

# Hawthorn Primary School

## Inspection report

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<b>Unique Reference Number</b>	106741
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	377456
<b>Inspection dates</b>	24–25 January 2012
<b>Lead inspector</b>	Declan McCarthy

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Mendum
<b>Headteacher</b>	David Cartwright
<b>Date of previous school inspection</b>	22 April 2009
<b>School address</b>	Elmham Road Cantley Doncaster DN4 6LQ
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## Introduction

### Inspection team

Declan McCarthy  
Susan Twaits

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Parts of 24 lessons taught by eight teachers were observed. Meetings were held with a few parents and carers, a small group of pupils, the Chair of the Governing Body, a local authority representative and staff.

Inspectors took account of responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at documentation including the school's self-evaluation, its plan for improvement, procedures for safeguarding pupils, minutes of meetings of the governing body, whole-school data regarding pupils' progress and a sample of pupils' books. Questionnaires returned by staff, pupils and 61 parents and carers were scrutinised.

## Information about the school

Hawthorn is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is high. The school's pupil population is not as stable as that of most primary schools because a higher than average number of pupils join and leave the school at different times during the school year. The proportion of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is above average. Most pupils are from White British backgrounds and a small proportion speaks English as an additional language. The school meets the current floor standard, which is the government's minimum requirement for pupils' attainment and progress. A new headteacher took up post in January 2011. There is a children's centre on site which is subject to a separate inspection.

**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

<b>Overall Effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>4</b>
<b>Behaviour and safety of pupils</b>	<b>4</b>
<b>Leadership and management</b>	<b>4</b>

## 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 special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- Achievement is inadequate because pupils are not making enough progress over time in their learning, including in developing their basic skills in different subjects. Children in the Early Years Foundation Stage make satisfactory progress so most, but not all, reach the expectations for their age by the end of the Reception Year. At the end of Key Stage 1, attainment has declined in the last three years because pupils make insufficient progress. At the end of Key Stage 2, attainment has been low for two years although there has recently been a slight improvement in mathematics. Pupils’ learning and progress over time are inadequate.
- Teaching is inadequate in Key Stage 1 and teachers’ expectations are not high enough. Teaching over time has failed to enthuse pupils or engage them in their learning. Tasks are not always well matched to pupils’ learning needs. Teaching has recently improved in Key Stage 2 where it is generally satisfactory. Some teachers do not mark pupils’ work as well as others.
- Behaviour and safety are inadequate. Too many incidents of minor disruption upset learning in Key Stage 1. Behaviour in lessons and around the school is not managed consistently well and pupils do not always behave safely. Attendance is just beginning to improve, from below-average levels.
- Leadership and management are inadequate. Actions to secure improvement since the last inspection, when the school’s effectiveness was judged to be good, have had little impact. Recent initiatives to raise achievement and improve teaching, particularly at Key Stage 1, are fragile. The curriculum fails to meet pupils’ needs. Subject leaders and members of the governing body do not monitor the work of the school closely enough. The school’s arrangements for safeguarding pupils do not meet requirements.

## What does the school need to do to improve further?

- Raise pupils' achievement, including for those pupils who are disabled and those who have special educational needs, by ensuring that:
  - teachers always set high expectations in lessons and use questions which challenge and develop pupils' thinking
  - all teaching enthuses pupils and engages them effectively in their learning
  - further opportunities are provided in different subjects for pupils to develop their skills in writing, mathematics and information and communication technology (ICT)
  - the provision for those pupils who are disabled and those who have special educational needs caters for their individual needs
  - learning tasks are matched to different levels of ability and provide all pupils with an appropriate level of challenge
  - marking and feedback are of a consistently good quality and ensure pupils know how to improve
  
- Improve behaviour and safety by ensuring that:
  - behaviour is managed consistently well in lessons across the school
  - the newly developed procedures for reducing persistent absence are applied rigorously.
  
- Improve leadership and management by ensuring that:
  - all leaders rigorously monitor the impact of teaching on pupils' achievement
  - appropriate training leads to measurable improvements in teaching quality
  - subject coordinators are provided with regular opportunities to monitor teaching and learning through observation of lessons within their subjects
  - members of the governing body rigorously monitor the school's work and comply with statutory requirements in relation to health and safety
  - safeguarding procedures meet requirements.

## Main Report

### Achievement of pupils

Pupils' achievement is inadequate because they are not making sufficient progress over time. From attainment that is below that typical for their age when they join the nursery, children make satisfactory progress in the Early Years Foundation Stage in all areas of learning. They settle into their routines quickly and show confidence in their learning. In Key Stage 1, attainment in reading, writing and mathematics has declined significantly. It is low in writing and mathematics and broadly average in reading. In most lessons, pupils make inadequate progress. An exception is in reading in Year 1 where the more systematic teaching of phonics is increasing pupils' knowledge of letters and sounds. Pupils of all abilities read their books with growing confidence using their skills to sound out unfamiliar words. In Key Stage 2, attainment is below average overall in both English and mathematics, although there was a slight improvement in mathematics in the national tests in 2011. Currently, attainment in Year 6 is broadly average in reading but below average in writing and mathematics. Disabled pupils and those with special educational needs do not

achieve as well as they should because they are either given the same tasks as other pupils, which they find too challenging, or they receive insufficient support for their learning in lessons. There are no significant differences between the achievement of boys and girls, or between any other groups.

The school's assessment information shows early indications that more pupils are making satisfactory progress in Years 3 to 6 in writing and mathematics. This was also seen in lessons, where older pupils remained focused on their learning. However, work is not always matched sufficiently closely to pupils' needs and not all pupils learn as well as they should. For example, in a Key Stage 1 mathematics lesson, pupils did not receive enough support for their learning and as a result many failed to understand the concept of addition. Most parents and carers say their children are making satisfactory progress. However, approximately a third of parents and carers believe their children are not making enough progress and inspection evidence supports this view.

### **Quality of teaching**

The quality of teaching has declined since the last inspection and is inadequate. Most parents and carers are content with teaching, but a significant number are not and inspection evidence supports their concerns. Teaching over time has been inadequate and remains inadequate at Key Stage 1, not least because behaviour is not managed consistently well. Signs of improvement in Year 1 were observed in a reading session, but overall improvements are fragile. Teaching is improving at a faster rate at Key Stage 2 but significant weaknesses remain. Expectations are not always high enough and teachers' questions do not always challenge or develop pupils' thinking. In a Year 1 lesson, low expectations led to poor behaviour which slowed the pace of learning. However, in a Year 6 English lesson, pupils were challenged repeatedly to develop persuasive headlines in a journalistic style when reporting the bombing of London in the Second World War. Information from assessment is not used well enough to match tasks to the different learning needs of pupils. As a result, pupils continue to underachieve. Pupils do not always receive feedback in lessons and too many inconsistencies in teachers' marking remain, so pupils do not know how to improve their work. Homework, when it is set, does not always consolidate pupils' learning sufficiently because it is not matched closely enough to their different abilities.

Teachers are starting to promote pupils' spiritual, moral, social and cultural development more, for example through class discussions. They give older pupils responsibility as monitors but do not always provide clear expectations and boundaries for pupils' behaviour, particularly in Key Stage 1. Most importantly, teaching only rarely engages pupils and creates an enthusiasm for learning. The curriculum does not provide enough opportunities for pupils to practise their literacy, numeracy and ICT skills in other subjects, nor does it prepare them well enough for the next stage of their education.

The curriculum promotes pupils' understanding of different cultures and religions, for instance through 'India Day' and the celebration of Chinese New Year, but opportunities to expand their horizons in art and music are often missed.

## Behaviour and safety of pupils

Behaviour and safety are inadequate and have deteriorated since the last inspection. Parents, carers and a significant number of pupils and staff expressed concerns about behaviour. As a consequence of inconsistencies in the management of behaviour, not all pupils show respect for each other, nor do they always recognise the difference between right and wrong. This is reflected in some poor behaviour and unacceptable levels of disruption in some lessons, which have a negative effect on learning and progress. Until very recently, bullying was not managed effectively. More rigorous procedures are now in place and pupils, parents and carers recognise that these have led to improvements in the way in which the school deals with bullying.

The rate of exclusions is falling, as are incidents of bullying or harassment and instances of disruption in Key Stage 2. Poor behaviour occurs too often in Key Stage 1. Pupils do not always respond well enough to the code of conduct in lessons because teachers are sometimes too slow in implementing it. The newly introduced early morning circle time sessions are having limited impact on pupils' social and moral development because they are not resulting in consistently better responses, nor improved behaviour in lessons. The sessions are not used well enough to establish a positive start to the day. However, expectations of children's behaviour in the Early Years Foundation Stage are clear and staff create a harmonious atmosphere conducive to learning. As a result, children show good manners and behave well. In addition, older pupils in Key Stage 2 provide younger ones with positive role models when they act as playground and lunchtime helpers.

Pupils say they feel safe in school, although a number of parents and carers feel that their children do not always play safely in the playground. Inspection findings support this view. Attendance has been too low in recent years. Strategies to promote regular attendance and punctuality are in place but are not applied rigorously enough, resulting in slow improvements.

## Leadership and management

The school's effectiveness has declined since the previous inspection and leaders and managers have not demonstrated the capacity to improve. Leaders have only very recently begun to tackle the weaknesses in teaching and pupils' achievement. The new headteacher has implemented a range of initiatives in an effort to drive improvement, based on the use of self-evaluation and monitoring of teaching and learning. This has begun to bring about some improvement at Key Stage 2, but inadequate teaching has not been eliminated and pupils continue to underachieve, particularly in Key Stage 1. English and mathematics coordinators have a clear understanding of what needs to be done to raise achievement, although they have not been given the time to monitor closely what is happening in lessons. Subject coordinators and the governing body have not been involved in the school's self-evaluation.

The governing body does not monitor the school's work effectively enough nor ensure that statutory requirements are met. The statutory requirements for safeguarding are not met because the school's vetting procedures are not rigorous enough and an important health and safety issue identified in a recent audit has not been addressed fully.

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The school does not provide a sufficiently balanced curriculum and overall it is inadequate. It is at an early stage of development in meeting the needs and interests of pupils. Overall, the promotion of pupils' spiritual, moral, social and cultural development is inadequate. Recent changes in the Early Years Foundation Stage curriculum have enhanced children's opportunities but in Key Stages 1 and 2 creative opportunities within art and music are limited, restricting the promotion of pupils' cultural development. Although there are some after-school clubs and a range of visits, including a residential trip, there are too few opportunities that enthral and excite pupils. The school does not ensure that disabled pupils or those with special educational needs are given tasks which match their learning needs, nor are they provided with sufficient support in lessons to enable them to make sufficient progress. However, the recently appointed coordinator for special educational needs has begun to identify what needs to be done. Senior leaders and the governing body do not promote equality of opportunity effectively, although any form of bullying or discrimination is beginning to be tackled more decisively.



## 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](http://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.
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.**



26 January 2012

Dear Pupils

### **Inspection of Hawthorn Primary School, Doncaster, DN4 6LQ**

Thank you for making us welcome and talking to us about your school when we inspected it recently. I was impressed with the work of the older pupils as playground and lunchtime helpers, and how well the youngest children in the Nursery and Reception classes have settled into school.

Some of you, and some of your parents and carers, have concerns about the school, particularly about behaviour, teaching, and your progress. We agree with these concerns. We found that your school needs what we call special measures, because it needs extra help to make sure you all learn as well as you can. Inspectors will visit the school regularly to see how well it is improving. The headteacher has recently put in place some new ideas which have led to some improvement in teaching in Years 3 to 6, and some better behaviour. Progress has increased a little for some of you and your attendance has risen recently. However, these improvements are not happening fast enough so I have asked your school to do the following things to make it better.

- Improve the teaching you receive and the progress you make by ensuring that teachers always provide you with interesting tasks, tell you what you need to do to improve, ask you harder questions and set you challenging work which you can do if you try hard enough. You can help by doing your best.
- Improve your behaviour and your attendance. You can all help by behaving well in lessons and always coming to school unless you are ill.
- Ensure the school's leaders and governors check that teachers are helping you to achieve more, and that you are always safe.

Thank you again for sharing your views with me and keep on trying your best.

Yours sincerely

Declan McCarthy  
Lead inspector

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