



Hawthorn Primary School

Inspection Report

Unique Reference Number 106741
LEA Doncaster
Inspection number 277618
Inspection dates 27 March 2006 to 28 March 2006
Reporting inspector Mr Amraz Ali CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Elmham Road
School category	Community		Cantley
Age range of pupils	3 to 11		Doncaster, South
			Yorkshire DN4 6LQ
Gender of pupils	Mixed	Telephone number	01302 535 906
Number on roll	222	Fax number	01302 371 192
Appropriate authority	The governing body	Chair of governors	Mrs M Curtis
Date of previous inspection	27 March 2000	Headteacher	Mr M Skinner

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is smaller than most primary schools. Almost all pupils are from a white British background. There is a very small minority of pupils who are at the early stages of learning English. A higher proportion of pupils than in other schools are entitled to free school meals. The number with learning difficulties and/or disabilities is broadly average and a very small number have statements for their special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school considers itself to be satisfactory and the inspectors agree with this judgement. It provides satisfactory value for money. The quality of provision made for children in the Foundation Stage is satisfactory. The children make steady progress from a starting point below the levels expected for their age. Standards by the end of Year 6 are broadly average having improved recently after being quite low. Most pupils make satisfactory progress from the time they enter the Foundation Stage to the time they leave at the end of Year 6. Progress in Years 1 and 2 is quicker. The most recent results indicate that some pupils, especially the more able, are not making sufficient progress. This is because teaching and learning is satisfactory overall and information from assessing pupils' work is not used well enough to impact on the progress of all pupils. Pupils' personal development and well-being are secure and most pupils behave well. The curriculum is satisfactory overall; however, there is not a formal programme for teaching personal, social and health education which is a limiting factor in the pupils' knowledge of how to keep safe and their attitudes to pupils who are different to themselves. The issues raised in the last report have been tackled satisfactorily. The leadership and management are satisfactory and a recent appointment has strengthened the school's capacity to improve. There are some good links with the Blue Room, an externally funded unit based on the site, which helps to strengthen the satisfactory care and support for some pupils in school.

What the school should do to improve further

- Ensure that information gained from assessing pupils' learning is better used in order to accelerate the progress of all groups of pupils.
- Improve the consistency and quality of teaching and learning across the whole school.
- Introduce a more formal approach to the teaching of personal, social and health education.
- Improve monitoring and self-evaluation in order that there is greater impact on the effectiveness of the school.

Achievement and standards

Grade: 3

Standards attained are broadly average and, overall, children make satisfactory progress. Children enter the Foundation Stage with skills that are below those expected for their age. They make satisfactory progress and reach levels that are just below those expected by the end of the Reception year. Progress in Years 1 and 2 is good, as reflected in the most recent Year 2 test results. This is especially noticeable in mathematics and reading where an above average proportion of pupils achieved the higher levels. In the Year 6 tests in 2005, pupils reached average standards in English, mathematics and science. The 2005 test results were a significant improvement on previous years when standards were very low. However, the results in mathematics and for more able

pupils were not as high as might be expected. The school's tracking of pupils' progress and pupils' current levels of attainment show that it will be a challenge for the school to reach the published targets in 2006. Inspection evidence shows that standards are average, rather than above average and this represents satisfactory achievement over time. Standards in information and communication technology are in line with those expected, which is an improvement since the previous inspection. Boys' results are a little better than those of boys nationally and they are better than those achieved by girls in the school. This is not the normal picture and points to satisfactory progress for both boys and girls. Pupils with learning difficulties and/or disabilities and pupils who are learning English as an additional language are well supported and make satisfactory progress in response to the additional help they receive.

Personal development and well-being

Grade: 3

Pupil's personal development and well-being are satisfactory. Attendance has improved over the past three years and is now just a little below average. Most pupils enjoy school although not all express this strongly. The behaviour of the majority is good. One parent noted 'there is a calm atmosphere in the classrooms' and inspectors agree with this comment. However a few pupils, more commonly boys, present challenges or do not act sensibly in the playground; some Year 6 girls were seen reminding boys about how they should be behaving. This indicates their good personal development. Pupils are usually happy to do what the teachers ask of them and many are keen to learn, although not all have particularly enthusiastic attitudes towards their work. Relationships between pupils are good in the main. However, a few individuals display negative attitudes towards minority ethnic pupils; the school is aware of this and have procedures to deal with such incidents. The school's promotion of cultural development is not yet resulting in appropriate awareness and attitudes in all pupils. The pupils' social and moral development is stronger. A nice feature is the way some Year 6 pupils, especially girls, show a sense of responsibility towards younger pupils, volunteering to act as 'Playground Leaders' for example. Some also award stickers to pupils who have eaten vegetables or fruit at lunchtime, reinforcing pupils' good knowledge of how to eat healthily. The lack of a formal personal, social and health education curriculum limits the degree to which pupils' know how to keep safe. Through the newly formed school council, pupils are beginning to make a contribution to their own community, for example, by raising money to improve playground equipment.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Although there were instances of good teaching, the quality varies. No teaching was inadequate. Where it was good the main features of teaching and learning were:

- an appropriate level of work was set for pupils in the different ability groups
- good use was made of modern technology to support pupils' learning
- the skills of teaching assistants were used well, especially to support pupils who were struggling
- good teacher questioning elicited good responses from pupils
- lessons were well paced and engaged learners

These strengths are not found consistently between classes and there is scope to improve the challenge provided for some of the more able pupils. Teachers know how well pupils are learning in English, mathematics and science. However, the quality of marking is inconsistent; some is detailed and helpful but not all. The use of targets to help pupils know what they need to learn next is developing, but pupils are not always aware of what the targets are. There are formal assessments to keep track of pupils' progress but the information is not used to identify groups who are not doing as well as they should. Assessment is used well to identify the needs of children who have learning difficulties and/or disabilities and to set targets and to monitor their progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. All required subjects are covered, with an appropriate emphasis on literary and numeracy taught in single year group classes. Budgetary constraints have resulted in some mixed year group teaching of other subjects in Key Stage 2, but the impact of this has not yet been evaluated. There are a variety of useful intervention programmes for pupils with learning or behavioural difficulties to help them access the curriculum effectively. Although pupils' personal development is promoted within the school it is done so at the discretion of individual teachers as there is no formal programme to ensure comprehensive coverage of issues. The curriculum is enriched through various visits. Although the school provides some subsidy, the costs involved limit the range. For example, a residential visit planned for pupils in September 2005 had to be cancelled. However, use is made of visitors into school and there is a reasonable range of extracurricular activities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Some aspects are good. The provision made for pupils with learning difficulties and/or disabilities is well organised and targeted at their specific needs. The specialist skills of staff in the Blue Room cater well for pupils requiring extra support for emotional, behavioural or learning needs. Class teachers know their pupils well and have a good overview of their well-being. Not all areas are as strong. Although the school is working to improve attendance, which is not yet at the national average, there is not enough focus on rewarding good attendance. Child protection and health and safety procedures are in place, but some aspects are not implemented as thoroughly as they should be. Procedures for tracking pupils' academic progress exist but the information gained is

not analysed and used rigorously enough to ensure that all groups make maximum progress in their learning.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The school judges these areas to be good. A recent appointment and the involvement of the local authority in the areas of literacy and numeracy have created an understanding of the need to accelerate the rate of pupils' progress. Some strategies to improve achievement, such as target setting, are now in place but have not yet had time to impact fully on standards. Some areas of leadership are developing particularly well including literacy, numeracy and learning difficulties and/or disabilities. However, these leaders have not yet had sufficient impact on raising standards as they have had few recent opportunities to observe teaching and learning.

The school works well with parents who are generally supportive of its work. The leadership team is now beginning to take on board the views of the newly established school council and is committed to equal opportunities. The headteacher and leadership team are not yet rigorous enough in monitoring and evaluating the school and judging how well it is doing. As a result, plans to make the school better do not focus securely enough on what the school needs to do to improve outcomes for pupils. Governors are very supportive of the school but do not consistently fulfil their roles as 'critical friends'. The school has satisfactory capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so welcoming when we visited your school recently. We enjoyed talking with you, looking at your work and being in your lessons. We would like to tell you about our findings about your school.

What we liked most about your school

- The majority of you work and play nicely with each other.
- The majority of you make progress during your time at the school.
- The way that some of you help and remind other pupils how to behave and play in school.
- The majority of you knew about what you need to do and eat to stay healthy and fit.

What we think could be improved

- The way that your teachers use your test results to make sure that all groups of pupils make as much progress as possible as fast as possible.
- Making teaching even better across the whole school.
- Improving how you are taught personal, social and health education.
- The school needs to look more carefully at how well it is working so that it has a better idea of what needs to be done to help you reach higher standards.

We would also like some of you to come to school more often and for your teachers to reward those of you who come to school regularly and on time.

Thank you again for helping us with the inspection of your school. We hope that you will carry on helping your teachers to make your school better.