



# Hawthorn Community Primary School

Inspection Report

**Unique Reference Number** 121835  
**LEA** Northamptonshire  
**Inspection number** 281113  
**Inspection dates** 6 June 2006 to 7 June 2006  
**Reporting inspector** Ceri Morgan HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hawthorn Road
<b>School category</b>	Community		Kettering
<b>Age range of pupils</b>	4 to 11		Northamptonshire NN15 7HT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01536 512204
<b>Number on roll</b>	317	<b>Fax number</b>	01536 512468
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	4 October 1999	<b>Headteacher</b>	Mr Richard Hall

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 6 June 2006 - 7 June 2006	<b>Inspection number</b> 281113
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## **Description of the school**

The school is a slightly larger than average primary school which serves an area close to the centre of Kettering. There are few pupils who register eligibility for free school meals or have learning difficulties or disabilities. The proportion of pupils from minority ethnic groups is below average with only a small number in the early stages of learning English as an additional language.

For the duration of the inspection, several classes were on a residential visit and some changes had been made to the daily routine to accommodate the arrangements.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Hawthorn Primary holds a key role within the local community and has much to be proud of. Whilst it undoubtedly has some good elements, it is satisfactory overall. This is largely due to the average progress made by many pupils as a result of inconsistent monitoring of what the school does. There is also a lack of communication between some classes and year groups about what pupils already know. This means pupils can repeat work, and many pupils are capable of more, including those who already achieve high standards in what they are asked to do.

The school considers itself to be good and many parents are very appreciative of the school's strengths. However, a significant minority also believe that communication between home and school could be improved and a more rapid response to problems could be developed. Nevertheless, there is no doubt that the special ethos and enjoyable experience for the pupils is rightly recognised as a strength.

Other strengths include a hardworking and caring staff, a rich diet of extra-curricular activity and a determination that pupils will enjoy their time in school. There is a pervading ethos of encouraging all pupils to benefit from this range of experience. This is due in part to the vision of the current leadership in school. These positive aspects of the school's work are not to be underestimated. Standards are well above average in some subjects, but not in all. The inconsistency between subjects and year groups, especially in writing, is a direct result of variable standards of teaching and, together with a lack of rigorous monitoring and consistent evaluation, is the main reason why the school is judged to be satisfactory rather than good.

The school currently offers satisfactory value for money and has a clear capacity to improve further.

### What the school should do to improve further

- Monitor and evaluate the work of the school with more rigour and take action as required.
- Improve the use of assessment in teachers' planning to improve pupils' progress.
- Improve standards of writing throughout the school through better teaching and ensuring pupils know what they need to do to improve.

## Achievement and standards

### Grade: 3

The last inspection reported that standards were above average in some subjects but inadequate in others. This position has improved but there remains an inconsistency between subjects and year groups and, as a result, standards and achievement are satisfactory overall. For example, the school is aware that standards in writing lag behind the impressive results shown in mathematics. Significantly, standards and progress for the youngest pupils are good. For pupils up to age seven, standards are above average in reading, writing and mathematics and show an improvement in 2005

on previous years. Similarly the progress made by these pupils is also above average. Standards in 2005 for the more able pupils in reading and mathematics are more in line with expectations rather than above.

This strong performance is mirrored in mathematics and science for pupils aged 11. In these subjects, the number of pupils reaching the higher levels is significantly above national levels and attainment is above average generally. However, the school acknowledges that standards dipped in 2005 from 2004. The progress made by pupils is, however, less consistent and is average overall. For example, progress in English, and especially writing, for the older pupils is average compared to above average progress in mathematics for the same pupils. This variation in the performance of groups within the school is attributed to inconsistencies in both the teaching quality and the monitoring of progress being made.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of learners are good. Pupils have good attitudes and speak enthusiastically about their enjoyment of school. The majority of parents see the school as a good community school with pupils who are confident and respectful of each other and adults. Behaviour is good and pupils are polite and well-mannered. They are helped by the school to have a clear understanding of right and wrong. Pupils are encouraged to have an awareness of other cultures. The school works hard to promote attendance and this has been above average in recent years. The school takes great care to encourage pupils to adopt safe practices, as evidenced in their participation in the junior road safety programme and the care taken to educate children in water safety. Likewise, pupils are encouraged to have a healthy lifestyle through a wide range of physical activities, including the 'huff and puff' play scheme at lunchtimes. The school council enables pupils to make decisions about the life of the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There are examples of good and outstanding teaching, and the teaching of mathematics is particularly strong, but this good practice is not sufficiently consistent throughout the school. The better lessons are clearly focused on learning objectives and pupils are given activities that allow them to apply the skills they are learning. They respond with enthusiasm to these sessions and have a good understanding of what they have learnt and what they need to do to get better at it.

Some lessons do not give enough opportunities for pupils to write at length and there are not enough opportunities given for pupils to write in subjects apart from English. This limits the achievement of the more able pupils particularly. Whilst the school has

recognised this issue, it has not yet successfully adjusted the teaching to meet this need. Similarly there is scope for raising the expectations of what pupils can achieve in some classes.

Pupils are being given opportunities to begin to judge for themselves how well they are doing, but this is not as widespread as it needs to be and some marking is not sufficiently clear about what pupils need to do to improve. However, the strong support given to pupils with special educational needs allows these pupils to make good progress.

The school has recently started using a method of tracking pupils' attainment, which is a welcome development. This has helped sharpen the knowledge of what pupils are doing but this information is not yet used fully in teachers' planning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall. There is a strong emphasis on developing skills at an appropriate level for the pupils in numeracy and this enables pupils to apply these skills well. Reading and speaking and listening skills also equip the pupils to tackle work in other subjects, but this is not happening in writing because there are not enough opportunities given for pupils do so.

Numerous opportunities are taken to enrich the curriculum with enterprising visits and positive community links. The pupils appreciate these activities, such as the Llandudno trip, and they clearly help make school an enjoyable and broadening experience. Important improvements have been made since the last inspection. In particular, the curriculum in information and communication technology increasingly covers all the required skills in sufficient depth.

The provision for pupils under five is good. The curriculum is full of stimulating activity which helps learning and social development. There are useful links with the playgroup on site but these are not yet fully established.

## **Care, guidance and support**

### **Grade: 3**

This is a school which cherishes its pupils. This has led to strong relationships throughout and pupils trust the adults that care for them. They are confident that they will receive support if they have a problem. Arrangements for the safeguarding of pupils are generally good, including child protection procedures, but this diligent care does not sit comfortably with some aspects of site security. Pupils with learning difficulties or disabilities are very well supported. The school is setting targets appropriately for many pupils but does not yet use this information effectively to plan for better progress.

## **Leadership and management**

### **Grade: 3**

This is a school which cherishes its pupils. This has led to strong relationships throughout and pupils trust the adults that care for them. They are confident that they will receive support if they have a problem. Arrangements for the safeguarding of pupils are generally good, including child protection procedures, but this diligent care does not sit comfortably with some aspects of site security. Pupils with learning difficulties or disabilities are very well supported. The school is setting targets appropriately for many pupils but does not yet use this information effectively to plan for better progress.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	2	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	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	2	NA

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You will know that recently we came to have a close look at your school. All schools have visits like these from time to time and they are intended to help schools know what they do well and what they could do to be even better.

We would like to thank you for making us so welcome and to let you know what we found out. We very much enjoyed meeting you and talking to you in lessons and at lunchtime. What you told us about the school was very helpful. The children in school were very friendly, welcoming and well behaved. This is partly due to the hard work your teachers do in helping you behave well and treat each other with respect. Your school is especially good at this.

You have a lovely school you can be proud of, with hardworking staff who make sure you have interesting things to do. They care for you and also help you to do well with your work. Many of you said how much you enjoyed mathematics and this is just one subject in which many children do very well. We were very impressed with the way the school helps those children who can sometimes find work a struggle and the way you all helped each other.

All schools can get even better and we have made some suggestions for your school to think about. These are:

help children with their writing more often

plan lessons that match what you need to know and avoid asking you to repeat things too often

have a very close look at what works best and what could be improved and then plan for it.

Thank you again for welcoming us into your school and being so polite and friendly. We are sure you will carry on enjoying your school and help your teachers all you can.

Best wishes Ceri Morgan, Her Majesty's Inspector of Schools on behalf of the inspectors.