

# Inspection of Hawthorn Community Primary School

Hawthorn Road, Kettering, Northamptonshire NN15 7HT

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Inspection dates: 12 and 13 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Emma Jacox. The school is part of the Pathfinder Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Emma Sims, and overseen by a board of trustees, chaired by Lisa Pruden.

## **What is it like to attend this school?**

This is a welcoming and inclusive school. Relationships are warm and trusting. Pupils know that staff care about them. They say they feel happy and safe. Parents and carers are overwhelmingly positive about the school. As one parent, typical of many, said, 'Hawthorn is a fantastic school, and I am proud to be part of its community. The staff are friendly, present, approachable and supportive.'

Pupils attend well. They get on well with one another. Most pupils respond well to the high expectations staff have of them. Instances of poor behaviour are rare. Pupils agree that staff deal with any poor behaviour well. Classrooms are busy and purposeful. Most pupils achieve well, particularly in reading. Pupils who need extra care or support receive it quickly.

Staff encourage pupils to become responsible citizens. Pupils enjoy taking responsibility in a variety of leadership roles, such as the 'road safety heroes' or as ambassadors for pupils who speak English as an additional language (EAL). Pupils, including children in Reception, often visit a local care home to read and play games with the residents. Pupils say that they would like to take part in a broader range of regular clubs and activities.

## **What does the school do well and what does it need to do better?**

All leaders have an accurate understanding of the school's strengths and priorities for improvement. Staff and governors are united in a common sense of purpose, ensuring that pupils get a good deal. Staff morale is high. Strong leadership at all levels underpins an ambitious curriculum designed for all pupils.

A broad curriculum lies at the heart of leaders' vision to provide a high-quality education. Curriculum 'spines' and 'knowledge end points' are in place, enabling pupils to build their knowledge and skills from Reception to the end of Year 6. Teachers, and other supporting adults, have clarity about what is taught and when. They, including early career teachers, value the opportunities for professional learning and support.

Children in Reception make a positive start to school. The learning space is stimulating and inviting. Children enjoy well-planned activities and high-quality interactions with staff.

There is a positive culture of reading in all year groups. Pupils love to read. They enjoy taking responsibility for selecting books, with guidance. Story time is delivered with enthusiasm. Pupils enjoy anticipating what might come next. They are especially animated in Reception and key stage 1. High-quality texts are selected to illustrate diversity and life in modern Britain.

All staff are trained to teach phonics. Pupils are taught to read well, right from Reception. Books match the sounds pupils are learning. Frequent checks ensure that

staff know which pupils need extra help and support. They receive this quickly. Leaders know that there is more to do to ensure that all pupils achieve the expected standard by the end of Year 1. Pupils are successful in reaching this standard by Year 2.

Standards of pupils' writing in key stages 1 and 2 are not consistently high in all subjects, particularly the foundation subjects. Leaders recognise that there is more to do to ensure that pupils develop confidence in applying their knowledge to extended written tasks. They have introduced some new approaches to promote writing, but these are at a very early stage of implementation.

Teachers' subject knowledge is strong. They use this to question pupils about their learning. Teachers clearly explain what they expect pupils to learn. They use a range of methods to check pupils' understanding. However, sometimes, pupils' misconceptions are not picked up. On occasion, pupils who are ready for more complex or different tasks are not moved on swiftly enough, including in Reception. When this happens, some pupils do not achieve as well as they could.

Pupils with special educational needs and/or disabilities (SEND) are well supported. All staff have the information they need to help pupils with SEND. Additional adults play an integral and effective role in ensuring that pupils with SEND follow the same curriculum as their peers. Disadvantaged pupils and pupils who speak EAL are similarly well supported.

Pupils' personal development and well-being are well promoted overall. Pupils are taught to have a strong moral compass. They understand the importance of treating everyone equally and with respect. They embrace the school's values, as well as British values, in their conduct with one another and when on school visits. As one pupil astutely said: 'Follow your dreams about how you feel on the inside. Everyone should live life as they want to.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The use of assessment is not fully developed across all subjects to ensure that all pupils develop their understanding fully and securely. Teachers do not always check for pupils' misconceptions. They do not consistently check to make sure that pupils have used all the knowledge they have gained to write fluent and detailed written responses. On occasion, teachers do not move pupils on to more challenging work when they are ready. As a result, some pupils do not develop or demonstrate their knowledge and understanding as fully as they might. Leaders should ensure that teachers know how best to help pupils to develop their

understanding securely and achieve as well as they can, particularly in their written work.

- Pupils say that they would like a greater range of regular opportunities to join clubs and take part in activities. The lack of such opportunities means that many pupils miss out on developing their interests and talents which are supportive of their wider development and well-being. Leaders should ensure that the school's offer of extra-curricular clubs and activities for all pupils, especially those who are disadvantaged, has the necessary breadth in range to enable pupils to explore their interests and develop their skills fully.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	146905
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10288374
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	308
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lisa Pruden
<b>Headteacher</b>	Emma Jacox
<b>Website</b>	<a href="http://www.hawthornprimarykettering.co.uk">www.hawthornprimarykettering.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined the Pathfinder Schools multi-academy trust in April 2019.
- The school does not use any alternative education provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and other members of the school's leadership team, including the school's inclusion manager for pupils with SEND and for those who speak EAL.

- The lead inspector met with two members of the school's governing body, including the chair of the local academy board and a trustee. He also met with three trust leaders, including the chief executive officer.
- Inspectors carried out deep dives in early reading, French, history and mathematics. For each deep dive, inspectors held discussions about the curriculum with subject and senior leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also considered curriculum documentation for a range of other subjects, including computing and geography.
- The lead inspector listened to pupils from key stage 1 and Year 3 read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site during playtime. They spoke with several groups of pupils, both formally and informally.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding.
- Inspectors considered the responses to Ofsted Parent View and Ofsted's survey for staff.

## **Inspection team**

Chris Stevens, lead inspector	His Majesty's Inspector
Caroline Barton	Ofsted Inspector
John Craig	Ofsted Inspector

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