

Hatch Ride Primary School

Address: Hatch Ride, Crowthorne, Berkshire, RG45 6LP

Unique reference number (URN): 145284

Inspection report: 7 July 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Leaders have established a clear vision for the early years and ensure that children benefit from a positive and purposeful start to their education. Staff create a warm and welcoming environment where children feel safe, valued and ready to learn. Well-established routines help children settle quickly, develop positive attitudes to learning and grow in confidence and independence. Staff provide a well-organised environment and a wide range of experiences that support children's development across all areas of learning.

Leaders have designed a curriculum that helps children develop the knowledge and skills they need for future success. Staff prioritise reading, writing and mathematics from the outset. They teach phonics systematically and reinforce children's learning through adult-led activities and continuous provision. Staff promote writing effectively across the provision, and children produce meaningful written work through both independent and guided learning. In mathematics, precise teaching helps children develop secure number knowledge and fluency.

Staff know children well and use assessment effectively from the earliest stages. They identify children's next steps accurately and shape learning to address gaps in knowledge and skills. Adults provide effective support during focused teaching and throughout the provision. They adapt learning carefully and ensure that children who need additional support participate fully in learning. These approaches help children sustain engagement, deepen their understanding and build confidence as learners. Consequently, children achieve well from their starting points and are well prepared for Year 1.

Expected standard ●

Achievement

Expected standard ●

Pupils typically achieve well and develop the knowledge and skills they need for the next stage of their education. Over time, attainment has remained broadly in line with national outcomes. In reading and mathematics, the proportion of pupils attaining the higher standard is often above national figures. Pupils build successfully on previous learning and generally remember important knowledge across the curriculum. Most pupils develop secure understanding and apply what they have learned with confidence.

Children in the early years achieve well from their starting points and are well prepared for Year 1. Most pupils, including many pupils with special educational needs and/or disabilities, make progress through the curriculum and achieve well from their starting points. However, some pupils do not achieve as well as they could. In some classes, misconceptions persist because learning is not always adapted closely enough to pupils' needs. As a result, a small number of pupils, including some disadvantaged pupils and pupils who require more tailored support or challenge, do not make the progress of which they are capable.

Attendance and behaviour

Expected standard 

Leaders make attendance a high priority and have established effective systems to help pupils attend school regularly. They analyse attendance information carefully, identify patterns at an early stage and respond quickly when concerns arise. Staff work closely with families to understand individual circumstances and reduce barriers to attendance. Leaders also work with external agencies and other professionals when additional support is needed. As a result, attendance remains above national averages and continues to improve for groups of pupils that leaders have identified as needing additional support. Leaders know the small number of pupils with lower attendance well and adapt their support carefully to help sustain improving attendance over time.

Pupils behave well across the school and contribute to a calm, orderly environment. Leaders have established clear routines and high expectations that help pupils understand what it means to be ready to learn. Staff apply these approaches consistently and build positive relationships with pupils, helping them feel safe, respected and supported. Pupils respond well to these expectations and typically demonstrate positive attitudes to their learning. Lessons are free from disruption, allowing pupils to focus on their work and engage with learning. Staff consider pupils' individual needs carefully and use appropriate support and adaptations where required. Pupils say that behaviour is positive and that any incidents, including bullying, are dealt with effectively.

Curriculum and teaching

Expected standard 

Leaders have developed a broad and ambitious curriculum that helps pupils build knowledge and skills successfully over time. In mathematics, pupils develop fluency through learning that builds in a logical sequence. Leaders have recently refined the school's approach to writing. As a result, pupils are developing the skills they need to write with greater accuracy, confidence and fluency. Across subjects, teachers explain new learning clearly and help pupils connect new ideas to what they have learned before. This helps most pupils remember important knowledge and talk confidently about their learning.

Leaders are committed to developing secure foundations from the earliest stages of education. In Reception and key stage 1, staff teach phonics systematically. Staff revisit previously taught sounds and words, match books carefully to pupils' reading abilities and use questioning effectively to develop understanding. They identify misconceptions and provide support when pupils need extra help. As a result, pupils develop confidence and fluency as readers.

Teachers and additional adults generally support pupils well. They usually understand pupils' needs and make appropriate adjustments that help many pupils who face barriers to learning, including pupils with special educational needs and/or disabilities, participate successfully in lessons. In some classrooms, teachers use questioning and assessment effectively to check pupils' understanding and identify gaps in learning. However, this practice is not yet equally effective across the school. Consequently, teachers do not always identify misconceptions or adjust learning well enough when pupils struggle or need greater challenge. This means that some errors remain in pupils' work over time.

Inclusion

Expected standard 

Leaders have established a welcoming culture where pupils are known well and valued as individuals. They identify pupils' needs promptly and work closely with families, external agencies and colleagues across the trust to reduce barriers to learning and wellbeing. Effective partnership working helps leaders secure appropriate support for pupils and ensures that families receive timely guidance when needs arise. Careful transition arrangements help pupils and their families feel supported when joining the school. Leaders ensure that staff receive appropriate training. They use a clear approach to identifying needs, putting support in place and reviewing its impact. In most classrooms, staff adapt learning effectively.

Staff build positive relationships with pupils and use a range of approaches to help them participate fully in learning and school life. Strategies such as visual timetables, sensory resources and carefully considered curriculum pathways help make learning accessible for pupils with differing needs. Pupils with more complex needs benefit from curriculum experiences and support that reflect their individual circumstances and help them engage successfully in learning and wider school life.

Leaders use pupil premium funding thoughtfully to widen opportunities and experiences for disadvantaged pupils. This helps pupils access the same activities and opportunities as their peers and supports their learning and wellbeing.

Leadership and governance

Expected standard 

Leaders have a clear and accurate understanding of the school. They know the school's strengths and have identified the right priorities for improvement. Their work is helping to improve pupils' experiences and outcomes in a range of areas, including writing and children's achievement in the early years. Leaders make effective use of support from the trust, particularly in early years, to strengthen practice and build staff expertise.

Leaders have created a positive and supportive culture for staff. Professional development links closely to the school's priorities and helps staff continue to develop their knowledge and skills. Staff value the training they receive and describe how it has improved their practice. Leaders also consider staff workload and wellbeing carefully when making decisions. As a result, staff feel supported in their roles. Parents speak highly of the school, and almost all would recommend it to others. They value the care and support that staff provide for pupils and families.

Governors and trustees demonstrate a commitment to the school and its inclusive ethos. They understand the school's vision and values and share leaders' ambition for pupils. Governors engage in training, maintain regular contact with school leaders and staff, and fulfil their safeguarding responsibilities. They have a clear understanding of key priorities and are aware of the areas that leaders are working to develop further. Trustees provide appropriate oversight of the school's work and ensure that clear arrangements for decision-making and accountability are in place.

Pupils learn how to stay safe, healthy and build positive relationships through the school's personal, social and health education curriculum and wider opportunities. They understand how to manage risks online and know where to seek support if they have concerns. Pupils also learn about healthy lifestyles and strategies that help them understand and manage their emotions. Staff know pupils well and provide pastoral support when pupils need additional help with their wellbeing. This helps pupils feel cared for and supported as they move through school. As a result, pupils talk confidently about how to keep themselves safe and maintain positive relationships with others. While pupils can discuss many aspects of their learning, some areas are remembered in greater depth than others.

The school provides opportunities for pupils to contribute to the life of the school and develop their interests beyond the classroom. Pupils value roles such as the pupil council and eco council and enjoy taking responsibility within the school community. Clubs, visits and wider experiences help pupils broaden their interests and develop new skills. Leaders monitor participation and use pupil premium funding to help pupils access these opportunities.

Pupils learn about different faiths, cultures and beliefs and understand the importance of respecting people whose views and experiences may differ from their own. Visits to places of worship help pupils learn about communities beyond their immediate experience. Pupils understand the school's values and can describe how they help them to work and live alongside others. Through these experiences, pupils develop an awareness of the wider world, learn to respect differences and are prepared for the next stage of education and life in modern Britain.

What it's like to be a pupil at this school

At Hatch Ride Primary School, pupils are encouraged to 'dream big, aim high and make a difference'. They enjoy coming to school and feel that they are an important part of this caring community. Before the school day begins, many pupils gather happily with friends in the playground. Staff know pupils and their families well and provide effective support for those who need it. As a result, pupils feel welcome, valued and included. They trust adults to listen to them and help with any concerns. Pupils feel safe in school and learn how to keep themselves safe, including when using technology.

Pupils treat one another with kindness and respect. They move around the school sensibly, focus on their learning and contribute to the calm atmosphere that characterises daily life at Hatch Ride. Bullying is rare. When difficulties arise, staff respond quickly and effectively. They also take pride in their school and wider environment. They embrace opportunities to contribute through leadership roles and everyday responsibilities, such as helping to keep the school grounds tidy. Pupils also benefit from opportunities that broaden their interests and help them develop confidence and independence.

Pupils enjoy learning and typically achieve well. Most pupils attend regularly, helping them to benefit fully from the curriculum. Children in the early years get off to a positive start and

develop the knowledge and skills they need for Year 1. Across the school, pupils build successfully on what they already know. Reading is a particular strength. Pupils read fluently, talk enthusiastically about books and use their reading skills confidently across the curriculum. Staff provide effective support for pupils who face barriers to learning, including pupils with special educational needs and/or disabilities. This helps these pupils participate fully in school life and prepare for their next stage of education.

Next steps

- Leaders should ensure that teachers use assessment consistently across the curriculum to identify misconceptions and gaps in pupils' knowledge and adapt teaching precisely so that all pupils build secure knowledge and achieve well.
 - Leaders should continue to develop the consistency of effective teaching approaches, ensuring all pupils benefit from high-quality learning experiences across all subjects.
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About this inspection

This school is part of the Corvus Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stuart Matthews, and overseen by a board of trustees, chaired by Justine Waight.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders during the inspection. Inspectors also spoke with representatives from the local governing body, trustees, the CEO and other trust leaders.

The inspectors confirmed the following information about the school:

The school makes use of 3 alternative providers, including 1 that is unregistered.

Headteacher: Jo Sparrowhawk

Lead inspector:

Lorraine Greco, His Majesty's Inspector

Team inspectors:

Jo Brinkley, His Majesty's Inspector

Trudi Sammons, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

210

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

3.33%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.90%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.43%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	74%	Above
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	85%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	81%	73%	Above
2022/23 (final)	93%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	46%	S
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	S	62%	S
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	S	59%	S
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	60%	S
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	68%	S
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	78%	S
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.0%	5.2%	Below
2023/24 (3 term)	2.5%	5.5%	Below
2022/23 (3 term)	3.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.7%	13.0%	Below
2023/24 (3 term)	1.6%	14.6%	Below
2022/23 (3 term)	2.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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