

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 566862
Direct F 01695 729320
Direct email:
rcowley@cfbt.com



15 July 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 to your school on 11 and 12 July 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 fourth 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 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 fourth monitoring inspection on 11 and 12 July 2013

Evidence

The inspector observed the school's work, scrutinised documents and met with the executive headteacher, staff, a group of pupils, two members of the governing body and a representative from the local authority.

Context

The absent headteacher retired in April. One teacher left the school in June and two will leave at the end of term. The school is due to become an academy sponsored by its partner, Armthorpe Shaw Wood Academy, on 1 October 2013. A new leadership structure has been put in place for September 2013. Armthorpe Shaw Wood Academy will provide a new head of school who will take up this role in September 2013. A member of staff from the partner academy has recently joined the school to lead Key Stage 2 and literacy. Leaders for special educational needs, the Early Years Foundation Stage and work with families have been appointed to work across the two academies from September.

Achievement of pupils at the school

Achievement is improving well in some respects but with weaknesses in others. In 2013, attainment by the current Year 6 is much higher than previously in reading and mathematics. In addition, pupils made much better progress in reading and mathematics from their starting points at Key Stage 1. However, in writing, attainment was similar to 2012, and progress was weaker and well below the 2012 national average.

At Key Stage 1, attainment in 2013 is much higher in reading, writing and mathematics than in previous years and average point scores are above the 2012 national averages. These improvements are the result of better teaching and assessment.

This year, far fewer pupils in Year 1 met the required standard in the national screening check of their knowledge of letters and sounds. Almost all pupils in one class succeeded and almost all in the other class did not. This was due to weakness in teaching and lack of close monitoring by senior leaders.

School analysis of each year group in reading and mathematics shows that, on average, pupils made expected progress and reached the levels expected nationally. However, in writing, progress and attainment are lower than expected, except in Years 2 and 5. The recent experiment in setting enabled middle and higher ability groups to make at least the expected progress. However, lower ability groups generally made less progress. Better documented analysis of the progress made by pupils with special educational needs shows a variable picture and highlights the areas needing further action. New programmes of



targeted support have improved a few younger pupils' skills in number, talk and working with others. More programmes are planned for the autumn term.

Pupils entered the Early Years Foundation Stage with attainment well below average. By the end of reception, most met the early learning goals and a few exceeded them. However a small number have not met these goals. The school has accurately identified the need to extend early years approaches into Key Stage 1, including outdoor play, in order to provide continued support for the learning of weaker pupils.

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 and learning have improved in the Early Years Foundation Stage. Adults are using talk in small groups more effectively to help pupils make individual choices about their activity and to reflect on their learning in a more structured way. The introduction of class learning journals has resulted in a more informative record of pupils' achievement. Individual portfolios show more detailed evidence of pupils' skills in writing and mathematics. Teachers are planning together more effectively across Reception and Nursery with common themes and this is promoting greater interaction between pupils. An increased number of teaching assistants in the Early Years Foundation Stage has supported the development of more constructive talk and play.

At Key Stage 1, the teaching of English and mathematics for the middle and higher ability has been more effective in promoting achievement. This teaching stimulates pupils' imaginations and enables them to write with purpose and concentration, assisted by well-produced resources and activities. Targets for learning are communicated simply and clearly and pupils learn to assess their own and each other's work well. The lower ability class was not observed on this visit as the teachers were absent. Observations carried out by the school and local authority show that the teaching of this class has been less successful, resulting in less progress, including in learning letters and sounds. Leaders have decided to revise staffing and the grouping of pupils to improve the progress of lower ability pupils.

At Key Stage 2, teaching remains stronger in the upper years than the lower years. It is also stronger in the upper sets than the lower sets. In the better lessons, teachers develop thoughtful dialogue with pupils and they write with clear purpose and enthusiasm. Increasing opportunities are being provided for pupils to write for a real audience and they are beginning to use information and communication technology to develop and present their work. Weaker teaching does not have a sharp enough focus on what pupils are learning and opportunities are missed to reinforce key points and praise pupils for achieving the goals set. On occasion, the models for writing and the key features of language are not presented clearly or visibly enough which limits the confidence and accuracy with which



pupils learn to write. Marking policies are being implemented more consistently but some is intermittent and does not insist on high standards of presentation.

Behaviour and safety of pupils

Improved standards of behaviour have been maintained as a result of the rewards and sanctions introduced by the executive headteacher. Lessons are generally calm with most pupils engaged cooperatively in tasks. Pupils have accepted the new rewards and sanctions and the number of detentions has much reduced. There have been no exclusions. The school is currently reviewing behaviour management with a view to strengthening the consistency across staff. A very few pupils with more challenging behaviour are being carefully managed, supported by regular contact with parents.

Attendance rose in 2012 and was sustained in 2013 through regular work and communication with parents, rewards for good attendance and work with individual pupils and their families, supported by other agencies.

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

The executive headteacher provides strong leadership and clear direction. Decisive action to change the organisation of pupil groups and to strengthen the leadership of literacy, Key Stage 2, the Early Years Foundation Stage and special educational needs has been taken and will be in place next term. The new coordinator for special educational needs has already developed a robust programme of monitoring and analysis. She has provided some training and development for teachers and teaching assistants, and new programmes to meet the special needs of pupils, some of which are demonstrating measurable impact.

The use and analysis of assessment data has continued to improve and now provides a robust account of strengths and weaknesses in pupils' performance. This has been used in the first round of meetings between senior leaders and class teachers to develop a more analytical discussion of pupils' progress. However, the records of these meetings do not include actions to be taken. A whole-school plan for monitoring teaching and learning has been drawn up and will be implemented next term.

Staffing issues have limited the pace of improvement in teaching. Leaders and governors have worked through these and promising staffing arrangements are in place for the next school year. Some changes have affected staff morale which has dipped recently. Staff are working hard and have a strong determination to build on the progress that has been made.

The school improvement committee of the governing body has met frequently to monitor the progress of the school. Their ability to understand and question data has improved. The



new governors from the partner academy and the existing governors have worked together effectively to take decisions about staffing and to define leadership and governance structures and the future relationship between the two academies. Preparations for this transition are going well.

The school's current rate of improvement shows that it is on track to meet the timescale for the removal of special measures.

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

- improve leadership and management – satisfactory

External support

The local authority has provided effective support and challenge through the monitoring and evaluation of teaching and learning and contributions to the school improvement committee. Additional consultancy to develop provision in Key Stage 1 has been planned.

Leadership by the partner academy has brought clear direction and firm action. A member of staff from the partner academy has been deployed effectively to develop provision for special educational needs. The increasing contribution of the partner academy to leadership, governance and staffing is supporting the transition to academy status and increasing the capacity to bring about more secure and consistent improvement.

