inspection	Not previously inspected

Information about this school

- Leaders do not make use of any alternative providers.
- The school is registered for children aged two years upwards. At the time of inspection, no two-year-old children were on roll.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, communication, mathematics, and personal, social and health education. To do this, they met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and

looked at samples of pupils' work. Inspectors also considered the curriculum in other subjects as part of this inspection.

- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with senior leaders, teachers and the wider school team.
- Inspectors met with the chair of trustees and other trustees. Inspectors also met with the chair of the governing body.
- Inspectors also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Kieran Bird, lead inspector

His Majesty's Inspector

Diane Rochford

Ofsted Inspector

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