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21 March 2013

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 with Rachael Flesher, Her Majesty's Inspector, to your school on 19 and 20 March 2013, 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 third 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 – satisfactory

Progress since the previous monitoring inspection – satisfactory

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 Children's and Young People's Services 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 third monitoring inspection on 19 and 20 March 2013

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

The executive headteacher, who took up post in November 2012, continues in place of the substantive headteacher who is absent. The coordinator for special educational needs has been absent since January 2013 and has been replaced by a temporary teacher. Since March 2013 the coordinator for special educational needs from the partner school has provided leadership on a part-time basis. Three governors from the partner school have been co-opted onto the governing body.

Achievement of pupils at the school

School analysis indicates that pupils are increasing their achievement, especially in Year 2 and Year 6. Teacher assessment indicates that Year 2 and Year 6 pupils are on track to meet national averages in mathematics and reading. This is the result of more sustained good teaching in these year groups. Extra support for Year 6 has improved progress in mathematics. More Year 6 pupils are aiming to reach the higher Level 5 and more Year 2 pupils are expected to reach Level 3 than in the previous two years. School analysis also indicates improvement in Year 1. More individual reading with adults has improved reading in Year 1. Achievement is lagging in Year 4 due to gaps in pupils' understanding in mathematics and weaknesses in writing. In all year groups progress and attainment are weaker in writing than in reading and mathematics. A new system for recording pupils' progress has been introduced but the analysis of Years 3 and 5 has not been completed.

The reorganisation of classes into ability groupings for English and mathematics has contributed to improved learning at Key Stages 1 and 2. New and more consistently applied procedures for managing behaviour have resulted in more positive attitudes to learning. The provision for pupils with special educational needs has very recently begun to improve, though this remains at an early stage of development.

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 – satisfactory

The quality of teaching

Teaching has begun to improve. The regrouping of pupils has enabled the teaching of English and mathematics to become better focused on the range of needs in the class.



Teachers are getting better at evaluating what pupils have learnt in a lesson and using this to plan the next steps. Training has helped teachers to plan activities for different levels of ability and to make learning objectives more precise. A new approach to handwriting has led to a common system for teaching the formation of letters. Teachers manage behaviour more effectively by using more consistent routines for gaining pupils' attention. More active learning in mathematics is beginning to improve pupils' thinking and understanding.

In better teaching the skills pupils are learning are clearly identified. Good relationships and dialogue with pupils promote constructive talk and a positive attitude to work. Pupils present their writing or mathematical methods to the class which increases confidence and consolidates learning. In the best lessons the teaching identifies precisely what pupils need to do, imaginative activities excite pupils and the enthusiastic teacher and support staff challenge pupils to extend their vocabulary and the length and quality of their writing.

In teaching requiring improvement activities do not meet the range of needs accurately enough, including for the more-able. In some cases the teacher talks too much and misses opportunities for active, small-group learning led by a learning support assistant. Marking is more frequent but there are inconsistencies in the quality of written feedback. Some marking relies too heavily on a tick or initials rather than giving specific praise and precise targets for improvement.

Pupils with special educational needs have received an individual education plan with personal targets written in language that pupils and parents can understand. Plans are in place to extend the range of teaching to meet more specialised needs, assess the impact of extra help and review the role of learning support assistants in promoting pupils' independence.

Behaviour and safety of pupils

Behaviour has improved as the result of new rewards and sanctions. Expectations are higher and procedures have been applied more consistently. Pupils are behaving better because they have a clearer understanding of the consequences for misbehaviour. Pupils value the tokens for good learning and enjoy the increased rewards for good behaviour. Exclusion was previously higher than average. This school year no pupils have been excluded, which is a significant improvement. Incidents where pupils require restraint have diminished as a result of clearer boundaries, a stronger commitment to solving problems within the school and more effective work with parents. The recently appointed behaviour support worker has made a more thorough analysis of pupils' behaviour and action is taken more promptly to tackle emerging issues. Improved gathering of information in a new incident log has led to better communication and speedier action by staff. The recently appointed parent support adviser has applied a more rigorous approach to attendance, persistent absence and punctuality. Attendance is a little better than at the same time last year, despite the effect of a virus, and the school has moved up the attendance ranking in Doncaster.

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

- improve behaviour and safety – good



The quality of leadership in and management of the school

Firm leadership by the executive headteacher has brought clear direction and much-needed stability to the school. The new approach to managing behaviour has made the school a calmer place with a stronger focus on learning. The regrouping of classes for English and mathematics has improved the teaching of different abilities. The quality of teaching has started to improve but not enough teaching is good.

New performance management targets are clearly focused on improvement in teaching and pupils' progress. Reviews of teacher performance will take place shortly. Plans to extend performance management to learning support assistants are in place. Staff absence continues to affect teaching and learning. Teaching is not as strong where there is a job share. The headteacher and governors are planning to provide additional time for job-share partners to improve the continuity of planning, including the use of assessment. Increased opportunities to visit other schools, training for planning in English and the introduction of more active learning methods in mathematics have begun to improve teaching.

New software has improved the collection of assessment data. Some analysis has been completed. Reviews of pupils' progress are about to start. The leadership of assessment has been reallocated to speed up the analysis of data. The school has identified the need to check the accuracy of assessment in the Early Years Foundation Stage. The absence of the coordinator for special educational needs delayed improvements. A leader from the partner school has developed a well-considered action plan which has recently begun to improve provision for special needs.

Pupils are enjoying the new laptop and tablet computers to research and present information. They welcome the new opportunities to learn about the cultures of pupils who have backgrounds in Poland and Turkey.

The governing body has been strengthened by the co-option of governors from the partner school. The new school improvement committee has met at three-weekly intervals. Governors have been rigorous in reviewing the implementation of the revised school improvement plan.

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

- improve leadership and management – satisfactory

External support

The local authority plays a useful role in evaluating the progress of the school, supporting and challenging governors, supporting the executive headteacher and deputy headteacher, and helping with financial issues.

The executive headteacher from the partner school provides decisive leadership and strong direction, which has enabled the school to move forward. The additional governors from the partner school have strengthened the work of the governing body. Leadership from the partner school has begun to improve the management of special educational needs. Support



from the partner school is contributing well to the professional development of teaching and support staff.

