

Inspection of Hogarth Primary School

Riseway, Brentwood, Essex CM15 8BG

Inspection dates:	1 and 2 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher is Robert Watson. The school is part of Discovery Educational Trust, which means other people in the trust have the responsibility for the running of the school. The trust is run by the chief executive officer (CEO), Ryan Duff, and overseen by a board of trustees, chaired by Helen Witty.

What is it like to attend this school?

Pupils thrive in this caring and supportive school. Staff warmly welcome pupils into school each day. They establish positive relationships with pupils. Due to this care and compassion, pupils feel happy and safe. They know that they can speak to a member of staff if they have a worry or concern.

The school has high expectations. Pupils benefit from learning the knowledge set out in the school's ambitious and well-sequenced curriculum. The school is enhancing pupils' learning so that they achieve highly. They leave the school well prepared for the next stage of their education.

Pupils behave well. They enjoy learning and show positive attitudes towards their work. They concentrate well in lessons and are motivated to succeed. The school's values of being 'reflective, resilient, responsible and respectful' are woven through the curriculum and daily routines. Pupils understand these values and demonstrate them in their behaviour and relationships with others.

Pupils enjoy taking on a wide range of leadership roles. These develop their confidence and sense of responsibility towards others. For example, class ambassadors welcome visitors into their classroom and mathematics ambassadors promote mathematics to other pupils. The head boys and the head girls lead school tours for new pupils and their families.

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

The trust has provided the school with effective support to implement an interesting and well-considered curriculum. This ensures that pupils' learning builds logically on what they know already. However, some subjects are at an early stage of implementation. This means that, occasionally, the activities chosen do not provide sufficient opportunity for pupils to apply and deepen their knowledge and understanding. In addition, gaps in some pupils' foundational knowledge of handwriting and spelling are not always addressed effectively enough. This limits their ability to write with accuracy and clarity. Consequently, some pupils do not achieve as well as they could.

The school demonstrates a strong commitment to making sure that pupils, including those pupils with special educational needs and/or disabilities (SEND), experience an inclusive and meaningful education. Where required, staff engage well with external professionals to secure specialist advice and guidance. Teachers identify pupils' additional needs promptly and accurately. They adapt lessons thoughtfully so that pupils with SEND access the same learning as their peers. Consequently, many pupils with SEND achieve well from their various starting points.

Reading is a priority. Pupils begin to learn to read as soon as they join the school. The early reading programme is well structured. Staff deliver it accurately and with confidence. Books are well matched to the sounds pupils have learned. This helps them to

develop their reading fluency. Those pupils who need extra help are identified effectively. Targeted support is provided to help pupils catch up quickly.

In the early years, children benefit from a well-structured and engaging curriculum that sparks their curiosity and promotes independence. The curriculum also supports children's individual learning needs very well. Staff create a safe and nurturing environment, where children settle quickly and feel secure. Routines are established early, and staff assess children's learning carefully. Additional support is provided to children when needed to ensure no child falls behind. Consequently, children are prepared well for Year 1.

Pupils behave well in classrooms and around the school. Staff use the school's behaviour systems consistently. They provide effective support to help pupils regulate their emotions and manage their behaviour. Lessons are calm, and disruption is rare. Attendance is a continuing priority. The school's systems to monitor and improve pupils' attendance are robust. Its actions are beginning to improve overall attendance rates.

The school provides an exceptional personal development programme. It has carefully considered the specific opportunities it wants all pupils to experience. The programme for personal, social, health and economic education (PSHE) is skilfully crafted and delivered expertly. Pupils learn about mental health and the importance of respecting other cultures and faiths. The wider opportunities pupils receive are excellent. For example, they visit the Bank of England and the Houses of Parliament. All pupils have an opportunity to represent the school in different sporting tournaments, and pupils learn about finance from a young age.

The trust provides pivotal support to ensure that the school moves from strength to strength. It has delivered valuable work to develop leadership at all levels, including for subject leaders. The school prioritises staff well-being. Staff feel valued and supported by school leaders and the trust. They take pride in being part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects are at an early stage of implementation. Sometimes, activities do not allow pupils to deepen their understanding. As a result, pupils do not secure the important knowledge as well as they could. The school, and the trust, should ensure that teachers have the expertise to teach all subjects consistently effectively, so that pupils learn and achieve highly across the curriculum.
- The school does not effectively identify and address key gaps in some pupils' foundational knowledge of handwriting and spelling. This limits pupils' ability to write

with accuracy and clarity. The school should ensure that staff have the knowledge and expertise to help pupils improve their writing accuracy and proficiency in spelling and handwriting.

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	149968
Local authority	Essex
Inspection number	10410991
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	238
Appropriate authority	Board of trustees
Chair of trust	Helen Witty
CEO of the trust	Ryan Duff
Headteacher	Robert Watson
Website	www.hogarthprimary.co.uk
Dates of previous inspection	21 and 22 February 2023

Information about this school

- The school is part of Discovery Educational Trust, which it joined in September 2023.
- The headteacher was appointed to the role in September 2023.
- The school provides a breakfast and after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in the evaluation of the school.
- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- The lead inspector met with representatives of the school's committee, trustees and trust leaders, including the CEO.
- Inspectors met with the headteacher, school leaders, staff, parents and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to pupils in Years 1, 2, 4 and 6 read to a familiar adult.
- The inspector looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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 considered responses to Ofsted's pupil and staff surveys. They also considered responses to Ofsted's online survey, Ofsted Parent View, including the free-text comments.

Inspection team

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