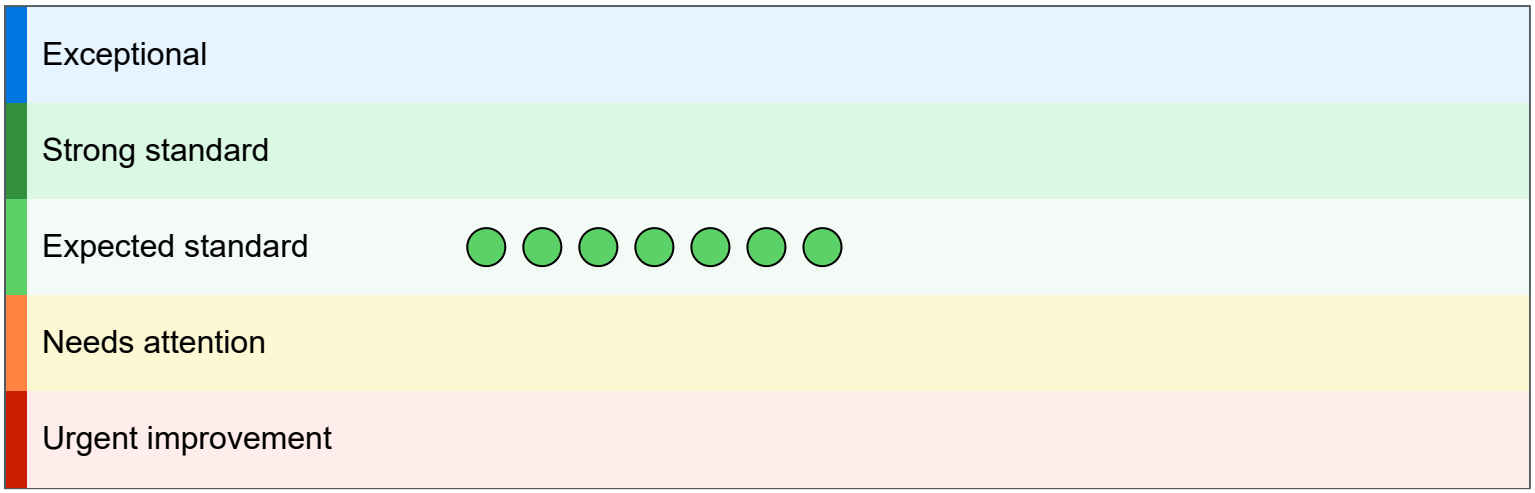
Hatch Warren Infant School

Address: Gershwin Road, Basingstoke, Hampshire, RG22 4PQ

Unique reference number (URN): 116137

Inspection report: 22 September 2026



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.

Expected standard

Achievement

Expected standard

Typically, pupils make secure progress through the curriculum. They learn what leaders intend. Pupils who are disadvantaged, those with special educational needs and/or disabilities and those who may face other barriers to learning achieve well from their individual starting points. Generally, pupils remember their learning well and make links when they encounter new knowledge and concepts. As a result, they are prepared for the next stage of their learning.

Improvements in phonics teaching have positively affected pupils' achievement, including for disadvantaged pupils. A more rigorous, consistent approach has strengthened phonics teaching and is having a clear impact, with pupils developing fluency and confidence from early years onwards. These improvements mean that achievement has improved year on year. Pupils now achieve at least in line with national averages in the phonics screening check. This includes disadvantaged pupils.

Leaders recognise that improvements in how basic skills are taught across the curriculum, especially in how well pupils can reason about number, should remain a focus.

Attendance and behaviour

Expected standard

Leaders have prioritised attendance and have clear strategies in place which are making a difference. They analyse attendance carefully and use their analysis to spot patterns and trends. Leaders support families effectively to help to remove barriers to attendance. They get advice and support from external agencies. As a result, attendance has improved and is now in line with national averages. Persistent absence is falling overall, and for targeted groups. Attendance is improving across the school, including for the most vulnerable pupils.

Behaviour is a strength of the school. Pupils behave well because it is part of the culture. Leaders have embedded a clear, consistent approach centred on promoting positive behaviour. The school teaches and consistently maintains expectations and routines. The playground is a cooperative and happy place where pupils play well together. Pupils pay attention in lessons and listen carefully to their teachers. Leaders monitor behaviour patterns closely and take action when needed. They make well-considered adaptations for pupils with special educational needs and/or disabilities, as well as those with other vulnerabilities. As a result, they achieve well and feel a strong sense of belonging. Bullying or discriminatory behaviour are rare. Pupils know adults will deal with any issues quickly and effectively.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that covers a wide range of subjects and meets the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to or previously known to social care. The curriculum is carefully sequenced to enable pupils to build on what they already know.

Teaching is generally effective across the school. Teachers have secure subject knowledge. They use this to clearly explain what pupils need to know across the curriculum. Carefully planned opportunities to revisit taught content support pupils to remember key information over time. However, teachers do not always give pupils enough opportunities to reason about number. Teachers make thoughtful adaptations to learning, such as pencil grips, wobble cushions or adapted seating. These adaptations enable pupils with SEND to learn alongside their peers and access the same curriculum.

Leaders explicitly focus on the basic skills that pupils need. For example, children in Reception are taught from the start to have a secure handwriting grip which supports writing. Leaders have improved phonics teaching, and it is now delivered consistently across the school. Targeted support in key stage 1 helps pupils who need additional practice. As a result, most pupils now develop the reading skills they need to be ready for key stage 2.

Early years

Expected standard

Children get off to a positive start in early years. Warm, caring adults who know them well support them. High expectations and clear routines are taught from the beginning. As a result, children settle into school life swiftly.

Leaders have designed the curriculum to meet the needs of children who attend. Staff quickly identify any additional needs that children may have. Leaders ensure that staff have the training needed to help them address these needs effectively, for example through additional support. This ensures children can learn and make progress, including disadvantaged children, those with special educational needs and/or disabilities, and those who may face other barriers to learning.

Early years staff prioritise the acquisition of basic skills. Reading is a focus from the start. Through effective phonics teaching, children use their phonics knowledge to help them read and write simple words and phrases. Children are taught how to hold a pencil correctly and how to form letters. Overall, adults support them to do this effectively. Opportunities to practise counting and number formation are woven into learning both in and out of the classroom. Children develop confidence in speaking and listening through regular discussion, carefully chosen stories and purposeful interactions with staff. Staff generally model language effectively. As a result, children are typically well prepared for Year 1.

Staff build positive, trusting relationships with parents and carers. They work closely with families so children feel looked after, safe and ready to learn. Families value this care.

Inclusion

Expected standard

Leaders prioritise inclusion. Leaders ensure vulnerable pupils are supported, included and feel they belong. Teachers identify pupils' needs quickly and accurately, including those with special educational needs and/or disabilities, disadvantaged pupils and those known to or previously known to social care. Detailed plans help staff understand pupils' strengths, challenges and next steps. Typically, staff use these plans well. Thoughtful adaptations, such as visual aids and sensory breaks, enable pupils with additional needs to learn alongside their peers. Leaders monitor pupils' progress effectively, refining targets and support to reduce barriers to learning and wellbeing.

Pupils who access the school's caterpillar class receive targeted support that closely matches their needs. Staff use a carefully designed sensory curriculum to develop pupils' communication, interaction and self-regulation. Adults model language skilfully. They encourage pupils to engage purposefully with activities and with one another. Leaders ensure staff receive high-quality training that enables them to support pupils effectively.

The school uses the additional funding it receives for disadvantaged pupils effectively to further remove barriers so pupils can access all the opportunities the school offers.

Leadership and governance

Expected standard

Leaders have a precise understanding of the school's strengths. They have accurately identified areas for development. Leaders make decisions that place pupils' best interests at the centre. Improvements to the curriculum and teaching have had a notable impact on pupils' achievement. The work leaders have undertaken to improve attendance has made a clear difference. Leaders know this work needs to continue. Leaders' actions improve the experiences of pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those known to or previously known to social care.

Governors know the school well. They use this knowledge to provide targeted support and challenge for leaders, helping the school improve. Governors reflect on their own skills and plan training to ensure they can carry out their roles effectively. They fulfil their statutory responsibilities.

Staff benefit from a carefully planned programme of professional learning that links closely to the school's priority development areas. The school engages purposefully with other local schools and the local authority. The training that leaders provide enables staff to support pupils even more effectively. Staff welcome their professional development opportunities and the consideration given to their workload and wellbeing.

Parents speak highly of the school. They are grateful for the work the staff do to make their children feel included, happy and safe at school.

Personal development and wellbeing

Expected standard

The school provides a broad and inclusive personal development programme that supports pupils' wellbeing, safety and preparation for life in modern Britain. Leaders carefully track pupils' participation to ensure disadvantaged pupils and those facing other barriers to learning benefit fully from the school's offer.

The curriculum for personal, social and health education is well planned and is taught well across the school. Leaders have considered how to remove barriers to learning. As such, pupils remember what they have learned. Pupils understand how to stay physically and mentally healthy. They know how to keep themselves safe, including online. They know about relationships and how to be a good friend to others. Pupils develop an age-appropriate understanding of fundamental British values such as democracy, by voting through school council elections.

Assemblies help to further enhance pupils' spiritual, moral, social and cultural development. Pupils learn about their school values and can talk about how these support their learning. For example, being a focused flamingo means they sit still, look and listen. The impact of the personal development programme is evident in how pupils behave in class and interact with each other on the playground. Pupils, including the youngest, have meaningful opportunities to develop confidence and independence. Children in the early years relish being given the role of special helper. Pupils develop leadership skills through roles such as school councillors. As a result, they develop an understanding of their responsibilities within the school and wider community.

Visits, visitors and links with the local community broaden pupils' experiences and understanding of the wider world. A recent trip to a local farm, for example, gave pupils from caterpillar class an opportunity to deepen their learning about animals. Pupils benefit from a warm, supportive approach from adults. Additional pastoral provision is carefully tailored for those who need it. As a result, pupils thrive.

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

Hatch Warren Infant School is a safe, happy place. Pupils, including the very youngest, are keen to come through the door in the morning and are met by adults who know them well. Leaders' work to address barriers to attendance means pupils now generally attend well.

Pupils display consistently high standards of behaviour in class and around the school. They know their school values and how these help them learn. Classrooms are calm and purposeful. Pupils pay attention, listen and follow instructions. As a result, learning proceeds without disruption.

Social times are purposeful and fun. Pupils make the most of the activities set up for them. They are encouraged to throw balls into hoops and then challenge themselves to do it backwards. Children in early years use the equipment provided for them creatively, showing effective turn-taking and sharing skills. Pupils know that adults here keep them safe and that they do not need to worry about bullying.

Most pupils benefit from effective teaching. Leaders support staff to identify barriers to learning. They ensure appropriate adaptations are made. As such, pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care make secure progress from their starting points. Pupils enjoy learning and relish sharing what they have learned with adults. By the time they leave Year 2, most pupils have secured the knowledge they need to move on to junior school.

Pupils enjoy the wide range of clubs and trips, such as board games and choir. They recall their trip to the farm and their outdoor learning day with enthusiasm. Leaders ensure that all pupils have access to these carefully selected opportunities.

Next steps

- Leaders should build on their effective work to improve attendance, so that persistent absence continues to fall, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities.
- Leaders should continue to embed changes made to the curriculum and teaching to ensure that improvements in outcomes for pupils continue.

About this inspection

The chair of the board of governors in this school is Karen Wills.

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

This inspection took place from 22 to 23 September 2026.

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 senior leaders during the inspection. They also met with members of the governing body, representatives of the local authority, and the virtual school headteacher.

Inspectors spoke with pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

The current headteacher took up the post in November 2022.

Headteacher: Sue Boorman

Lead inspector:
Louise Quinell, His Majesty's Inspector

Team inspectors:
Jason Philipsz, Ofsted Inspector
Nicky Wright, 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 22 September 2026

School and pupil context

Total pupils

248
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: 268

School capacity

270
Close to 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)

20.56%
Close to average

What does this mean?

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

National average: 26.5%

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

9.27%
Well above 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: 4.1%

Pupils with special educational needs (SEN) support

12.50%
Close to 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).

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)	6.9%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	7.6%	5.9%	Above

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)	19.9%	13.0%	Above
2023/24 (3 term)	19.6%	14.6%	Above
2022/23 (3 term)	22.0%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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