

Hawthorne Primary and Nursery School

Inspection report

Unique reference number	122617
Local authority	Nottinghamshire
Inspection number	380501
Inspection dates	11–12 January 2012
Lead inspector	Jeremy Spencer HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Marlene Walker
Headteacher	Moira Cordon
Date of previous school inspection	4 March 2009
School address	School Walk Bestwood Village Nottingham NG6 8TL
Telephone number	0115 9271544
Fax number	0115 9766186
Email address	office@hawthorne.notts.sch.uk

Age group	3–11
Inspection date(s)	11–12 January 2012
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Introduction

Inspection team

Jeremy Spencer

Her Majesty's Inspector

Mina Drever

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons, taught by eight teachers, and held meetings with groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a variety of documents including policies, minutes from meetings, data about pupils' progress, and the school improvement plan. Inspectors also scrutinised responses on 30 staff questionnaires, 72 from pupils and 70 from parents and carers.

Information about the school

The school is situated in the village of Bestwood and the buildings date back to Victorian times. It is a smaller than most primary schools, although the number of pupils in the school has increased since the previous inspection. The proportion of pupils known to be eligible for free school meals has grown steadily in recent years and is now slightly above the national average. Most pupils at the school are from White British backgrounds. The proportion of disabled pupils and those with special educational needs is above the national average.

The school did not take part in national tests at the end of Key Stage 2 in 2010. Results from the end of Key Stage 2 tests in 2011 indicate that the school did not meet government floor standards.

'Pit Stop,' an after-school club, operates on the school site and is the responsibility of the school's governing body. This is a recent development, as the after-school club had previously been the responsibility of a private provider.

The school has achieved a number of awards, including Healthy Schools status, the Activemark award, Investors in People status and the International Schools Award at intermediate level.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the achievement and teaching of pupils in Key Stage 2.

- The overall effectiveness of the school is judged to be inadequate because achievement and teaching are inadequate. Pupils make at least satisfactory progress during their time in the Early Years Foundation Stage and in Key Stage 1. Their progress slows in Key Stage 2, particularly in mathematics, because the quality of teaching over time is not good enough. Opportunities for pupils to develop, use and apply their mathematical skills, particularly calculation, in other areas of learning are limited.
- The quality of teaching in the Early Years Foundation Stage and in Key Stage 1 is often good. The quality of teaching over time does not meet the needs of pupils in Key Stage 2 because, too often, the pace of learning and the level of challenge are not appropriately matched to the needs of all pupils, particularly lower attainers. This results in their slower progress. Additionally, teachers do not always explain new or unfamiliar concepts to pupils in Key Stage 2 in sufficient depth and questions asked of pupils do not probe their level of understanding deeply enough.
- Pupils demonstrate a good understanding of how to keep safe. They behave well in school and their attendance has improved significantly since the last inspection. Attendance is now above the national average. The behaviour and safety of pupils at the school is good.
- Leaders and managers are showing they can improve the school. They have introduced some well-measured initiatives to improve teaching and achievement. However, these strategies have as yet had more effect on achievement in Key Stage 1 and the Early Years Foundation Stage than on Key Stage 2. Leaders evaluate their strategies, but do not review the impact of

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actions taken by checking their effect on the progress made by different groups of pupils.

What does the school need to do to improve further?

- Raise pupils' achievement across the school, particularly in Key Stage 2, by improving the quality of teaching, so that at least 85% is consistently good or better by February 2013, by:
 - ensuring that the pace of teaching and learning and the level of challenge is better matched to the needs of different groups of pupils, particularly lower attaining pupils
 - ensuring that teachers consistently use effective questioning techniques to support their assessment of pupils' learning in lessons
 - ensuring that all teachers model and/or explain new or unfamiliar concepts clearly to pupils.
- Improve the curriculum by ensuring that pupils are more frequently able to practise, apply and improve their mathematical skills, particularly calculation in other areas of learning.
- Improve the effectiveness of leaders' and managers' evaluations of the school's progress by sharpening school action plans to ensure that they:
 - focus more closely on improving the achievement of different groups of underperforming pupils and link individual actions to a measurable intended impact upon pupils' learning and progress
 - provide clear milestones, stating the intervals at which actions will be monitored and who will monitor them.

Main report

Achievement of pupils

Children begin in the school's Nursery demonstrating knowledge and skills that vary from year-to-year but range from below to broadly in line with those expected of three-year-olds. They make steady progress during their time in the Early Years Foundation Stage and in Key Stage 1. Progress then slows as pupils move through Key Stage 2. Pupils' attainment in Key Stage 2 is low compared to all pupils nationally. The latest published results for the end of Year 6 show that pupils left the school with well-below average attainment, particularly in mathematics. The cohort also made less than expected progress in English but particularly in mathematics across the key stage. School leaders have ensured that good systems are in place to track the progress of individuals and different groups of pupils currently in the school in detail. Although this data shows some encouraging signs of improvement in Key Stage 2 very recently, pupils currently in Years 3 to 6 are still not making enough progress, particularly in mathematics.

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Published data indicate that in recent years there has been a significant gap between the performance of disabled pupils and those with special educational needs in the school and all pupils nationally. School data and inspection evidence suggest that gaps between these groups are closing. A parent of a child with special educational needs said, 'The extra support provided by staff has helped my son to come on in leaps and bounds with his reading and maths.' However, the progress of lower attaining pupils, often lower attaining due to previous underachievement, as they move through Key Stage 2 remains a concern, as teaching does not always fully meet the needs of these pupils. During the inspection, pupils were observed making slower progress in lessons because teachers did not always plan activities at the right level for them. Too often, in Key Stage 2, learning tasks were too easy or too hard for pupils, or lessons moved too quickly for all pupils to understand new or unfamiliar concepts. For example, in mathematics lessons, lower ability pupils were observed during the inspection attempting activities that frustrated their learning because they did not have a sufficient grasp of basic skills such as the value of numbers and number operations. Some of these pupils did not have a sound understanding of place value or number bonds and this resulted in their failure to engage in meaningful learning.

Pupils' attainment in reading by the end of Key Stage 1 is broadly average. Pupils' attainment in reading at the end of Key Stage 2 is slightly below average, reflecting some underachievement over time.

Responses to questionnaires from parents and carers indicate a generally positive perception of the level of progress pupils make in the school, although comments from a small number of Key Stage 2 parents indicate that pupils are not always as well prepared as they could be for the next stage of their education, due to low expectations from teachers. Inspectors found this view to be accurate: attainment in Key Stage 2 should be higher.

Quality of teaching

'I really enjoyed making a get-well card for my grandma, it makes me feel good because it shows I care about someone,' a Year 2 pupil told an inspector enthusiastically, as she applied the finishing touches to a thoughtful poem she had written in the card. Teaching activities are often organised to ensure that pupils are given the time and space to learn to understand their feelings. Teachers ensure that pupils develop good social and communication skills by planning frequent activities in which pupils talk together in pairs and small groups. As a result, relationships at all levels are strong and different groups of pupils work well together. Most pupils enjoy learning at this school and the enthusiasm for learning is particularly strong in the Early Years Foundation Stage and Key Stage 1.

Despite these strengths, and evidence that good teaching consistently takes place in the Early Years Foundation Stage and Key Stage 1, the quality of teaching overall is inadequate over time because pupils do not make enough progress in Key Stage 2,

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particularly in mathematics. On some occasions, teaching is fragmented, meaning that pupils become confused about what they are learning. Teachers' modelling of skills and techniques sometimes lack detail and the questions that are asked of pupils often require simple answers, which do not stretch pupils' thinking as well as they could.

Pupils are becoming increasingly aware of their learning targets and these are well organised and monitored by leaders across the school. Appropriate intervention strategies to support pupils are also in place, including one-to-one sessions to support learners. However, on some occasions pupils are withdrawn from mathematics lessons at inappropriate times to focus on developing their reading skills. This means that they miss valuable learning time in mathematics lessons which pupils cannot afford to lose.

At the time of the last inspection, pupils were given too few opportunities to develop their information and communication technology (ICT) skills. The school's resources in this area have improved significantly since the last inspection and ICT is now used well across the curriculum. In a mixed Early Years Foundation Stage and Year 1 class, children were thrilled when a 'talking spider' explained what they would be learning to do in a lesson. (The teacher had used a voice-recording device in the toy spider to pre-record herself explaining the learning objective.)

All parents and carers who responded to the inspection questionnaire believe that their children are taught well at the school. Although there are strengths in some aspects of teaching and in some phases, the inspection found the quality of teaching to be inadequate.

Behaviour and safety of pupils

The safety and typical behaviour of pupils in the school are good. Inspectors observed good behaviour during the inspection in classrooms, corridors, on the playground and in the dining hall. A small proportion of pupils in the school have individual needs in relation to their behaviour but the school manages these needs well, so as to cause minimum disruption to the learning of other pupils. The school also works in partnership with other agencies and organisations to effectively support the needs of these pupils. Exclusion rates at the school have fallen in recent years and school records indicate that racist incidents are very rare. Pupils said that teachers were always able to 'sort any problems out for them.' All pupils spoken to by inspectors during the inspection reported that bullying was not an issue in the school and over 90% of pupils responding to the inspection questionnaire felt the same.

Inspection evidence indicates that the behaviour and safety of pupils in the newly formed 'Pit Stop' after-school club is also good. Inspectors observed children enjoying themselves in a calm and relaxed environment.

All parents and carers who responded to the inspection questionnaire believe that

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their children feel safe in school. Responses from pupil questionnaires and discussions with pupils from across the school also indicate that pupils feel safe while in school. In discussions with inspectors, pupils showed that they had a clear understanding of what may constitute an unsafe situation; for example, older pupils were able to talk about how to stay safe when using the internet and younger pupils understood why visitors need to wear identification badges.

Pupils' attendance has improved significantly since the last inspection and is now well above average. The school has successfully raised the profile of attendance and pupils and their families have responded positively to the school's attendance incentives.

Leadership and management

The quality of the leadership and management of the school are satisfactory and leaders and managers demonstrate satisfactory capacity to improve the school further. As the school's overall effectiveness has been judged to be inadequate, this is an important judgement. Although pupils' achievement has slowed in Key Stage 2, due to inadequate teaching over time, teaching in other phases is better and pupils make stronger progress. The learning environment in all classrooms is good, due to focused input and training from the school's leaders and managers. The quality of marking and feedback, and improvements in ICT provision, both of which were issues identified in the previous inspection, have improved significantly since 2009. These improvements, along with improved attendance and a closing of the gap between the performance of disabled pupils and those with special educational needs, and other pupils, indicate that leaders and managers have the capacity to continue driving improvement.

The governing body know and understand the school well and have provided an appropriate balance of support and challenge to senior leaders. The governing body understand that pupils' achievement in Key Stage 2 is not as good as it could be and are aware of the actions the school is taking in response to this. The school monitors the quality of provision well but the evaluation of the school's work is not as effective as it could be, because leaders and managers do not measure the impact of actions against the improved progress of different groups of pupils closely enough.

Systems to safeguard the welfare of pupils are well understood by staff. The school's central record of suitability checks fully meets current government requirements. The school promotes equality and tackles discrimination satisfactorily.

The curriculum is satisfactory. A number of improvements have been made since the last inspection; including the introduction of themes of learning which cover one or more different subjects. Responses from pupils indicate that they often enjoy learning and are able to influence some of the topics they choose to learn about. Pupils are able to practise and develop their communication, reading and writing skills in different areas of learning but opportunities to develop mathematical skills are more limited. The school promotes pupils' spiritual, social, moral and cultural

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development well. A well-structured programme to deliver religious education to pupils supports their satisfactory spiritual development. Pupils' moral and social development is good and this is reflected in their good behaviour in and around the school and in the way they form strong relationships with each other. Pupils' cultural development is promoted well, particularly through an active link with a school in Nepal.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2012

Dear Pupils

Inspection of Hawthorne Primary and Nursery School, Nottingham, NG6 8TL

As I am sure you will remember, I visited your school recently with another inspector. Thank you for giving us your views, particularly those of you who missed a few minutes of their lunchtime to be with us and those of you who filled in a form to tell us what you thought about the school, and also for being so polite and helpful. You told us that you feel safe in school and are confident that the teachers and other adults can always sort out any problems that you may have. Your attendance at school has really improved since the last time inspectors visited. This is excellent news, well done! I would also like to thank your parents and carers for giving us their views about the school.

While there are some positive things happening, overall the school is not doing a good enough job so we have given the school a notice to improve. We have asked the headteacher, teachers and governors to make some urgent improvements. Another inspector will visit the school during the next year to check how well it is doing. There are times when some of you do not do as well as you could, particularly in Key Stage 2. So we have asked the school to make sure that teaching always helps you to make good progress, especially in mathematics. We have asked the school to plan work so that you get the chance to practice your mathematical skills in other areas of learning, to help you improve them, particularly your calculation skills. We have also asked your teachers to explain 'tricky things' a bit more clearly to you and to think carefully about the questions they ask you in lessons, to help you think a bit harder. We have asked them to make sure that teaching is never too fast, or too slow for you, and to make sure that the work is never too easy or too hard. We also want the school's leaders to more accurately measure how well things are working, to see which are proving to be successful.

Your headteacher, the staff and the governing body want the school to get better. You can all help too by continuing to come to school as often as you can and trying as hard as you can in all of your lessons. Thank you once again for helping us.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

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