

Hawthorn Primary School

Elmham Road, Cantley, Doncaster, South Yorkshire DN4 6LQ

Inspection dates

7–8 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, leaders have not ensured that the quality of teaching is good throughout key stages 1 and 2. Consequently, pupils do not make good progress in writing, mathematics and a range of subjects.
- Leaders, including subject leaders, do not check pupils' work thoroughly. They do not check how well new initiatives are working. As a result, pupils do not make good progress.
- Teachers do not assess pupils' work accurately and they do not challenge pupils well enough to make good progress.
- Teachers do not adjust the pace of learning to make sure pupils progress well. Teachers' expectations are not consistently high enough to ensure good progress.
- Questioning is not used skilfully and does not deepen pupils' knowledge, skills and understanding.
- Teachers do not manage the work of their assistants consistently well.
- Leaders have not ensured that the curriculum provides good opportunities for pupils to write at length and apply their mathematical skills in a wide range of subjects.
- Plans for improvement do not focus well on how leaders' actions will improve the quality of teaching and pupils' progress.
- Over time, governors have not been effective in holding leaders to account for their work. Consequently, the overall effectiveness of the school is not good and therefore requires improvement.

The school has the following strengths

- Children make good progress in the early years because of good teaching and leadership.
- Pupils' conduct is good. They have positive attitudes to learning. They have a good knowledge of how to be healthy and stay safe.
- Pupils' spiritual, moral, social and cultural understanding is developing well.
- The teaching of reading and phonics is good. Pupils have a good understanding of what they are reading.
- The physical education and sport funding is spent very effectively. Pupils enjoy sport and are very active.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching in key stages 1 and 2 so that all groups of pupils make at least good progress, by:
 - accurately assessing pupils' work to provide greater challenge for pupils to deepen their learning
 - having consistently high expectations of pupils so the quality of work is of a high standard
 - ensuring that the pace of learning is good
 - skilfully questioning pupils to deepen their understanding of what is being learned
 - providing greater opportunities for pupils to apply their mathematical reasoning and problem solving skills in a wide range of subjects
 - providing greater opportunities for pupils to write at length in a wide range of subjects
 - managing the work of teaching assistants effectively to support good learning.
- Increase the effectiveness of leaders, including governors, by ensuring that:
 - leaders check that new developments in teaching subjects are used consistently well and are having a good effect on improving pupils' learning
 - senior leaders and subject leaders check the quality of teaching and pupils' progress thoroughly
 - teachers and their assistants are skilled in supporting pupils, especially those who have special educational needs (SEN) and/or disabilities, to make good progress
 - plans for improvement show clearly how the work of leaders and managers is to improve the quality of teaching and pupils' learning
 - senior leaders check that all staff have a detailed knowledge of the school's safeguarding procedures
 - the overall effectiveness of the school is good by the time of the next Ofsted inspection.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The effectiveness of leaders is variable and not good. Having improved behaviour and early years provision since the previous inspection, more is to be done by leaders to improve the quality of teaching and pupils' outcomes so both are at least good. Consequently, leadership and management requires improvement.
- The headteacher and other leaders are clear about what needs to be improved in the school. However, their actions have not led to good teaching and good progress for pupils. The school's plan for improvement does not identify how middle leaders' professional development will have a positive effect on improving the quality of teaching and pupils' progress. As a result, middle leaders are not guided well to improve learning and teaching in their areas of responsibility.
- Leaders, including subject leaders, have not checked carefully the effectiveness of new methods for teaching writing and a range of subjects. Pupils' work has not been checked thoroughly, particularly in writing and a range of subjects, to make sure teaching is good and to identify where staff might need additional support or training.
- Leaders have focused well on the development of pupils' reading skills. They have used proven research and training to adapt teaching and make sure pupils' progress is good. They have not been as successful in developing pupils' mathematical reasoning and problem-solving skills both in mathematics lessons and in a range of subjects across the curriculum.
- The special educational needs coordinator has not checked the quality of teaching and support well enough for those pupils who have SEN and/or disabilities to make good progress. When necessary, external agencies are used to support these pupils and detailed plans are devised to help pupils integrate fully into school life. Overall, the extra funding for pupils who have special educational needs is used effectively.
- The curriculum provides a wide range of subjects and extensive additional activities. It has ensured good personal development, behaviour and welfare as well as good provision for early years. There are good opportunities for pupils to learn about different cultures, life in modern Britain, healthy cooking and to participate in residential activities. Consequently, pupils' spiritual, moral, social and cultural understanding is good.
- Leaders identify barriers to learning for disadvantaged pupils. The extra funding for these pupils is used effectively to ensure they can participate in all aspects of school life, including external visits. This is a good example of the school's commitment to equality of opportunity for all. Disadvantaged pupils take part in activities out of school hours that lead to a 'graduation ceremony' at the local college. This makes a good contribution to their personal development and aspirations. As with other groups of pupils, more is to be done to ensure consistently good progress in their academic learning.

- The primary school physical education and sport funding is used very effectively. As well as participating in a range of sport, pupils take part in a 'daily mile'. The school is successful in football tournaments and multi-skills competitions. Pupils enjoy sport and physical education.
- The local authority has supported the school well in improving the quality of teaching and leadership in early years. It has provided opportunities for staff and middle leaders to attend local authority training as well as checking the school's performance. However, their support has not led to the school's overall effectiveness being good.

Governance of the school

- Over time, governors have not held leaders to account sufficiently well to ensure that teaching is good and all groups of pupils make good progress. After the previous inspection and a review of governance, they established a number of committees to support their work. Governors are beginning to challenge leaders more effectively although more is to be done to ensure that the overall effectiveness of the school is good.
- The chair of the governing body is ably supported by a co-chair. Governors have a sound knowledge of the school and how it is working. New governors are finding out about the school quickly so they can make a good contribution. Governors have a good range of skills.
- Governors check the school's finances. They have allocated funds to upgrade the school's early years provision and provide new library books and reading materials. They know that this support has helped to improve the school in these areas.
- Governors know how the extra funding for disadvantaged pupils and those pupils who have SEN and/or disabilities is spent. They have checked it is used well to improve the personal development, behaviour and welfare of these pupils. However, they have not challenged leaders strongly enough to ensure good progress for these pupils. Governors know that the funding for physical education and sport is spent very well.

Safeguarding

- The arrangements for safeguarding are effective. Pupils are safe and protected from harm. The school works effectively with external agencies and parents and carers to protect the most vulnerable pupils. Safeguarding records are kept meticulously and show the school's commitment to keeping pupils safe from harm. Safeguarding leaders are knowledgeable about the needs of pupils and tenacious in making sure safeguarding matters are followed up thoroughly.
- The school maintains a central register recording all the necessary detail to ensure that staff have been checked appropriately to work with children. Governors check this register and test out staff's knowledge of safeguarding when making staff appointments.

- Safeguarding training is provided for staff. They are clear that they would report incidents to the safeguarding leader or a member of the safeguarding team. However, not all staff are clear about the recommended procedures for reporting allegations concerning colleagues, including the headteacher. Leaders have not checked effectively that all staff understand these procedures fully.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is variable across the school and is not consistently good. Teachers do not apply their skills consistently well, especially in writing and mathematics, to ensure that pupils make good progress.
- Teachers do not assess pupils' learning accurately and ensure that pupils make good progress. Teachers check pupils' work but they do not make sure it is challenging enough for pupils to make good progress. For example, in mathematics pupils spend too long with work that is too easy and not enough time on higher skills such as problem-solving activities and mathematical reasoning.
- Teachers' expectations are not consistently high. Consequently, pupils' progress varies between classes and within classes. This is seen most in pupils' writing, where standards vary considerably according to how skilled staff are in using the new writing scheme.
- Interesting tasks are planned for pupils and these engage them well in learning. However, teachers do not consistently adjust the pace of learning to make sure pupils make good progress. They do not plan the work of their assistants well enough to ensure that the pace of learning is good. In writing, work shows clearly that skills are not gained at an effective pace to ensure good progress.
- When questioning is used skilfully, teachers probe pupils' understanding well and make them think deeply about their learning. However, questioning is not used well enough to measure how much pupils have learned and to deepen their knowledge and understanding.
- An analysis of current pupils' work shows too few opportunities for pupils to write at length, particularly in subjects other than English, and use the sophisticated vocabulary they are learning to write well and at greater depth. The lack of extended writing prevents pupils learning deeply about topics in history, geography, science and a range of other subjects. Inspectors' analysis also showed that mathematical skills are not used well across a range of subjects to deepen pupils' understanding and to reinforce higher-level skills in mathematics.
- Teachers do not check the work of their assistants well enough to make sure pupils are making consistently good progress and misconceptions are being overcome. This slows pupils' learning.
- The teaching of reading is good and staff have benefited from training and professional development. Teachers plan good opportunities for pupils to read and they check pupils' understanding well. The development of reading skills is planned well by teachers and pupils enjoy completing the interesting tasks set for them.

- Inspectors noted good relationships between pupils and adults, with lessons usually flowing smoothly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils told inspectors that they enjoy school. Pupils spoken to said they were safe in school because staff look after them well, and, should they have any concerns, adults listen to them and sort matters out.
- Pupils have a good understanding of how to stay safe and how to use the internet safely. In lessons and assemblies they learn how to keep themselves safe and healthy. Visitors, including the school nurse and local police force, make a good contribution to pupils' understanding of how to stay safe and be healthy. Pupils enjoy taking part in walking a 'daily mile' to keep fit and healthy.
- Pupils enjoy the posts of responsibility available to them. The school council and play leaders make a good contribution to school life. Play leaders organise games and activities for pupils to participate in at lunchtime. They are proud of their work and are well respected by others.
- Pupils learn about what makes a good citizen in modern Britain. They vote for the school council, learn about laws and how they relate to school rules, and talk knowledgeably about tolerance and respect for others.
- Inspectors noted that pupils treated each other with respect and were polite and courteous to adults. In lessons, pupils are keen to learn and cooperate well with adults.
- Pupils say there is little bullying and school records confirm this. They are confident that staff do not tolerate bullying and that they would resolve any issues. A small number of parents are not convinced that the school does resolve bullying well. Inspectors could not find evidence to support their view. Staff and pupils say bullying is dealt with effectively.
- Pupils enjoy their time at breakfast club. There are good systems in place to make sure pupils are well cared for and safe at the club.

Behaviour

- The behaviour of pupils is good.
- Attendance has been improving and is now close to average. The school's parent support worker checks the whereabouts of children who are not attending school to make sure they are safe. The proportion of pupils regularly absent from school is average, having reduced quickly during the past two years.
- Pupils know what is expected of them and contribute well to their learning. Usually, pupils are keen to learn and cooperate well in class. Occasionally, some pupils lose concentration and interrupt the work of others. When teachers' expectations are not high, some pupils do not take pride in their work and they are not industrious.

- Pupils conduct themselves well around school and hold doors open for each other and adults. Staff manage the behaviour of a small number of challenging pupils well. Leaders have developed good systems to manage pupils' emotional well-being. As a result, there have been no exclusions from school in the past two years. This reflects the school's inclusive ethos.
- Pupils are proud of their school and respect the school environment. Displays in corridors are well kept and the school is litter free.

Outcomes for pupils

Requires improvement

- Over time, pupils have not made good progress in writing and mathematics. Currently, the quality of teaching is variable and pupils' progress in writing, mathematics and a wide range of subjects is not good.
- Published information for pupils at the end of key stage 2 shows progress in writing and mathematics slipping to average from being better than that in 2016. Taking into account pupils joining the school throughout Years 5 and 6, progress in writing and mathematics was still average for those pupils in the school for a substantial period of time. In key stage 1, the proportion of pupils attaining the expected standard and greater depth in writing was below average and no better than average in mathematics.
- Inspectors checked current pupils' work and found that pupils are not making good progress in writing and mathematics across key stages 1 and 2. Pupils are not challenged consistently well in mathematics and the quality of pupils' writing varies and is not good.
- In a wide range of subjects such as history, geography and science, pupils do not make good progress because the quality of their work is variable. Pupils do not deepen their understanding in these subjects.
- School information and pupils' work shows that those pupils who have SEN and/or disabilities make less than average progress. Leaders have not made sure that teachers and their assistants are sufficiently skilled to meet the needs of these pupils precisely.
- The most able pupils do not make sufficient progress to attain greater depth in writing. Along with other groups of pupils, they are not challenged consistently well in mathematics.
- In 2017, disadvantaged children attained average standards in key stage 1. Currently, across key stages 1 and 2, disadvantaged pupils make broadly average progress and this is not good enough to help them catch up with other pupils nationally. In early years, disadvantaged children make good progress and, over time, attain as well as other children nationally.
- Progress in reading is good. The school promotes reading well and pupils enjoy reading. They read fluently and understand what they are reading. Leaders have focused well on developing the teaching of reading.

- In 2017, there was a good increase in the proportion of pupils attaining the expected standard in phonics at the end of Year 1. The proportion of pupils, including disadvantaged pupils, attaining the expected standard in phonics was average. Pupils use their phonics skills to read well. Also, the proportion of pupils attaining the high standard in English grammar, punctuation and spelling matched the national average and was above average at the expected standard.
- School information shows leaders setting aspirational targets for current pupils to reach greater depth and high scores by the end of key stage 1 and 2. However, the quality of teaching and current progress is not strong enough to be confident these targets will be met.

Early years provision

Good

- Children have positive relationships with adults in early years. They settle well into Nursery and Reception because adults are caring and have consistently high expectations of children's learning and behaviour.
- Children enter Nursery with skills that are below those typical for their age. Because of improvements made to teaching and learning since the previous inspection, children make quick progress in Nursery and start Reception with skills appropriate to their age.
- While in Reception, children, including disadvantaged children, make strong progress. As a result, the proportion of children attaining a good level of development is above the national average with a good proportion now exceeding the expected standards.
- Adults have a good understanding of how children learn in early years. They are keen to continuously improve their skills and have benefited well from professional development. Adults are adept in using questioning to extend children's thinking and learning. They prioritise language development when teaching children in groups and children develop good skills in speaking and using good vocabulary. These skills are not developed as well during the activities children choose for themselves.
- The early years leader has been very effective in improving the quality of teaching, learning and assessment. She has accessed support from the local authority and now has an accurate view of the strengths and priorities for improvement in early years. The early years environment has been upgraded considerably during the past two years and is welcoming and well kept. Children are interested in the activities made available to them.
- Leaders and staff have a good understanding of children's abilities. They use this information to track the progress children make and to plan children's next steps in learning. As a result, children here make good progress.
- Staff plan carefully to provide a wide range of experiences that meet children's needs and interests. Children, including two-year-olds, cooperate well and enjoy sharing their knowledge and understanding. They take turns and work well together.
- Adults are skilled in teaching reading, writing and mathematics. Children make good progress in each subject and enjoy learning how to link letters and sounds to develop their reading and writing skills. There is good challenge in mathematics, with children developing good skills when working with numbers well above 20.

- The leader of early years makes sure each parent is visited at home before their child enters early years. This helps the school gain a clear picture of children's starting points and the experiences parents have given to their children. It also helps two-year-old children to settle well into Nursery where they are well cared for and develop good skills.
- When children are in early years, parents contribute photographs of home learning and experiences. The photographs are included in children's 'wow moments' folder and support adults in planning children's learning.
- Children are safe and there are clear procedures to keep children safe. Safeguarding is effective and all welfare requirements are met.
- By the end of Reception, children are well prepared for their learning in Year 1.

School details

Unique reference number	106741
Local authority	Doncaster
Inspection number	10042152

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair	Hugh Fraser
Headteacher	Diane Wakefield
Telephone number	01302 535906
Website	www.hawthorn.doncaster.sch.uk
Email address	admin@hawthorn.doncaster.sch.uk
Date of previous inspection	17 February 2016

Information about this school

- The school is an average-sized primary school. It has increased in size since the previous inspection.
- The proportion of disadvantaged pupils supported through the pupil premium is well above average. Four out of 10 pupils here are from disadvantaged backgrounds.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils who have support for SEN and/or disabilities is average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- The proportion of pupils joining or leaving the school at other than the usual times is well above average.

- Children start early years with part-time provision at two years of age. Children from three years of age have part-time education in the school's Nursery. In Reception, children receive full-time education.
- Since the previous inspection, there has been significant change to the structure of leadership within the school. The headteacher has established key stage leaders and an assessment leader to form the senior leadership team.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Several lessons were jointly observed by inspectors accompanied by the headteacher.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety. Inspectors also spoke with parents.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- Inspectors listened to some pupils reading.
- An inspector held a meeting with the chair of the governing body and three other governors. A meeting was held with two representatives of the local authority.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 27 responses to Ofsted's online questionnaire for parents (Parent View). They also considered the 28 responses to the Ofsted staff questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Peter Heaton	Ofsted Inspector
Karine Hendley	Her Majesty's Inspector

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