

Hawthorn Primary School

Park Close, Elswick, Newcastle-upon-Tyne, Tyne and Wear, NE4 6SB

Inspection dates

1–2 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are well supported, therefore they make good progress from their respective starting points and achieve well by Year 6.
- Although the standards reached at the end of Key Stage 2 are below average they are improving securely, therefore the gap between pupils in school and all pupils nationally is narrowing.
- All pupils achieve well because their progress is carefully tracked and those requiring support receive help that is precisely tailored to their needs.
- Children make a good start to their learning in the Early Years Foundation Stage particularly in developing their social skills and independence.
- Learning in lessons is good. Teachers plan interesting activities which engage and interest pupils. They use assessment information effectively to plan tasks that are well matched to the learning needs of individuals.
- Pupils' attitudes to learning and their behaviour are exemplary and contribute significantly to their learning in lessons. They take pride in their work, try hard to do their best and are keen to rise to the high expectations of staff.
- Pupils feel extremely safe in school because they are known as individuals and they trust in staff to provide timely support when it is needed.
- Leaders and governors rigorously monitor the work of the school and take decisive action when improvements are needed. As a result, standards are rising at the end of Year 6 and the teaching of reading and writing has strengthened.
- The broad range of experiences provided to all pupils, which include orchestral instrument tuition, make a significant contribution to their spiritual, moral, social and cultural development and to their confidence as successful learners.

It is not yet an outstanding school because

- Teaching is good but there are variations. The most effective approaches used by some teachers are not embedded in all classes and the skills of individual pupils are not used well enough to support the learning of others.
- The targets set for pupils and the feedback they receive from staff do not consistently help learners to improve their work.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons and the support provided to individuals and groups of pupils within and beyond classrooms.
- Inspectors talked to senior leaders including governors, groups of pupils, teachers, and a representative of the local authority.
- Inspectors looked at pupils' work and examined a range of documents, including the school's own analysis of its performance, improvement plans, achievement information and safeguarding procedures.
- The views of 17 parents who responded to the on-line questionnaire (Parent View) were taken into account.
- The views of 22 staff who submitted questionnaires were taken into account.

Inspection team

Janet Bennett, Lead inspector

Additional Inspector

Patrick Hargreaves

Additional Inspector

Full report

Information about this school

- Hawthorn is smaller than the average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The proportion of pupils supported at school action is above average. The proportion supported through school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- Many more pupils leave or join the school mid-way through their primary years than is usually the case.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has an Additionally Resourced Centre (ARC) for pupils with emotional, social and behavioural difficulties.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by:
 - extending the most effective approaches used by some teachers to all classes
 - ensuring that the feedback pupils receive from teachers through the setting of targets and the marking of work consistently helps pupils to improve their work and deepen their understanding
 - making greater use of the skills of individual pupils to support and extend the learning of others, for example, by using a wider range of group activities or by sharing pupils' work in lessons.

Inspection judgements

The achievement of pupils is good

- Children enter school in the Early Years Foundation Stage with skills that are much lower than might typically be expected for their age. From their respective starting points pupils make good progress and achieve well. Those pupils joining the school mid-way through the primary years are carefully assessed and effectively supported so that they quickly make good gains in their learning.
- In recent years, the standards reached by pupils at the end of Key Stage 2 have been below average, particularly in writing. However, action taken has strengthened teaching, therefore standards are rising. Year 6 outcomes from national tests in 2012 showed that the proportion of pupils reaching the expected level in mathematics was in line with that of all pupils nationally and more pupils reached the expected levels in reading and writing than in previous years.
- Children make good progress in the Early Years Foundation Stage because strong relationships and sensitive support ensure that they quickly grow in confidence and develop the skills they need to be successful learners. Effective teaching in Key Stages 1 and 2 promotes good progress, and well planned support for individual pupils successfully accelerates the learning of those needing extra help.
- Pupils supported at school action, school action plus or with a statement of special educational needs, including those with emotional, social and behavioural difficulties, make good progress and achieve well. This is because their needs are accurately identified and they are effectively supported by well trained staff.
- Leaders are highly mindful of the needs of individual pupils and their families, adapting ways of working to ensure that everyone plays a full part in the life of the school, including those speaking English as an additional language. This reflects the commitment of staff to tackling any form of discrimination and actively promoting equal opportunities for all.
- Pupil premium funding is used effectively to ensure that eligible pupils are well supported and benefit from the wide range of learning opportunities provided by the school. Compared to other pupils in school, those eligible for pupil premium attained similar standards in mathematics in 2012, but in English attainment was two terms behind that of their peers. Inspection evidence indicates that this gap is closing.

The quality of teaching is good

- Teaching is good but there are variations between classes. Where teaching is most effective:
 - ongoing assessment during lessons is used exceptionally well to identify misconceptions and to adapt teaching approaches so that pupils' learning progresses at a brisk pace
 - activities are well planned so that they precisely meet the learning needs of individual pupils
 - questioning is used well to challenge pupils' learning and deepen their understanding.However, these highly effective approaches are not used consistently by all teachers, therefore the pace of learning slows in some lessons. This is particularly the case when activities do not challenge pupils well enough to extend their learning and pupils have too few opportunities to learn from one another.
- Teachers are highly mindful of pupils' changing interests and draw upon this information well in their planning. As a result, pupils are interested and motivated learners because they understand the relevance and purpose of the work they are set.
- The progress that individual pupils make is carefully tracked and teachers are swift to take action when extra help is needed. Carefully planned support within and beyond the classroom is used well to accelerate learning so that identified gaps are swiftly addressed.

- Support staff make a strong contribution to learning because they are well trained and know individual pupils very well.
- The teaching of reading and writing has strengthened because of the training that staff have received and it is effective in promoting pupils' learning. There is a well planned approach to the teaching of letters and sounds so that the youngest children quickly acquire the skills they need to tackle new words. The broad range of opportunities provided for older pupils to read and write in activities that are interesting and relevant, contribute well to their learning and to their understanding of the skills they need to be successful.
- Teaching is good in the Early Years Foundation Stage where the enthusiasm and curiosity of staff contribute exceptionally well to children's interest in the world around them. Adults engage sensitively alongside children in play, using questions such as, 'I wonder what would happen if..', to extend and challenge thinking.
- Teachers review work regularly and use assessment well to plan for pupils' next steps in learning. However, the feedback that teachers provide when they mark work and the individual targets that they set do not consistently help pupils to improve their work. This is because the information provided is not always expressed in language that pupils understand and they are not regularly encouraged to act upon it during lessons.

The behaviour and safety of pupils are outstanding

- Across the school pupils' attitudes to learning are exemplary. They are enthusiastic and willing learners who take pride in their work and always do the best that they can. This was exemplified by one pupil who said, 'We've worked our socks off this morning!'
- The youngest children in school are enthusiastic in their exploration of the world around them and show determination and perseverance when practising new skills. For example, after working together to create a 'castle', children worked diligently to create their own crowns, decorating them precisely and carefully tying on chin straps using elastic and wool.
- Pupils respond exceptionally well to the positive role models that staff provide. They show respect and patience towards each other, listening to and responding sensitively to the views of others. This contributes very well to their learning in lessons.
- Pupils are proud of their school and show this in the strong contribution they make to its success by taking responsibility for the well-being of others as buddies, mentors and eco-warriors.
- Pupils are polite, friendly and welcoming, promoting a very positive climate across the school in which every individual is involved and respected as an important member of the school community.
- Parents and pupils are positive about behaviour in school and value the care that staff provide. Pupils have a very good understanding of different forms of bullying and feel very safe, confident in the knowledge that they will be looked after well.
- Attendance is rigorously monitored and effective action is taken when needed in order to ensure that pupils attend regularly. As a result, attendance has improved and is now broadly average.

The leadership and management are good

- The headteacher provides effective leadership for a strong staff team who share a common sense of purpose. Staff know pupils exceptionally well, recognising and celebrating their individual gifts and talents. The high aspirations and expectations that staff have for all pupils promote an enthusiasm for learning which contributes exceptionally well to pupils' positive attitudes to school.
- Leaders have an accurate view of the school's strengths and areas for development because teaching is rigorously monitored and timely action is taken when improvements are needed. For

example, training for staff on the teaching of reading and improved opportunities for pupils to use reading and writing in meaningful activities, have improved pupils' progress and raised standards at the end of Year 6. Performance management is rigorous and used well to hold teachers to account for the progress that pupils make. The review of teachers' performance by senior leaders is demanding and is used to make decisions about teachers' pay.

- Careful tracking of individual pupils and well planned support for those needing extra help is accelerating learning and ensuring that an increasing proportion of pupils reach the levels expected for their age at the end of Key Stage 2.
- Although leaders have not yet been fully successful in extending the highly effective approaches used by some teachers to all classes, the well planned actions they have taken to raise achievement have been successful and reflect the school's good capacity to build further upon its successes.
- The rich curriculum provides many challenging opportunities for pupils to explore skills and ideas that are new to them. They are encouraged to seize these opportunities and as a result have high aspirations for themselves and take great pride in their own achievements as well as those of others. Daily music tuition and opportunities for performance within and beyond the school contribute exceptionally well to pupils' spiritual, moral, social and cultural development as well as their interest in learning. One pupil concisely expressed the difficulties and rewards of learning to play an orchestral instrument as, 'It's enjoyable but challenging'.
- **The governance of the school:**
 - Governors effectively evaluate the work of the school, drawing well on a range of evidence to provide challenge and support to leaders regarding the progress that differing groups of pupils make. They monitor the use of pupil premium funding and its impact on eligible pupils. Investment in support staff ensures that individual pupils receive the tailored support that they need. Safeguarding arrangements are robust and fully meet all statutory requirements. Governors regularly visit lessons and talk with staff. This first-hand knowledge ensures that they are well placed to ask pertinent questions in order to gain a good understanding of the quality of teaching and pupils' learning.

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	108460
Local authority	Newcastle Upon Tyne
Inspection number	400983

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Anne Stoker
Headteacher	Judy Cowgill
Date of previous school inspection	6 July 2010
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