

Hawthorne Primary and Nursery School

School Walk, Bestwood Village, Nottingham, NG6 8TL

Inspection dates 28–29 April 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well in reading, writing and mathematics. Teaching and pupils' performance are improving throughout the school because of the actions taken by leaders and governors.
- The headteacher has a clear vision for the school. Staff, governors, pupils and parents share this vision, which is articulated well through the expectations and responsibilities outlined in 'The Hawthorne Way', a document they created together.
- Pupils enjoy school, behave well, and work hard in this cohesive school community. They feel safe and secure in school.
- Pupils have good opportunities to contribute to the life of the school. They relish the chance to take on responsibilities and carry out their tasks in a mature manner.
- Children in the early years get off to a good start. They make good progress and achieve well.
- Teaching across the school is good. It continues to improve because of the effective support provided by the headteacher and other leaders.
- Marking provides pupils with clear guidance about how to improve. Pupils value teachers' marking of their work and the opportunity they have to make corrections.
- Staff work well together, supporting and helping each other to improve. They have high expectations of what pupils can achieve.
- The curriculum provides pupils with a broad range of experiences to support their learning. Activities capture their interest and widen their experiences.
- Pupils' spiritual, moral, social and cultural development is supported very well. Many activities strongly promote British values that are reflected in the trusting and respectful relationships that exist between pupils and adults, and pupils themselves.

It is not yet an outstanding school because

- Occasionally, the work set for the most-able pupils is too easy and this impedes their rate of progress.
- Too many pupils do not develop a legible, joined, handwriting style. This makes it difficult to read the otherwise good-quality content of their work.
- Pupils make too many spelling errors and these are not corrected often enough. Consequently errors persist in pupils' work and this hinders their rate of progress.

Information about this inspection

- Inspectors visited 16 lessons, six of which were observed jointly with the headteacher.
- Meetings were held with school leaders, governors and a representative of the local authority.
- Inspectors talked to pupils about their experiences at school and their work. Inspectors also looked at pupils' work and listened to some of them read.
- A range of school documents was scrutinised including the school's self-evaluation and improvement plans, information on pupils' current progress and curriculum planning. The school's attendance information, safeguarding procedures and behaviour logs were also checked.
- Inspectors took account of the 60 responses to the online questionnaire, Parent View, correspondence sent to the lead inspector, and the views of parents who spoke to inspectors as they dropped their children at school.
- The views expressed in the 27 returned staff questionnaires were also considered.
- Inspectors visited the 'Pit Stop' breakfast and after-school club to see how it helps pupils at the start and end of the school day.

Inspection team

Alison Cogher, Lead inspector

Additional Inspector

Sharon Bray

Additional Inspector

Full report

Information about this school

- Hawthorne Primary and Nursery School is smaller than the average-sized primary school.
- Provision in the early years takes the form of a Nursery, which children attend part time, and a full-time Reception class.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is average. They are supported through the pupil premium, which is funding to help pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Key Stage 2.
- The school operates 'Pit Stop', a before- and after-school club, during term time.

What does the school need to do to improve further?

- Strengthen the already good teaching so that more pupils make rapid progress by ensuring that:
 - pupils are taught to spell in a systematic way as they move through the school
 - pupils use their spelling knowledge accurately when they write
 - pupils develop a good-quality handwriting style
 - the most-able pupils are always challenged by the work they are set.

Inspection judgements

The leadership and management are good

- The headteacher, other senior leaders and governors have a very clear vision for school improvement and communicate this very effectively. The development of 'The Hawthorne Way' with staff, governors, pupils and parents provides a shared set of values and expectations that underpin and thread through every aspect of the school's work. This has supported the development of a cohesive learning community where pupils behave and achieve well, and everyone is valued and supported.
- Leaders, including subject leaders, are skilled and contribute well to the school improvement process. They ensure that the school's expectations are implemented so pupils can 'be the best that they can', the overarching aim of 'The Hawthorne Way'.
- Staff are provided with the support they need continually to improve their practice. Precise next steps and well-matched professional development training ensure they are able to contribute successfully to improving pupils' achievement. As a result, teaching has improved and is good overall.
- Leaders track pupils' progress meticulously and any slippage is tackled quickly to help pupils to get back on track with their learning. Provision made for disabled pupils, those who have special educational needs and those who need short periods of focused support, for example, with reading, is well organised and effective.
- Pupils' spiritual, moral, social and cultural development is nurtured very well. Pupils talk confidently and sensitively about how they can support each other and how they value and appreciate diversity. They are tolerant and respectful and develop strong relationships with each other and adults. They are well prepared for life in modern Britain.
- Good use is made of the additional sports funding to increase opportunities for pupils to be involved in competitive sport, and to experience a broader range of sport during and after school. This has resulted in an increase in the number of pupils involved regularly in some form of sport out of school time. Sports coaches work with all pupils to implement effectively a comprehensive programme of sporting activities during lessons. Pupils' health and well-being are supported well.
- The curriculum is broad and enhanced through the use of visitors and visits. Topics are effectively planned to make links between subjects so pupils see the relevance of their learning. Discrimination of any kind is not tolerated and all pupils are afforded an equal opportunity to achieve well.
- Good use is made of the pupil premium funding, for example, to provide specific support for pupils who find learning to read difficult. This has helped to reduce the gap in attainment between disadvantaged and other pupils. For some pupils, in some year groups, the gap has been eradicated completely.
- Safeguarding procedures meet requirements and are regularly checked by governors to ensure they are effective in securing pupils' safety and welfare. Pupils attending the school's before- and after-school provision are well looked after and they benefit from a calm and purposeful start and end to their school day.
- The local authority conducts regular checks on the school's performance and provides effective support and guidance to school leaders.
- **The governance of the school:**
 - Governors have made good use of the training and support available to them, and of individual governors' knowledge and skills, to enable them to carry out their role effectively. They are well informed and use a range of monitoring activities to check the schools' performance, including the quality of teaching and pupils' achievement, to challenge school leaders to secure ongoing improvement. They understand pupils' progress and attainment data and are clear about the impact of spending decisions, including the differences made by the spending of funding for disadvantaged pupils and the additional sport funding. Governors have a good understanding of how teachers' performance is

managed including how pay awards are linked to pupils' progress and underperformance is tackled. Governors fulfil their statutory duties well.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are friendly, welcoming, well-mannered and willing to help each other and adults. They are confident that 'The Hawthorne Way' has helped to improve pupils' behaviour and ensures they have a positive experience at school.
- Pupils are proud of their school and the opportunities they have to take on roles of responsibility. They have a very well-developed understanding of the difference between right and wrong. They fully appreciate the British values of tolerance, respect and democracy that are promoted strongly by the school.
- Pupils demonstrate positive attitudes to learning in lessons. Most sustain their concentration, listen attentively to questions and explanations, and are keen to offer ideas and answers. Occasionally there is some minor low-level disruption, but this is managed well by teachers so the impact on pupils' learning is slight.
- Pupils enjoy each other's company and play happily together at playtimes. They move around the school in an orderly way and are very sensible as they move between the school buildings. Pupils support each other well, recognising that some pupils find it hard to behave well all of the time. They are confident that adults are there to support them if they have a problem and that any difficulties they might have will be sorted out quickly.

Safety

- The school's work to keep pupils safe and secure is good. Staff understand their responsibilities for keeping pupils safe and are well trained. Safeguarding procedures are kept under regular review to ensure pupils' safety and welfare.
- Pupils are very confident that the school's site is very secure. They understand how they can help to keep themselves safe while at school. Parents are overwhelmingly positive about the care provided for their children by the school.
- Pupils say bullying or name calling is rare and dealt with quickly if it does happen. They have a good understanding of how to keep themselves safe in a range of everyday situations. When using the internet pupils know what to do if they come across anything that concerns them.
- Attendance has improved since the last inspection and is average. The school works hard to support parents to improve their children's attendance.

The quality of teaching is good

- Pupils make good progress because the teaching of reading, writing and mathematics is good across the school. Relationships between pupils and adults are respectful and trusting. This ensures that pupils are not afraid to 'have a go' or make mistakes as they know that adults will help them to improve.
- Teachers know pupils' strengths and weaknesses and plan carefully to meet their needs. Planning for lessons takes account of what pupils already know and what they need to learn next. Work, and the resources used, are modified for pupils of different abilities. Work for the most-able pupils usually, but not always, provides sufficient challenge to enable them to learn well. Teachers provide clear explanations and model ways of completing tasks effectively, such as how to multiply two numbers.
- Teachers make particularly good use of probing questions to check pupils' understanding, to correct errors and to take pupils' learning further. This includes exploring views about right and wrong and about the

feelings people experience. This helps pupils develop empathy for others.

- The teaching of early reading and writing skills is effective. Pupils are taught the sounds that letters make (phonics) and use this knowledge confidently when reading unfamiliar words. Pupils will attempt to spell words that they need in their written work and are often successful. However, there is no system across the school to support pupils to spell accurately; as a result, they make mistakes, sometimes of frequently used words. Similarly, pupils are not helped to develop a clear and legible handwriting style and so the quality of their presentation does not always reflect the otherwise good quality of their work.
- Teaching assistants are skilled and well briefed. They make a significant contribution to pupils' learning by working very closely with teachers to ensure individuals and groups of pupils of different abilities, including the most-able, engage successfully in lessons. They work effectively with disabled pupils and those who have special educational needs on improving particular weaknesses in their learning, and to help them to be fully integrated in lessons so that they can achieve as well as their classmates.
- The quality of feedback and guidance given to pupils through marking is generally effective. Pupils say it helps them to improve and they are meticulous in responding to challenges and requests made by their teachers to make corrections. However, this effective practice does not always extend to correcting spellings or challenging pupils to improve their handwriting.
- Pupils think that homework helps them to improve, giving them the opportunity to practise key skills and complete longer pieces of investigative work which they find interesting.

The achievement of pupils is good

- Children make good progress in the early years from their varied starting points. They continue to make good progress and by the end of Year 2 they achieve average standards in reading, writing and mathematics. An improving trend has been established in the standards reached by pupils in Year 2.
- Pupils' attainment by the end of Year 6 in 2014 was broadly average in reading, writing and mathematics. For reading and mathematics this represented a significant improvement on the previous year and was the result of the school's sharp focus on these subjects. There was a dip in writing standards compared to 2013. School data and pupils' current work indicate that this year attainment in reading and mathematics will have improved further, and attainment in writing will be higher than last year. Over time, an improving trend in pupils' attainment has been established.
- Progress in Years 3 to 6 is good. Action taken to address the dip in writing has been successful, increasing the proportion of pupils making at least the expected progress. The proportion of pupils securing at least the expected progress in reading, writing and mathematics by the end of Year 6 compares favourably with national figures. In mathematics the proportion making better than expected progress is higher than the national figure.
- Disabled pupils and those who have special educational needs make good progress in relation to their starting points. Frequent checking of their learning and sharply focused support ensure they are able to achieve as well as other pupils.
- Typically the achievement of the most-able pupils is good. In most lessons they are challenged effectively. In lessons where they find work too easy their progress slows.
- The school's work to raise the attainment of disadvantaged pupils is increasingly effective. The numbers of pupils involved varies markedly from year to year. However, gaps between their attainment and that of their classmates have narrowed and for some it has been closed completely. In 2014, compared to other Year 6 pupils nationally, disadvantaged pupils were two terms behind in writing and mathematics and a term behind in reading. Compared to their classmates they were a year behind in mathematics, less than a term behind in reading and a term-and-a-half behind in writing. Information regarding the progress and attainment of current pupils shows that all gaps are reduced this year.

The early years provision is good

- Leadership and management in the early years are good and have secured good quality provision which ensures children are safe and that teaching is effective. Children achieve well.
- Relationships are supportive and children's enthusiasm and engagement in all activities demonstrate how safe and secure they feel. Expectations of children's behaviour are high and their welfare has a high priority. Well-established routines help children to get along well together and apply themselves fully to learning new skills.
- Effective teaching responds quickly to children's changing needs. Activities are organised around children's interests and good use is made of the indoor and outdoor areas to stimulate children's imagination. Children become immersed in their learning for extended periods of time.
- There is a strong focus on developing children's language skills. Adult-led activities ensure children become confident in their use of phonics to help them read and write. Children make good progress in the Nursery and Reception classes. They develop good levels of confidence in all areas and are well prepared for when they start in Year 1.
- Children play well together. They make choices and engage enthusiastically in role play activities. For example, when playing in the 'Pirate Pizza' restaurant some took orders while others acted out the role of delivery driver. Activities such as these, frequently supported by adults, help children to increase the vocabulary they use and to speak in correctly formed sentences. Adults are skilled at using questioning to encourage children to think for themselves.
- Children's writing and mathematics books, together with their 'Learning Journey' records, map children's learning over time. The journals are shared with parents, who are encouraged to contribute to them, and provide a good record of each child's progress and achievement.

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	461974

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	225
Appropriate authority	The governing body
Chair	Marlene Walker
Headteacher	Elaine Millington
Date of previous school inspection	30 April 2013
Telephone number	0115 927 1544
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