



Hawthorne Primary and Nursery School

Inspection Report

Unique Reference Number 122617
LEA NOTTINGHAMSHIRE LEA
Inspection number 281306
Inspection dates 14 February 2006 to 15 February 2006
Reporting inspector Mr. Alan Lemon LI

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

Type of school	Primary	School address	School Walk
School category	Community		NG6 8TL
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01159 271544
Number on roll	146	Fax number	01159 762186
Appropriate authority	The governing body	Chair of governors	Cllr.Jill Lonergan OBE
Date of previous inspection	20 March 2000	Headteacher	Mr. Alan Parr

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school is in a former mining village and is housed in two buildings very near to each other. Pupils are drawn from a wide variety of social and economic backgrounds. The number eligible for free school meals is below average, as are the numbers who have learning difficulties or disabilities. Of the 42 children in the Foundation Stage, 26 of these attend the Nursery on a part time basis and 16 are in Reception. Attainment on entry to the Nursery is below average, although, by the end of Reception the children's attainment is above average. There are equal numbers of boys and girls and nearly all are White British. English is not the first language spoken by the two minority ethnic pupils on roll. Little change occurs in the population of pupils during the school year. The school has received two School Achievement Awards. The teaching team was stable for many years but this year due to promotions and other reasons, half of the teachers have been replaced with new appointments.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's effectiveness is good and it provides good value for money. There is a close match between inspection judgements and the school's evaluation of its effectiveness. Achievement, overall, is good, including pupils for whom English is not their first language. Children in the Foundation Stage achieve outstandingly because of the exceptional provision. By the end of their time in Reception, they attain standards which exceed those expected. Results are well above average in tests at the end of Year 2 and by the end of Year 6. The standards achieved, overall, are a considerable improvement on those found at the time of the last inspection. Expectations across most of the school have been raised very effectively. Leadership and management at the senior level have become stronger and are good. A very effective governing body lends considerable support to school leadership and to raising standards. The work of the school is monitored effectively, which gives it a strong capacity for improvement. However, the links between the senior management team and subject co-ordinators, many of whom are new teachers, need to be firmer. Teaching and learning are good and the substantial support given to new teachers helps sustain quality in the classroom. There are considerable strengths in teaching in the Foundation Stage and Key Stage 1. Occasionally, a few lessons in Key Stage 2 are too routine and do not encourage the strong performance of which many pupils are capable. The curriculum is good in the main school and very good in the Nursery. However, some subjects in the main part of the school, other than English, mathematics and science, lag behind in their development. Pupils' personal development is good as they are well cared for and supported in making progress.

What the school should do to improve further

- Increase the variety of teaching methods and resources in Years 3 to 6 (Key Stage 2) to improve pupils' engagement and effort. - Continue developing, where needed, the range of work and activities in foundation subjects. - Develop more effective working relationships between the senior management team and subject co-ordinators.

Achievement and standards

Grade: 2

The standards reached by pupils have risen continuously year-on-year until 2005. In 2003, it was also one of the most improved schools in the country. In 2005, standards dropped slightly but still remained strong. Children at the Foundation Stage make excellent progress in all the areas of learning as a result of exceptionally strong provision, especially in the teaching and support they receive. Most children enter the Nursery with below average attainment, particularly in literacy and in personal, social and emotional development. By the time they are ready to begin Year 1 they are above average in these and in most of the other areas of learning. In 2005, at the end of Year 2, results fell slightly in writing and mathematics. Nevertheless, standards were particularly strong and pupils exceeded the school's targets. Pupils performed least

well in reading, where standards were average. However, pupils achieved well overall with no significant difference in the performance of boys and girls or of pupils with learning difficulties. In 2005, at the end of Year 6, the percentage of pupils who reached the expected level and above in English and mathematics was well above average, while in science it was above average. The pupils achieved their targets in English and science but fell slightly below a challenging target for mathematics. Compared to their starting point when they were at the end of Year 2, their achievement is good.

Personal development and well-being

Grade: 2

Pupils enjoy school. Their attitudes, behaviour and attendance are good. Relationships with each other and with staff are very positive. Children in the Nursery are quick to become self-sufficient and to develop friendships. Bullying and misbehaviour are not a worry for pupils and, in any event, they are confident that any concerns will be dealt with effectively. They feel safe and secure. Pupils value greatly the wide variety of things to do and gain confidence in knowing they are making good progress. This prepares them well for their future economic well-being. Their spiritual, moral, social and cultural development is good. Strong links with the local church, good provision for religious education, and enjoyable assemblies all add to good personal development. Pupils are positively enthusiastic in raising money for good causes. They appreciate being able to contribute to and participate in school life, particularly through the active school council. Their direct involvement with the community beyond school is limited. Pupils are well aware of the importance of healthy lifestyles and know what the school is doing to promote this. Year 6 pupils benefit considerably from the programme to raise their awareness of the misuse of drugs.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, overall. They are particularly strong in Nursery and Reception, and in Years 1 and 2. Teaching and learning are good in Years 3 to 6 but there are a few weaknesses. The teaching in Nursery and Reception is planned very well. This enables all children to take part in a wide variety of challenging activities, with good opportunities to work independently and with others. They enjoy making lists, which develops good writing skills. The chance to make real pizzas with volunteer mothers was exciting and a valuable learning experience of taking turns and following instructions. Assessment in the Nursery and Reception, and in literacy, numeracy and science in the main school is thorough. It is well used in planning learning activities and setting targets for groups. Literacy, numeracy and science are taught well as teachers are confident and expert in planning and carrying out these lessons. Expectations are high, and this stands out in Years 1 and 2, especially in pupils' writing and mathematics. Throughout the school, methods of calculation and solving problems are taught in clear progressive steps and this approach is particularly helpful to pupils

with learning difficulties. Likewise, pupils learn to write effectively and there are good opportunities to write in other subjects such as religious education. When a writing topic inspires them, such as inventing a fairy tale with a twist, there is an air of excitement as pupils get down to planning their stories. While teaching is generally good in Years 3 to 6, occasionally some lacks the inspiration and excitement generated in the best lessons.

Curriculum and other activities

Grade: 2

A broad range of work and activities provides children in the Nursery and Reception, and pupils in the main part of the school with a good variety of learning opportunities. These are planned carefully so that all children and pupils, including those with learning difficulties, benefit equally. Children and pupils find much of interest to enjoy. There are good additional opportunities at lunchtimes and after school for pupils to pursue their interests, particularly in sports. The emphasis on literacy and numeracy has meant that these have developed successfully over several years and standards in them have greatly improved. The close check kept on standards ensures a continuous improvement. The need to boost reading, as a result of the fall in results in 2005, has led to the development of guided reading time and expansion of the range of books. The emphasis on pupils' investigating in science helps them achieve high standards. They use the good facilities of the information and communication technology room in their work. There is effective personal, social and health education. The contribution from an outside agency towards drug education in Year 6 is greatly valued by pupils. The work and activities in other subjects have been reviewed and developed. Some are better planned than others which rely on published schemes that need adapting to match more closely the needs and interests of pupils. Although the programme tackling this continues, the pace of development has slowed because of the recent substantial changes in staffing.

Care, guidance and support

Grade: 2

The arrangements for the care of pupils are good. Procedures for their protection, health and safety are well known to staff and are kept regularly up-to-date. New staff have been well briefed on arrangements. Pupils are aware of the safety measures in school and know how to keep themselves safe. They use the 'worry box' to alert staff to any concern, which can include worries about their progress in subjects. Across the school, teachers know the pupils well and, by maintaining a close check on their progress, provide effective guidance on how they can improve. This is partly why the children's progress in Nursery and Reception is so strong. Pupils feel they are kept well informed about their progress. They mention especially the helpful marking of their work. A new target-setting approach for literacy and numeracy, which is adjusted to the different abilities in each class, is established. Pupils like it and they appreciate the encouragement from working towards and achieving their classroom targets.

Leadership and management

Grade: 2

Leadership and management are good, overall. Senior leadership sets a clear direction and has succeeded well in building up higher expectations over several years. This has raised significantly the standards pupils achieve. Governors have been very closely involved in strengthening leadership and school improvement. They possess a strong grasp of the priorities facing the school and use exemplary expertise in pursuing these effectively. The school has a very long history and occupies a significant place in its village community. The relationships with parents and neighbours are very close, although the extent to which both play a part in the life of the school is limited. Nevertheless, parents' opinion is solidly behind the school. The school has a very positive ethos, which ensures that all children and pupils thrive and make progress. There is a sharp focus on monitoring the school's performance and this is managed comprehensively. The analysis of data on pupils' performance, in particular, is developed to draw good conclusions on strengths and areas for improvement. This is contributing well towards maintaining high standards and to giving the school the capacity to make the improvements needed. The senior management team carefully schedule the monitoring of the school's work, including regular observation of teaching. The checks carried out on the quality of teaching are comprehensive and detailed on strengths and weaknesses. Information is used effectively in managing teachers' performance. These observations, along with a good induction programme, are helping new teachers settle quickly and be effective. The literacy and numeracy co-ordinators monitor and support their areas effectively, with regular checks of pupils' work and analysis of the assessments of their progress. This contributes to a clear direction on improvements in literacy and numeracy. However, there is not a sufficient flow of information both ways between subject co-ordinators and senior staff.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

I really enjoyed the time I spent with you during the recent inspection. Many thanks to all of you for making me welcome and special thanks to the Years 5 and 6 pupils I met to talk about their views of your school. You have a good school. I was pleased to see so many happy nursery children and school pupils enjoying lessons and getting along so well with each other. Your results are impressive and, through your hard work, your school was recently considered among the best in the country. If you were a football team, you would be playing in the Premiership. All of the staff, especially your teachers and their assistants have a lot to be thanked for in helping you achieve so much. They work hard and do a good job in teaching and taking care of you. I think things can get even better if teachers ensure that your work is always made as interesting and exciting as possible. I remember some of you saying that sometimes teachers talked for too long and left you with too little to do. Teachers are improving their plans for what they teach in all subjects as well as in literacy and numeracy. The headteacher, senior staff and governors are doing a good job ensuring your school is successful. The headteacher is going to find ways so that all of the staff can pull together in keeping the school at the top. Many thanks for all of your help.