

Hawthorne Primary and Nursery School

Inspection report

Unique Reference Number	122617
Local Authority	Nottinghamshire
Inspection number	327766
Inspection dates	4–5 March 2009
Reporting inspector	Alison Cogher

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	163
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
Appropriate authority	The governing body
Chair	Cllr Jo Lonergan OBE
Headteacher	Mrs Moira Cordon
Date of previous school inspection	14 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Walk Bestwood Village Nottingham Nottinghamshire NG6 8TL

Age group	3–11
Inspection dates	4–5 March 2009
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a smaller than average sized primary school with Early Years Foundation Stage provision for children of Nursery and Reception age. These children are taught together in the school's Foundation Unit. Although they vary between individuals, many children start school with levels of skill and knowledge that are below those normally found for their age. Most pupils are from White British backgrounds. Other ethnic backgrounds are represented in the pupil population, although the number of pupils in each group is very small as is the number learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average and most of these pupils have moderate learning difficulties.

The school has achieved a number of awards in recognition of its work. These include the Activemark and Football Association Award, the Intermediate International Schools Award and the Investor in People Award.

Before and after school care is available during term time at 'Roosters' held on the school site. It is managed by a private provider and subject to a separate inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory but rapidly improving school. The pace of improvement has increased as the school emerges from a period of staffing turbulence during which time the school's collective sense of purpose and direction faltered. Under the effective and energetic leadership of the headteacher, staff and governors have been empowered to contribute to the school improvement process. A strong, united team is forming where individuals' skills and knowledge are valued and used to improve the school's overall provision.

School self-evaluation is honest and accurately reflects the school's current position. Priorities for improvement are clearly identified through rigorous monitoring and evaluation. Prompt whole school action taken to address these priorities has resulted in a marked increase in the rate of progress pupils are making and standards are rising. The school's success in this area exemplifies its good capacity to improve further.

Parents are overwhelmingly supportive of the school and many wrote in appreciation of the improvements secured. Typical of what a number of parents wrote was the statement, 'The school is making progress in all areas and is enriching the learning and development of all children.'

Children in the Early Years Foundation Stage make good progress from their individual starting points. By the time they leave the school standards are generally average. Progress in Years 1 to 6 has been less than expected in the past and pupil underachievement has been evident. Improved teaching and the use of assessment information is supporting the learning of pupils of all abilities, including those with learning difficulties and/or disabilities and those learning English as an additional language. Pupils make good progress in lessons and have regained lost ground from previous years so that their overall progress and achievement is now satisfactory.

Good teaching ensures pupils learn well. Good use is made of assessment information to guide the planning of lessons so that pupils' knowledge builds effectively on previous learning. These procedures, linked to very challenging target setting are supporting the good progress pupils make in lessons. Pupils behave well and have positive attitudes to learning. Resources are used well and lessons typically contain a good variety of hands-on activities. Teachers use focused questioning effectively to reinforce and extend pupils' learning. Good relationships allow teachers to challenge pupils to explain their thinking and ideas. Pupils respond confidently because they know their contribution to discussion and debates will be valued.

Overall, the curriculum is satisfactory with a number of strengths. Good planning for teaching key literacy and numeracy skills has helped increase pupils' progress and their overall achievement. However, pupils have too few opportunities to develop these, and their skills in information and communication technology (ICT) through other subjects. Pupils' learning is effectively enriched by the wide variety of additional activities provided in lessons and out of school.

Pupils' personal development and well-being are good. Pupils enjoy school and say that it is a friendly, happy place to be. They have a well developed understanding of how to lead a healthy lifestyle and keep themselves safe. Pupils demonstrate a good awareness of the importance of tolerance and respect in their dealings with others. They take the responsibilities they are given very seriously and make a good contribution to the school and also the local and wider community.

The care, guidance and support provided for pupils are satisfactory. Pastoral care and guidance are good and enable pupils to develop into sociable individuals who enjoy each other's company and engage in purposeful learning. The school works closely with parents and outside agencies to help all pupils to work towards their individual targets. Academic support and guidance are satisfactory. Establishing systems in aspects such as assessing and tracking pupils' progress have underpinned the improvement secured in pupils' progress. Nevertheless, there is work to do on improving the quality of teachers' marking and the feedback pupils receive about how to make their work better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and management ensures that provision in the Early Years Foundation Stage is effective and children experience a positive start to their education. Although they do vary, children typically start with less well developed skills than is normally found for their age. Aspects of their personal, social and emotional development and communication, language and literacy are often well below those generally found. Children make good progress and many reach the expected goals by the end of their Reception year. Focused teaching of early literacy and numeracy skills is effective. Most children develop a good grasp of letters and the sounds they make, although their writing is typically less well developed. Children's personal development, and in particular their attitude to learning is good because adults motivate them to learn and give their welfare high priority. Accurate assessment of what children need to learn is used well to guide teaching. Children's interests, abilities and prior experiences are taken into account and they have many opportunities to make choices and to explore and investigate using all their senses inside and outside. Typically, adults are well deployed. However, at times the number of children they are working with is too large and in these sessions children's learning slows.

What the school should do to improve further

- Improve pupils' progress further to raise their achievement and standards in English and mathematics.
- Improve the consistency of marking so that all pupils are given clear guidance on how to make their work better.
- Introduce a whole school system to enable pupils to use their literacy, numeracy and ICT skills in other subjects.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Nationally reported data indicates that standards and pupils' achievement have declined over the last few years. School data confirms that this has indeed been the case with marked underachievement evident for a number of pupils. National test data for 2008 shows that pupils in Year 2 secured broadly average standards in writing, reading and mathematics. Standards in Year 6 in English, mathematics and science were also broadly average. Current school based assessment data, confirmed by inspection findings, shows that pupils' progress is improving and that the pattern of decline has been halted. Pupils' progress in lessons in Years 1 to 6 is

good and accelerating, as improved teaching impacts on pupils' learning. The legacy of underachievement has been halted and pupils have regained lost ground. They have made broadly the expected progress over time and achieved satisfactorily.

Personal development and well-being

Grade: 2

Pupils' overall spiritual, moral, social and cultural development is good. Pupils engage enthusiastically in lessons and other activities. Although attendance rates are similar to those found nationally, they vary from term to term. This is often linked to pupils being taken on holiday during term time. Pupils understand how to stay safe and are confident that an adult would listen to them if they have any concerns. They are very committed to adopting healthy lifestyles and choose to exercise frequently, eat sensibly and drink water at regular intervals. Pupils' behaviour is generally good and almost all pupils consistently listen carefully to adults and work hard to achieve the challenges they are set. The very small number of pupils who find this difficult to do all the time are supported well and are helped to engage productively in lessons. Pupils have a well developed sense of belonging to the school that is strongly evident in the positive relationships they develop with others. They are increasingly involved in school improvement issues and through the school council make a considerable contribution to the decisions made. Pupils consider this to be a very positive improvement since the last inspection and feel valued and trusted. Through their numeracy and literacy work pupils develop satisfactory skills for their future economic well being.

Quality of provision

Teaching and learning

Grade: 2

Good teaching underpins the school's efforts to accelerate pupil progress to drive up standards and to ensure pupils achieve their potential. Although some inconsistencies do exist, a whole school approach is developing well with some key elements of good teaching present in all classes. Teachers generally manage pupils well, which secures purposeful learning in lessons. Teachers have good subject knowledge and lessons move at a good pace. A wide range of resources and teaching strategies is used effectively to engage pupils in meaningful learning and teaching assistants are usually deployed well. This approach ensures pupils thoroughly enjoy their lessons, develop good attitudes and typically make good progress. Assessment information is used well to guide lesson planning so that activities are well matched to pupils' interests and abilities. Effective questioning challenges pupils to use their knowledge and skills to solve problems and to achieve the targets they have been set.

Curriculum and other activities

Grade: 3

The school has rightly focused on ensuring English and mathematics have been the priority for pupils' learning in order to secure improved standards and achievement in these subjects. Opportunities for the linking of subjects, however, is not systematically planned for, so that pupils' learning of key literacy and numeracy skills is not being reinforced through using and applying them in other contexts. The same is true for ICT, although teachers do make effective use of it as a teaching tool in lessons.

Curriculum activities are well matched to pupils' interests and abilities. A strong emphasis is placed on learning through first hand, practical experiences which pupils thoroughly enjoy. The good range of before and after school clubs, visits and visitors enrich and extend pupils' learning. These include a good range of sporting activities. Links with a local secondary school are effective in support of pupils' learning, notably that of the more able pupils. International School links contribute well to pupils' understanding of the wider world.

The school's provision for supporting pupils' personal, social and health education is good and contributes well to promoting pupils' good personal development. Whole school theme weeks are much enjoyed by pupils. They include for example, a focus on 'Healthy Lifestyles' that effectively encourages pupils to take responsibility for their own health and well-being.

Care, guidance and support

Grade: 3

The pastoral care pupils receive is good and effectively promotes their personal development. Respectful, trusting and supportive relationships raise pupils' self-esteem and give them the confidence to rise to the challenges they are set. Academic guidance is satisfactory and improving. The tracking of pupils' progress and the accuracy of assessments are good. Most pupils have a reasonable understanding of the level they are working at and what their targets for improvement are, although this position is not entirely consistent between classes. Teachers' marking is generally supportive but is variable and often provides little guidance to pupils about how to improve their work.

Statutory requirements for safeguarding of pupils are met. Pupils benefit from strong links with parents and outside agencies. Provision for vulnerable pupils, those learning English as an additional language and those who find learning more difficult is sensitively managed and largely successful. The school's procedures to promote good attendance are systematic and clearly articulated to parents. They are under constant review and development as the school strives to increase attendance levels. There is minimal persistent absenteeism and the school has had some success in increasing attendance levels overall although there is some termly variation.

Leadership and management

Grade: 2

The headteacher has worked effectively with staff and governors to establish a clear educational direction for the school. Staff work together to share their expertise and implement increasingly effective strategies to support pupils in their learning. Honesty, and a willingness to change, characterise the whole school approach to improvement. Senior and subject leaders, and governors use a good range of procedures to monitor and evaluate the school's work. These activities have a sharp focus on improving outcomes for pupils. Well targeted actions have secured improvements that have impacted quickly on pupils' progress. Very challenging targets are set for raising pupil achievement and standards, and the school is largely successful in meeting them. Pupil progress tracking data is used well to judge the effectiveness of teaching and to identify pupils at risk of underachieving. Action is taken quickly to address issues as they arise so that the momentum of improvement is not lost. Governors are effective in their role and hold the school to account for its work. The school works in close partnership with other schools and agencies, and with the local and wider community. This work, together with

links made through gaining the International School Award, effectively supports the inclusion of all pupils and promotes community cohesion well.

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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**

5 March 2009

Dear Pupils

Inspection of Hawthorne Primary and Nursery School, Bestwood, NG6 8TL

Thank you very much for helping us with the inspection of your school. We really enjoyed visiting your lessons, talking to you about your work and sharing lunch with you. We were very pleased to hear how much you enjoy coming to school and how you think things are getting better. Your school is satisfactory because although we found many good things happening at Hawthorne there are things that could be improved. Your headteacher and the other adults at Hawthorne agree with this.

You told us how much you like your lessons which is good to hear. We think that teaching is good and that your teachers are helping you to make better progress with your work than you used to. Almost all of you behave well and you work and play together well too. You are looked after well and you trust the adults at school to help you with your work or if you have a problem. Your teachers keep a close check on how well you are doing. They have focused on helping you learn literacy and numeracy skills but want to improve how they plan subjects so that you have more opportunities to use your literacy, numeracy and ICT skills. The school is good at helping you to lead healthy and safe lives. We were pleased to hear that you value each other and how considerate you are towards each other.

Your headteacher does a good job in leading and managing the school. The other staff and governors are working with her to make your school becomes an even better place to be. We have asked them to focus on improving three things. These are to:

- help you to make even better progress so that you achieve more and reach higher standards in English and mathematics
- make sure that the marking of your work clearly shows you how to make improvements
- plan work that allows you to use your literacy, numeracy and ICT skills in other subjects.

You can help by making sure you come to school as often as you can and by keeping on working hard. Thank you again for your help.

Yours sincerely

Alison Cogher

Lead inspector