

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566930
Direct F 01695 729320
Direct email:
mailto:enquiries@cfbt-
inspections.com



14 December 2012

Mrs Sharon Faulkner
Executive Headteacher
Hawthorn Primary School
Elmham Road
Cantley
Doncaster
South Yorkshire
DN4 6LQ

Dear Mrs Faulkner

Special measures: monitoring inspection of Hawthorn Primary School

Following my visit to your school on 12 and 13 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in January 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate

Progress since previous monitoring inspection – inadequate

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of the Children and Young People's Service for Doncaster.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector



INVESTOR IN PEOPLE

Annex

The areas for improvement identified during the inspection which took place in January 2012

- 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.



Special measures: monitoring of Hawthorn Primary School

Report from the monitoring inspection on 12 and 13 December 2012

Evidence

The inspector observed the school's work, scrutinised documents and met with the executive headteacher, staff, groups of pupils, the Vice-Chair of the Governing Body and a representative from the local authority.

Context

Since July 2012, the headteacher has continued to be on leave of absence. The executive headteacher, appointed in April 2012, agreed to increase her commitment to the school following the absence of the headteacher in July. The governors of the partner academy decided that the executive headteacher should withdraw from this commitment and she left at the October half term. In November 2012, a new executive headteacher took up post on a temporary contract for four days a week.

Achievement of pupils at the school

The recent national analysis of the school's performance in 2012 confirms that attainment rose at the end of Key Stage 2 and Key Stage 1. The decline at the end of Key Stage 1 over previous years was reversed with improvements in reading, writing and mathematics. However, attainment remains well below average, especially in writing. At Key Stage 2, increased attainment was partly because these pupils started with higher attainment at Key Stage 1. Overall, the rate of progress over Key Stage 2 did not improve over the previous year because lower ability pupils made less progress than similar pupils nationally. The school has very recently joined a national programme to raise the achievement of lower ability pupils.

The school's analysis of pupils' progress continues to be insufficiently detailed or robust and does not provide reliable evidence of improvement in pupils' progress across the school. The school is about to introduce a new system for measuring and checking on pupils' progress but this is not yet in place.

Learning continues to be better in some years than others. Learning is more effective in the classes where the activities are carefully matched to pupils' abilities. For example, pupils have opportunities to explain and check the methods they are using in mathematics. Learning remains weaker when the work is too easy or relies too heavily on completing worksheets.

The special educational needs of a few pupils have not been fully identified which continues to limit their progress and the quality of their behaviour. Although individual education plans had been tightened up at the time of the last monitoring inspection, the impact of these



plans has still not been reviewed. A new system of individual education plans is planned to explain actions and to review progress more clearly and frequently with pupils and parents. Pupils with a statement of special educational needs receive effective support from teaching assistants. A new programme to support pupils who are behind with their letters and sounds has helped them to catch up.

Progress since the last monitoring inspection on the areas for improvement:

- raise pupils' achievement, including for those pupils who are disabled and those who have special educational needs – inadequate

The quality of teaching

The quality of teaching remains inconsistent and too much continues to require improvement. Stronger teaching is characterised by good relationships, clear explanations and well-planned tasks. These features create a productive learning environment where pupils concentrate well on improving their knowledge and skills. In weaker teaching, the work is not well enough matched to the range of needs and some pupils find the work too easy. Some teaching is too narrowly focused on the task and learning lacks meaning and enjoyment. Opportunities are missed to develop pupils' responses or to probe their thinking. A new way to teach number has been introduced and mental mathematics activities are beginning to become more competitive and exciting.

The use of assessment to inform teachers' planning has not improved. The collection and analysis of data about pupils' progress continue to be weak and teachers do not have a precise enough understanding about the progress pupils make, or the gaps in learning that need to be tackled. This contributes to the lack of sharpness in lesson planning and the inconsistency in the match of activities to pupils' needs. Occasional checking of teachers' assessments has been too intermittent to ensure that assessment is reliable in all year groups. In the Early Years Foundation Stage, assessment and recording is beginning to develop more coherence with the introduction of new systems for making and recording observations. A more consistent approach to assessing and developing pupils' speech and language in the early years has begun to be implemented. Teachers' marking had improved at the time of the last monitoring inspection, but evidence of further improvement is limited. Pupils do not get enough precise feedback on what skills they have demonstrated and what they need to do to improve.

Behaviour and safety of pupils

The introduction of a new behaviour policy in the summer term had some impact but lack of leadership at the beginning of the autumn term meant that the consistency of implementation slipped. The new executive headteacher promptly introduced a new system with an increased range of rewards for good behaviour and a clearer set of steps to penalise misbehaviour. It has been welcomed by staff who are managing behaviour more consistently. The enthusiastic management of this new system by a newly appointed



member of the support team has promoted its acceptance. Staff and pupils are positive about the impact in the first few weeks. The frequency of fixed-term exclusions has reduced and no pupils have been excluded this term. A few pupils have challenging behaviour and staff are working hard to improve their behaviour while keeping them in school.

Attendance has improved and persistent absence has reduced. A recently appointed parent support officer has introduced new challenges and rewards for good attendance which have gone down well with pupils. A more robust approach to tackling poor attendance has been implemented, supported by the keen interest of governors. Lateness has been pursued more rigorously. Stronger and more active communication with parents has contributed to improved attendance and punctuality. Actions for further improvement in attendance have been clearly identified.

Progress since the last monitoring inspection on the areas for improvement:

- improve behaviour and safety – satisfactory

The quality of leadership in and management of the school

In the first half of this autumn term, in the absence of the headteacher, the school lacked leadership and direction from the executive headteacher. As a result, planned professional development with the partner school to improve teaching did not get off the ground. The weaknesses in performance management were not tackled. Action to tackle weaker teaching was delayed. Planned improvements in assessment systems and training for teachers in the use of assessment did not take place. The proposed development of subject leaders with leaders from the partner school did not start. The behaviour procedures introduced in the summer term were not consolidated. Teachers and support staff continued to work hard but lacked direction and support.

The absence of the coordinator for special educational needs in the summer term resulted in the slow implementation of plans and this continued in the first half of this term. The promptness and accuracy of assessment, early intervention and the effective use of external agencies to meet pupils' specific needs, remain areas for development.

The quality of leadership and direction improved in the second half term with the arrival of the new executive headteacher. However, the implementation of essential improvements was delayed until new plans were put in place. The new executive headteacher has an accurate analysis of the school's strengths and weaknesses. She has quickly gained the confidence of staff, pupils and governors. In November, she acted immediately to introduce a new behaviour policy with a more effective range of rewards and sanctions. A new assessment system will be set up in the near future, supported by training and development. Laptops have been ordered so that staff can assess and plan more effectively. Equipment has been ordered to improve the pupils' use of information and communication technology. The school has joined the 'Achievement for All' project to develop staff expertise in meeting the needs of lower attaining pupils. Links have begun to be made with the new



partner academy to improve the leadership and management of special educational needs. The executive headteacher has revised the performance management procedures so they make use of the national standards for teachers and link targets to school priorities. These first steps are promising but are at an early stage of planning and implementation. An appropriate short-term action plan has been devised by the executive headteacher but the school lacks a longer term improvement plan.

The governors had little contact with the governors at the first partner academy and meetings of the joint school improvement committee did not take place in the autumn term. Following the agreement with the new partner academy, academy governors attended a full school governors meeting. The first meeting of the joint school improvement committee, made up of governors from both schools, will take place next week and is due to take place every three weeks. Leadership and governance are in now in a stronger position to bring about faster progress over the next term.

Progress since the last monitoring inspection on the areas for improvement:

- improve leadership and management – inadequate

External support

The lack of support for leadership from the partner academy hindered the school's progress. The local authority acted promptly to identify and recruit a new partner academy and executive headteacher. The local authority and the governing body learnt from this experience and a more thorough negotiation took place to agree the contract with the new partner academy. A local authority audit of attendance in September helpfully identified strengths and areas for improvement. Pupils who speak English as an additional language receive effective additional support from the local authority. The new executive headteacher is well supported by the local authority.

