

Hawthorne Primary and Nursery School

School Walk, Bestwood Village, Nottingham, NG6 8TL

Inspection dates 30 April – 1 May 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching is not consistently good. Teachers do not always take account of what pupils already know, understand and can do when planning activities.
- In some classes, pupils do not have sufficient opportunities to read regularly to an adult, practise writing at length or to solve mathematical problems.
- Achievement requires improvement because rates of progress vary. Pupils who need extra help, those who are eligible for support through pupil premium funding and the more-able do not always make good progress.
- Senior leaders do not give teachers the precise guidance needed to improve rapidly the quality of teaching. This is because they do not always focus on how well different pupils are learning when observing lessons and checking pupils' work.

The school has the following strengths

- The headteacher and the governing body have taken appropriate action to help pupils make better progress since the school received a notice to improve.
- School leaders make sure that pupils' well-being is a high priority. Pupils who experience personal difficulties receive a good level of support.
- There is some good teaching. For instance, in the Nursery and Reception classes, teachers successfully motivate children and help them to make good progress.
- Pupils behave well and feel safe. Relationships between adults and pupils are positive.

Information about this inspection

- The inspectors observed 14 lessons taught by eight teachers. Five of these were observed jointly with the headteacher.
- In addition to lesson observations, inspectors reviewed pupils' writing, mathematics and topic books with the headteacher.
- Inspectors heard pupils from each key stage read aloud.
- Meetings were held with staff, groups of pupils, governors and a local authority representative. Inspectors spoke informally with parents and carers.
- Questionnaire responses from 17 members of staff were reviewed. Inspectors also took account of 37 responses to the on-line questionnaire (Parent View).
- Inspectors looked at a range of documentation, including the school improvement plan, pupils' achievement data, minutes of governing body meetings and documents relating to safeguarding.

Inspection team

Usha Devi, Lead inspector

Her Majesty's Inspector

Sue Hall

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Hawthorne Primary and Nursery School is smaller than the average-sized primary school.
- When the school was last inspected in January 2012, it was given a notice to improve.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported by school action is similar to the national average.
- The proportion supported by school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals, is below the national average.
- A high proportion of pupils leave or join the school other than at the usual times.
- The school has an after-school club that is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Following the previous inspection, the local authority arranged for a local leader in education to support the headteacher, teachers and teaching assistants at Hawthorne.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is consistently good or better by making sure teachers:
 - plan activities that build on what pupils, especially the more able and those who need extra help, already know, understand and can do
 - carefully check how well pupils are learning during the lesson and give harder work to those pupils who are ready
 - consistently provide all pupils with the guidance they need to improve their work and also give pupils the time to correct any errors.
- Increase rates of pupils' progress further so that they reach even higher standards in reading, writing and mathematics by ensuring:
 - pupils who are struggling with reading have frequent opportunities to read to a trained adult in school
 - pupils are given regular opportunities to write at length
 - pupils use their knowledge of number to solve mathematical problems.
- Ensure that senior leaders have a greater impact on pupils' achievement by:
 - focusing on how well different groups of pupils are learning when checking the quality of teaching
 - making sure teachers receive the precise guidance they need to help all pupils make quicker progress
 - checking the quality of pupils' learning and the quality of teaching more regularly in order to make sure that all groups of pupils make good progress.

Inspection judgements

The achievement of pupils

requires improvement

- At the time of the last inspection, pupils' achievement was judged to be inadequate because pupils, particularly in Key Stage 2, were not making fast enough progress in mathematics. Achievement has improved. Most pupils make expected progress, and some make good progress.
- Achievement requires improvement because pupils, including pupils who join the school partway through the year, do not make good progress in all classes. Sometimes, progress slows for a small group of pupils. This is because of inconsistencies in the quality of teaching.
- Pupils join the Nursery with skills and knowledge that are below those expected for their age. Children make good progress because teaching in the Nursery and Reception classes is usually good. The children who are currently in Reception are on course to start Year 1 with skills that are typical for their age.
- In 2012, standards at the end of Year 6 improved and were similar to the national average in English and mathematics. Pupils in Year 6 made expected progress. Some made good progress. For example, a few pupils attained a Level 6 in mathematics. Current standards are average and improving in Years 3 to 6. They are below average and rising in Years 1 and 2.
- In some classes, pupils make good progress in mathematics. This is because teachers in these classes ensure pupils regularly use their knowledge of number to solve mathematical problems. This effective practice is not widespread throughout the school.
- Pupils enjoy reading and like taking part in school competitions which encourage them to read at home. Lower-ability pupils are beginning to use their knowledge of sounds and letters to read unfamiliar words. However, they do not read regularly enough with a trained adult. Older pupils are helped to develop their understanding of characters and plots in books. Teachers are getting better at helping older pupils to read fluently.
- The progress of pupils who need extra help varies. For much of the time, they benefit from the additional support they receive because it is tailored to their individual learning needs. In a number of lessons, inspectors found that they did not make good progress because their activities were a little too difficult for them to complete without support from an adult.
- The achievement of pupils for whom the school receives additional funding is improving. This is because they are benefiting from extra teaching sessions and additional support with their reading. There is a little further to go before the gap is fully closed between their standards and those of their classmates. School records indicate that they are generally one term behind in English and mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because there is not enough consistently good teaching across the school. Pupils' work and the lessons observed during the inspection confirm that the quality of teaching is improving. This is helping pupils to make better progress in English and mathematics than in the past.
- Where teaching requires improvement, teachers do not build effectively on pupils' previous skills

and knowledge. This is especially the case for more-able pupils. Their work is often too easy. In some lessons, teachers do not check how well pupils are learning during the lesson and miss the chance to move pupils who are ready on to harder work. This prevents pupils from making good progress.

- There are a few occasions when the quality of teaching is weak. In these instances, pupils of all abilities are often asked to complete the same activity and, therefore, make insufficient progress. For instance, in one lesson all pupils were asked to add '-ing' onto the end of some words while also ensuring they were correctly spelt. The more-able pupils found this activity far too easy while other pupils struggled.
- Teachers' marking is inconsistent. It is particularly effective in Years 5 and 6, where teachers provide pupils with the guidance they need to improve their work and also give them the time to correct any errors in their work.
- Where teaching is good, teachers plan activities which are well matched to the learning needs of pupils of different abilities. Activities are also interesting and active. In one successful example, the teacher provided pupils with pictures representing different human emotions. The teacher and teaching assistant successfully helped groups of pupils to discuss the events they would need to include in their stories in order to end with the emotions shown on the pictures.
- In the Early Years Foundation Stage, teachers and teaching assistants work together well to ensure there is a good balance between activities led by an adult and those that children can choose for themselves. Teachers encourage children to become enthusiastic and confident learners by making sure activities are practical and interesting.

The behaviour and safety of pupils are good

- Pupils are polite, friendly and keen to learn. In lessons, they enjoy sharing their ideas and discussing their work with each other. Pupils stay focused and behave appropriately even when their activities are too easy or too difficult. Very occasionally, a few become distracted when teaching is uninspiring.
- During break times and lunch times, pupils behave well and enjoy using the range of playground equipment. Pupils have a good understanding of bullying, including bullying over the internet and name-calling. The few incidents of bullying are dealt with effectively. A few pupils do occasionally 'play-fight' in the playground. Staff are using a range of rewards to encourage all pupils to behave responsibly. Therefore, such incidents are reducing.
- Pupils feel safe. They understand the importance of reporting any concerns they may have to an adult. Attendance has improved and is in line with the average for primary schools.
- Pupils have a good understanding of what is right and wrong. School assemblies help pupils to learn about other cultures. History and science lessons are used to encourage spiritual reflection. In one science lesson, pupils reflected on the wonders of the universe while learning about the moon.
- 'My child is safe and happy, I cannot ask for more,' commented one parent when asked about his view of the after-school club. Adults ensure that pupils who attend take part in a range of fun and exciting activities.

The leadership and management requires improvement

- The headteacher, in partnership with the local authority and a local leader in education, has ensured that staff have received the necessary training and support to improve their practice. Their work has led to improvements in pupils' achievement and an increase in the proportion of good teaching.
- Procedures for managing the performance of staff are not as thorough as they could be. This is why leadership and management require improvement. Senior leaders' checks on the quality of teaching and pupils learning are not frequent enough. As a result, weaknesses in teaching are not always picked up and acted upon quickly. When observing teachers, senior leaders do not focus enough on how well different groups of pupils are learning. Consequently, they are not always able to provide staff with the precise guidance they need to help all pupils make good progress.
- The headteacher is determined to ensure that all pupils achieve equally well and this is beginning to happen. Senior leaders are using the information they have about pupils' progress to arrange additional support for pupils who have been identified as underachieving. This is helping individual pupils to catch up with pupils nationally. Further work is required to ensure that more-able pupils, those who need extra help and some pupils who are eligible for pupil premium funding make even better progress.
- Opportunities for pupils to practise their mathematical skills through other subjects are developing well. Pupils enjoy the 'Eco Club' activities because they help them to learn about the environment, while also developing their mathematical skills. For instance, pupils monitored the school's energy bills, considered alternative forms of energy, and looked at where saving could be made. This activity made a strong contribution to pupils' environmental and mathematical development. Teachers in some classes do not provide enough opportunities for pupils to write at length in different subjects.
- Many of the parents and carers who spoke with inspectors were particularly appreciative of the high level of care shown by staff towards their children. The Monday maths sessions and the Friday reading sessions are encouraging parents and carers to get more involved in school life. Staff value the work of the Parent Teacher Association, which organises a wide range of fund-raising activities, such as quiz nights and fashion shows, to help raise money for the school.
- **The governance of the school:**
 - The governing body has established a 'strategic committee' in order to keep a close check on the work of the school. Governors have a good understanding of pupils' progress and ask school leaders searching questions. They know which groups of pupils need to make even better progress. Members of the governing body are committed to ensuring that the actions being taken by school leaders continue to make enough of a difference to all pupils, including those who are eligible for pupil premium funding. Governors know where teaching is strongest but have a less secure view of where there are weaknesses in teaching. This is because senior leaders' checks on the quality of teaching are not thorough enough. In the past, some staff have automatically received a pay reward. Governors recognise that this can no longer continue and that important changes need to be made to the performance management of staff. They are planning to review their procedures. The governing body ensures that pupils are safe and that statutory requirements for safeguarding pupils are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122617
Local authority	Nottinghamshire
Inspection number	399710

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	208
Appropriate authority	The governing body
Chair	Marlene Walker
Headteacher	Moira Cordon
Date of previous school inspection	11 January 2012
Telephone number	0115 9271544
Fax number	0115 976 2186
Email address	office@hawthorne.notts.sch.uk

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