

# Hawthorn Primary School

## Inspection report

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<b>Unique Reference Number</b>	106741
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	324454
<b>Inspection dates</b>	22–23 April 2009
<b>Reporting inspector</b>	Andrew Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	185
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Eric Tatton-Kelly
<b>Headteacher</b>	Mr Jeremy Spencer
<b>Date of previous school inspection</b>	27 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Elmham Road Cantley Doncaster South Yorkshire DN4 6LQ
<b>Telephone number</b>	01302 535906
<b>Fax number</b>	01302 371192

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Hawthorn Primary School is smaller than average. It serves an area of social and economic disadvantage. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is also above average. Most pupils are White British and a small, but increasing, number from minority ethnic backgrounds, including from Afro-Caribbean and Eastern European backgrounds. A small proportion of pupils speak English as an additional language. The Early Years Foundation Stage comprises a Nursery and a Reception class. There is a children's centre on site which opened in 2008. The school has Healthy Schools, Sportsmark and Clean Air awards.

There have been significant staff changes since the last inspection including the appointment of the headteacher in 2007 and the deputy headteacher in 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school. The headteacher and his staff are successfully committed to raising achievement in all aspects of pupils' development. Pupils' achievement is good. They reach demanding targets because of the good quality of teaching and an engaging curriculum which meets all pupils' needs well. Pupils' behaviour and attitudes have improved significantly since the last inspection. The school is inclusive and parents typically feel that staff 'work well with every culture and meet every child's needs'.

Children start the Early Years Foundation Stage with skills that are below those expected for their age, particularly their communication, personal and social skills. Pupils achieve well throughout the school and leave at the end of Year 6 with average standards. Pupils of all abilities, including those with learning difficulties and/or disabilities, achieve well because their progress is carefully monitored and nurtured. There is a positive trend of improving standards and the rate of progress is increasing.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They develop self-confidence and are eager to learn. Pupils are polite and well behaved throughout the school. They have a good understanding of the value of healthy living and take full advantage of many opportunities for physical activity before, during and after school. They take their responsibilities seriously and, through the school council and peer mediation roles, have a positive impact on life in the school and the local community.

Teaching and learning are good. Teachers consistently plan lessons well, making good use of their close monitoring of pupils' progress to set them just the right level of challenge. Lessons are frequently imaginative, and teachers make good use of games and quizzes to bring learning to life. The curriculum is good. The teaching of literacy and numeracy skills is interwoven into creative and practical activities in all subjects. Provision for promoting pupils' personal, social and health development is good. The provision for pupils with learning difficulties and/or disabilities and those with English as an additional language is effective, and well trained teaching assistants make a valuable contribution to their learning. Pupils' learning is brought to life by many visits and visitors and the excellent range of after-school activities.

The care, guidance and support the school provides are good. Pupils are kept safe and effectively encouraged to live healthy lifestyles. Pastoral care, especially for the most vulnerable pupils, is good. The specialist care in the behavioural support unit, known as the 'Blue Room', has a significant impact on enabling all pupils, including those with emotional and behavioural difficulties, to benefit from all the school offers. Systems to track and support pupils' academic progress and set them challenging targets are good. However, teachers' marking does not consistently provide precise enough guidance for pupils to improve their own work.

The headteacher and deputy headteacher have successfully settled the school after a period of turbulence and fully embedded a clear sense of purpose and direction. This has led to continuous improvement to pupils' attitudes and behaviour, enabling increasingly effective learning to take place. The good governing body provides effective critical support. Community cohesion is good. Links with parents, the local and the wider national communities have had a good impact on personal development and achievement. However, the school's global aspects of community cohesion are less well developed. Links with international communities to provide opportunities for pupils to work actively with others in different contexts are not yet established. Equality of opportunity is good because of the school's commitment to supporting the most

vulnerable pupils and challenging the more able learners. The school has a good capacity to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the Early Years Foundation Stage is good. There is a positive trend of improving standards. The strong focus on developing pupils' personal and social skills means children play happily together and are eager to learn. As a result, standards are closer to, although still below, expectations by Year 1. Parents typically express the view that children 'come out of themselves and face new experiences with confidence'. Adults plan carefully together to provide lots of opportunities for adventurous play and for children to learn through investigation and exploration. They are looked after well and blossom because of the good care and support they receive. This supports children's growing confidence and self-belief and establishes positive self-awareness. Good leadership and management have identified the need to ensure outdoor learning matches the quality and range of activities indoors and a number of initiatives to improve basic skills are impacting positively on children's achievement. Effective leadership ensures rigorous assessment and monitoring to support children's next steps in their learning.

### **What the school should do to improve further**

- Ensure pupils regularly receive sharply focused guidance through teachers' marking to help know how to improve their work.
- Develop the global aspect of the school's community cohesion strategy to provide opportunities for pupils to be active in working with others from different backgrounds.

## **Achievement and standards**

### **Grade: 2**

Pupils start Year 1 with skills which are below average. From their individual starting points, they make good progress throughout school. By Year 2, standards are closer to, although still below, average and by Year 6 they are average. At all stages pupils meet targets which challenge them and this is an improving picture. Pupils' achievement at all stages and for all levels of ability is improving well because of the good quality of teaching and increasingly sharp use of procedures to monitor pupils' progress continuously. However, some opportunities are missed to promote even faster progress through precise guidance in marking. The school has been particularly successful in supporting the most able pupils to reach high standards by the time they leave school. Standards in science are above average. The care and academic guidance given to pupils with learning difficulties and/or disabilities mean that they meet their goals and are well equipped for later learning. Pupils with English as an additional language make good progress because of the broad curriculum and because teaching is matched well to their needs.

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

### **Grade: 2**

Pupils' behaviour has improved well since the last inspection. This is because of good links with parents and an effective behaviour policy which all staff promote. Pupils' attitudes towards each other are also much better as a result of a well planned personal, social and health curriculum. Racial incidents are very rare and there have been no exclusions this academic year. Pupils feel safe and well cared for. They develop healthy lifestyles especially through the many

physical activities, such as the 'daily exercises', keep fit activities in breakfast club, and the many extra-curricular sporting events. Pupils' spiritual, moral, social and cultural development is good. Through 'Creative Weeks' they develop tolerance and understanding of different cultures and faiths. The pupils take pride in their responsibilities as peer mediators in helping others resolve conflict and they play well together. Pupils led a drive to clean up a local park and initiated links with the local council giving councillors a well prepared presentation. Their good development of basic skills prepares them for their future economic well-being although their financial education is limited. Pupils are inspired by the work and ideas they see around them and also by very motivating assemblies.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lessons are very well planned using the detailed tracking of pupils' achievement as the basis for setting challenging work for all abilities. Relationships are excellent and this allows pupils to undertake practical, hands-on games and activities without any disruption. Skilful questioning enables teachers to determine how well pupils are learning and whether they require further help to make even better progress. Very well trained teaching assistants provide closely focused support in lessons for pupils of all abilities and provide well planned literacy and numeracy programmes for lower attaining pupils. Teachers' expectations are high and this particularly promotes the progress of higher attaining pupils. Teachers generally make good use of the potential of electronic whiteboards and other technology to motivate pupils and make learning fun. Very occasionally, teachers do not use the full potential of computers to make learning vibrant and interactive.

### **Curriculum and other activities**

#### **Grade: 2**

The provision for learning basic skills in literacy, numeracy and information and communication technology is good. Statutory requirements are met. The school is making increasing links between subjects to make learning relevant and exciting. There is a good balance of creative, physical and academic work that promotes pupils' enjoyment and achievement. The curriculum promotes pupils' learning about other cultures, such as through themed days, with a focus on other countries and learning French. However, first-hand links reflecting the diversity of the global community are not yet established. The curriculum supports the development of pupils' self-confidence and is well adapted to the individual needs of those with learning difficulties and/or disabilities. High quality and timely intervention from well trained teaching assistants is contributing to improving achievement. The curriculum in Year 1 merges the learning style of the Early Years Foundation Stage and the National Curriculum well and this has a positive impact on achievement in Key Stage 1. The range and quality of extra-curricular activities throughout the school is very good and contributes positively to the personal development of all pupils. Residential and other visits promote initiative and team-building skills and further build on the confidence and personal development of the pupils.

## Care, guidance and support

### Grade: 2

Everyone in school is fully committed to ensuring pupils are safe, happy and ready to learn. The school has a holistic approach to providing care, guidance and support, which effectively promotes pupils' good personal development. Good behaviour and attendance is promoted well. Safeguarding procedures meet current requirements. There is good pastoral care, especially for those with learning difficulties and/or disabilities and other vulnerable pupils because of the very good knowledge all staff have of their needs and their quick responses to pupils' concerns. The effective use of the behaviour support unit ensures many pupils are able to take full advantage of the school's learning opportunities. Pupils also benefit from the extended care the school offers through its breakfast club and after-school activities.

The tracking of pupils' progress has improved well since the last inspection and provides the basis for good guidance for most pupils to improve their work. However, occasionally teachers do not give the pupils precise enough targets and sufficient guidance when marking their work to help them improve their work. Parents value the close relationship and open nature of the school.

## Leadership and management

### Grade: 2

Good improvement is firmly based on secure procedures to monitor, evaluate and improve all aspects of pupils' development and learning. The headteacher and his deputy have quickly created a climate where all staff contribute well to leadership and management. This is evident in, for example, the role of leading teachers for English and mathematics in helping raise the quality of teaching to consistently good levels. A key strength is the school's success in strengthening links with parents through regular communication and training opportunities which have had a good impact on the school's reputation in the community and the ability of parents to support their children's learning. The governing body has worked closely with the school's leadership to improve the financial situation and to weather difficulties of falling rolls well. Governors provide good challenge to the school which has helped to make attendance and behaviour policies effective. The school's work on community cohesion is good within the local and national communities but less well developed within the global community. The school is very committed to the full inclusion of all pupils and their families and has taken successful steps to ensure that pupils in all circumstances now have regular access to extra-curricular activities and visits.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. I would like to tell you about the things we found out about your school.

This is a good and improving school. You make good progress in your lessons and meet your targets. Pupils with learning difficulties and those who do not speak English as their first language make good progress too because of the way they are helped to learn.

Your personal development is good because you are happy and eager to learn. Your behaviour is good and you play and work together very successfully. You have a good understanding of how to keep fit and healthy and you take full advantage of the healthy school lunches, fruit snacks and regular, strenuous activity in lessons and clubs.

You take many responsibilities and make a good contribution to running the school. Your involvement in the local community through the school council, peer mediators and project to improve Cantley Park is good. We feel the school can help you make links with the world-wide community. You know how to be tolerant and care for others who are different from you. You develop good learning skills so you are well prepared for secondary school.

The headteacher, staff and governing body run the school well. You are well taught and are given many fun things to do in your lessons. There are exciting visits and good sporting activities, in which most of you take part. The staff look after you well and measure your progress carefully. Your teachers mark your work regularly but do not always give you enough guidance so you can improve your own work. We have asked the teachers to give you more guidance through their marking. We have also asked them to help you be more actively involved in working with others from global communities whose lives are different from yours. You can help by working hard and enjoying yourselves.