

Hawthorn Primary School

Park Close, Elswick, Newcastle-upon-Tyne, Tyne and Wear NE4 6SB

Inspection dates

5–6 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Under the skilled leadership of the headteacher, ably supported by the acting deputy headteacher, the whole-school community has worked together to provide the high-quality academic and creative opportunities and experiences for pupils.
- Leaders' effective evaluation ensures that they know the school inside out. As a result, school development planning is incisive, detailed and actions are checked regularly to ensure that the impact has been positive. Further development planning work is needed for the early years.
- Leaders have an accurate view of the school and improvement planning is generally incisive and detailed. The analysis of teaching and learning in the early years is not as precise, however.
- The governing body provides effective challenge and support for the school, including in safeguarding arrangements. Governors know the school well and have plans to ensure that they become even more effective in their role.
- Children in the early years make a good start in their learning. The proportion reaching a good level of development at the end of their Reception year is now broadly average.
- The very positive school ethos is underpinned by high levels of respect for people of all faiths and cultures. Pupils have a clear understanding of British values. The school is characterised by tolerance and acceptance of others.
- Current pupils, including disadvantaged pupils, are making good progress from their individual starting points. Pupils with special educational needs and/or disabilities (SEND) also make secure progress as a result of effective support.
- Teachers and teaching assistants alike are skilled at supporting pupils' learning. Ongoing strategies to further improve the quality of teaching are beginning to bear fruit, but are not yet consistently applied across school.
- Teachers generally match work well to pupils' varying abilities. Occasionally, the work set does not take full account of ongoing assessment and can be too easy or too hard. This includes the additional resource centre.
- The well-planned curriculum ensures that pupils are enthusiastic and engaged in their learning. Musical instrument playing is an integral part of the school's fabric and identity.
- Pupils' personal development and welfare is good. The respect and care pupils have for each other is clearly visible. Pupils display excellent manners and love being at school.

Full report

What does the school need to do to improve further?

- Improve the quality and consistency of teaching by:
 - ensuring that work set for pupils of all abilities is consistently well matched to their needs including in the additional resource centre
 - checking that actions designed to further improve teaching are implemented consistently in every class.
- Improve the quality of leadership and management by:
 - ensuring that current assessment systems provide leaders with accurate information on the progress made by individuals and groups of pupils in their learning in some year groups and in the additional resource centre to address any gaps in knowledge and to plan next steps in learning
 - ensuring that there is a precise overview of strengths and areas for development in the early years, to inform more effective future improvement planning
 - ensuring that pupils' rates of attendance continue to improve.

Inspection judgements

Effectiveness of leadership and management

Good

- The skilled and dedicated headteacher has been unwavering in her ambition to eradicate all aspects of underperformance. She and the new acting deputy headteacher have worked diligently in a short period of time to ensure a good and improving standard of education for pupils in this school. The whole-school ethos is one which strives to provide an environment in which pupils can thrive.
- Leaders, teachers, teaching assistants, governors and the whole-school community share the same ambition to improve all aspects of school life, so that pupils excel both academically, culturally and creatively. The potential disruption caused by a number of staff absences has been deftly managed so that any negative effect on pupils' learning has been minimised.
- The school development plan is incisive and detailed. It is rooted in accurate self-evaluation because leaders know the school inside out. Priorities, based on astute self-evaluation of the school's strengths and weaknesses, are clear and measurable. This precise information now allows the knowledgeable governing body to hold senior leaders to account for the effectiveness of planned actions. Further work is required to ensure that a development plan of similar quality is written for early years.
- Systems to evaluate the quality of teaching are consistent and methodical. Leaders have worked assiduously to improve the quality of teaching, which has not been consistently good over time. Recent improvement measures are now becoming more embedded, though their full impact is not yet fully evident.
- Assessment information in English and mathematics is analysed termly to check pupils are on track to reach their end of year targets. Any pupils at risk of falling behind are supported appropriately to enable them to catch up. Currently, leaders do not routinely check the progress that individual pupils or groups of pupils make in their learning in subjects other than mathematics and English.
- The school's curriculum is rich and balanced. Leaders review it regularly to ensure that it meets pupils' needs and interests. They have skilfully ensured that a whole-class shared text is linked to a topic whenever possible. A range of after-school clubs, such as sewing, choir, jigsaw club, board games, science, the family activity club and the school band, help to enhance pupils' learning experiences.
- Significant and purposeful support from senior leaders has allowed subject leaders to ensure that subject-specific skills are planned progressively across the year. Leaders are fully involved in monitoring their subjects through scrutiny of teachers' planning and learning observations.
- A significant amount of time is invested in the 'In Harmony' music project in partnership with the Sage, Gateshead. Every pupil is given the opportunity to learn to play a musical instrument and perform publicly, with pupils in key stage 2 playing woodwind, brass or strings. Pupils are clearly proud of their achievements, developing skills of teamwork, resilience and responding to personal challenge.
- Leaders manage pupil premium spending effectively to provide targeted support for all disadvantaged pupils. Leaders and teachers have identified possible external barriers to

learning for this group. Regular reviews of pupils' progress provide an in-depth analysis of any pupils at risk of falling behind. As a result, all pupils, including the disadvantaged pupils in school, achieve well.

- Effective leadership has resulted in good-quality provision for the pupils with SEND in Reception to Year 6. Their needs are identified early by class teachers and their good progress, sometimes in small steps, is tracked accurately. The school supports these pupils well and relationships in school between pupils and adults are supportive.
- Provision for pupils in the additional resource centre is not yet as strong as the rest of the school. On many occasions, academic work for these pupils is not well matched to their ability.
- The school's use of the primary school physical education and sport funding has had a positive effect on pupils' health and well-being. An effective and purposeful relationship with Newcastle Physical Education and Schools Sport Service has been established. Active games over lunchtime are provided by a play leader. The skills and confidence of teachers has risen as a result of Newcastle United staff's delivery of sports skills and 'Match Fit' programmes.

Governance of the school

- Following an external review, the school benefits from a skilled, dedicated and proactive governing body. Significant strength lies in current governors' expertise through their professional backgrounds. Following training, an action plan is in place to ensure that the governing body becomes even more effective in fulfilling its role.
- Governors make it their business to know about the work of the school. They are individually linked to year groups and different areas of the curriculum. Governors have an accurate view of the school's strengths and weaknesses and are able to articulate current priorities. They have not been afraid to tackle weaknesses in the quality of teaching. A secure committee system covering a range of key functions generates detailed discussion, challenge and support for school leaders.
- Governors are rightly proud of the school's efforts to ensure the all-round development of pupils, especially in the creative arts. Increasingly positive relationships with the parents have resulted in a community and family ethos in school, using music as a platform for closer ties. Governors speak knowledgeably about the school's submission to 'Artsmark' as a way of developing pupils' literacy skills through art. They are also rightly proud of the consistently good standards of behaviour seen in school.

Safeguarding

- The arrangements for safeguarding are effective. All documentation is detailed, informative and fit for purpose. Policies, procedures and records are of good quality, up to date and maintained well. Risk assessments are appropriate and help the school to keep pupils safe. Analysis of the reasons for an increasing number of fixed-term exclusions, almost wholly from the additional resource centre, is yet to be completed.
- Staff and governors are fully trained in all aspects of child protection and safeguarding. Staff are quick to identify, report and record any concerns, no matter how small. The designated safeguarding leaders follow through all concerns promptly and effectively.

The designated safeguarding governor is fully involved in all aspects of keeping pupils safe and is knowledgeable in this area.

- The culture of keeping pupils safe and putting them at the heart of the inclusive, friendly school community is evident. School staff are adept at developing strong family and community links. Pupils learn about the different sorts of bullying and are knowledgeable about racism: they speak confidently about respecting everyone. Every class undertook work on being safe online during 'safer internet day'. They also know about safety in the environment, including when crossing roads and 'stranger danger'.

Quality of teaching, learning and assessment

Good

- Leaders have been resolute in their work to continually improve the quality of teaching. This has been underpinned by improving staff morale and developing a buoyant sense of teamwork. In the three terms since the headteacher took up post, there have been significant improvements in teaching, especially in the teaching of reading.
- Work is continuing to develop a consistency of approach from all teachers in many aspects of classroom practice, such as feedback from teachers to pupils on how to improve their work. Some variation in the quality of teaching remains and there are a number of teachers new to school this year. Occasionally, when work is not well matched to pupils' abilities it is too easy or too hard. This is too often the case in the additional resource centre. Agreed strategies to improve teaching are now becoming embedded.
- Lessons are usually lively and interesting, capturing pupils' imagination. For example, pupils in Year 3 were engrossed in writing their own information booklet about Egyptian gods, using an iPad. One pupil used internet research to tell the lead inspector about the wise god Thoth, the god of the moon and magic.
- Teachers use their good subject knowledge to structure learning effectively. This was seen in the Year 2 class, where most pupils were able to write questions based on an information text. Using neat, joined handwriting and excellent presentation skills, pupils wrote a number of questions about the life cycle of a butterfly, how chocolate is made or flying in a hot-air balloon.
- Teachers have high expectations of pupils' behaviour and little learning time is lost. Pupils' generally very positive attitudes in lessons support their learning well. They benefit from informative and exciting displays around the school and in classrooms. Aide-memoires display key information for current learning in mathematics, reading and writing, and children's work is celebrated in eye-catching ways.
- In mathematics, staff teach and consolidate the basic skills of number and mental calculation frequently, applying them to other aspects of the mathematics curriculum. This was evident in Year 6, where pupils could correctly express missing numbers algebraically. The classroom was a hubbub of purposeful and productive activity and endeavour as they solved the problems. Pupils demonstrate skilful reasoning to explain their thinking, for example when comparing and contrasting number sequences.
- As a result of a newly introduced system to ensure the systematic teaching of phonics, children are making a faster start in their early reading skills. The proportion who met the expected standard have lagged below average over time. Adults are now

increasingly skilled in teaching well-structured lessons throughout the school. Learning activities are pitched well according to pupils' reading skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils' attitudes to learning are excellent and most are very keen to succeed and to produce their very best work. Cooperative learning and purposeful chatter are hallmarks of learning in Hawthorn. The school works diligently to ensure that pupils' physical and emotional well-being are valued and developed.
- Pupils grow in confidence during their time in school, acquiring an assured and resilient approach to learning. This is in no small part to the personal and life skills they acquire through music, which have ramifications for learning across the curriculum and their all-round development as young people. Pupils say that they love school and thrive in the well-ordered and positive school environment.
- Pupils' spiritual, moral, social and cultural awareness and development is good. The promotion of cultural and religious diversity and tolerance is clearly seen in school. Pupils' understanding of fundamental British values is clear, especially individual liberty and the rule of law. The promotion of cultural and religious diversity and tolerance is also clearly visible. Pupils shared with an inspector their enjoyment of learning about Islam, Hinduism, Sikhism and Christianity.
- Leaders plan regular opportunities to support pupils' personal development through the curriculum, as seen in topic webs as part of planning. Pupils speak confidently about keeping healthy, being sensitive to others' feelings and about people who help us. Pupils are keen to take on responsibility, preparing them to become active citizens. These include roles such as head or deputy boy or girl, election to the school council, classroom assistants, table monitors, library helpers, buddies or part of the playground crew.

Behaviour

- The behaviour of pupils is good.
- Pupils are keen to learn and the vast majority work conscientiously. Their positive attitudes in class contribute markedly to their success in learning. Behaviour systems are known and understood by pupils and consistently implemented by teachers. The very few incidents of misbehaviour are swiftly and deftly addressed.
- The good relationships that are nurtured in Hawthorn ensure that pupils conduct themselves very well in lessons and around school. Any instances of low-level disruption are rare, although not absent. Playtimes are harmonious occasions where no-one is left out. Without exception, pupils are courteous, well mannered and friendly, with a keen sense of humour.
- Pupils enjoy coming to this school and levels of attendance are improving. Thorough procedures are in place to follow up absence and ensure that pupils are safe. Meticulous records are kept of non-attendance, badges are given for 100% termly

attendance and closer working relationships with families are changing attitudes about coming to school. Rates of attendance do still remain below those found nationally.

Outcomes for pupils

Good

- Throughout the school, current pupils are making consistently good progress in English and mathematics. Most pupils, in every year group, are on track to reach standards expected, or above, for their age by the end of the year.
- After a good start to learning in the early years, pupils continue to make good progress in Years 1 and 2 in reading, writing and mathematics. In published data for 2017 and 2018, standards in Year 2 continue to be in line with the national average. The proportion who reached a greater depth in their learning in 2018 is now just above average.
- In recent years, the proportion of pupils reaching the expected standards in the phonics screening check, at the end of Year 1, has been just below average. In 2018, this remained just below that found nationally. However, a new and more structured approach to teaching pupils letters and the sounds is becoming embedded. Consequently, pupils are now making a better start in their early reading skills.
- Pupils' progress in reading and mathematics across key stage 2 is much stronger than that found nationally. The most able pupils in school are also making good progress in their learning as most teachers provide appropriately challenging work.
- Standards in reading at the end of Year 6 rose considerably in 2018 from the previous year. In mathematics they have remained high over time. Both are above average. Standards remain broadly average in writing.
- As a result of the effective and strategic use of the pupil premium funding, disadvantaged pupils are making good progress. Differences in their achievement and that of other pupils is steadily diminishing. Current disadvantaged pupils, in each year group, are making good progress in reading, writing and mathematics. In 2018, a greater proportion of disadvantaged pupils attained the higher standard in reading than other pupils nationally.
- The school is quick to identify any pupils who are at risk of falling behind. Effective leadership and high-quality provision for pupils with SEND ensures that most of these pupils make good progress from their individual starting points. Activities are carefully matched to their individual needs and abilities and skilfully taught, both by teachers and by teaching assistants. This is not always the case in the additional resource centre.
- Pupils develop high-level listening skills, appreciate the talents and efforts of others and form a tight-knit identity and perceptible camaraderie in music sessions. During the inspection, the orchestra were rehearsing for a concert with other In Harmony programmes from Leeds and Liverpool, preparing to perform at Liverpool's Philharmonic Hall.

Early years provision

Good

- The vast majority of children start in the early years with skills and knowledge which are broadly typical for their age. As a result of careful observations, choice of activities,

good teaching and probing questioning, most children are now making good progress and are well prepared to start Year 1. The proportion reaching a good level of development has now increased to reflect the national average. The most able children are supported very well, a larger than average proportion going beyond age-related expectations.

- Children in the early years are eager to explore and investigate, sharing a sense of fun and working cooperatively. They display good behaviour and respond appropriately to adults. Children are keen to follow their own interests during child-initiated activities in the indoor and outdoor learning environment. In Reception, a number of boys thoroughly enjoyed counting and chasing bubbles outdoors.
- Leaders are skilled in developing areas of provision, based on an accurate assessment of children's stages of development. Records of children's learning journeys are of high quality and include a range of evidence such as examples of mark-making, letter formation and simple addition sentences in number.
- Adults observe children carefully and interact with them to build upon their interests. They support children's learning through prompts and skilful questioning. They work alongside children during imaginative and creative play sessions.
- Leaders have ensured that there are many planned opportunities, both inside and outdoors, for children to develop and practise their mark-making, writing and understanding of number. These activities challenge and inspire children. In Reception children worked hard to write the sounds they could hear in a phonics session, the vast majority demonstrating a correct pencil grip. Outside, they identified and jumped onto letters, sound blends and numbers chalked onto the ground by a teaching assistant.
- The early years leader is a skilled practitioner and effective leader. She leads a talented team of adults who share the same passion and desire to see young children thrive. She has a good understanding of the strengths in the early years and has identified key areas for improvement. However, the evaluation of the setting is not sharply documented and so future planning lacks precision against which to judge effectiveness.
- Safeguarding practices are extremely effective. Children are taught how to manage risks from an early age. The strong safeguarding culture that permeates the school is equally apparent in the early years. There are no breaches of welfare requirements; children are safe and well supported.

School details

Unique reference number	108460
Local authority	Newcastle upon Tyne
Inspection number	10059041

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

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair	Jeanne Hale
Headteacher	Jane Dube
Telephone number	0191 273 4237
Website	www.hawthorn.newcastle.sch.uk
Email address	admin@hawthorn.newcastle.sch.uk
Date of previous inspection	11–12 October 2016

Information about this school

- The school is slightly smaller than the average-sized primary school.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well above national averages.
- The proportion of pupils who are known to be eligible for support from pupil premium funding and the proportion of pupils with SEND are above average.
- The headteacher has been in post for just over a year. Several of the teaching staff are currently on maternity leave, including both assistant headteachers.
- The school has an additional resource centre (ARC) for up to 12 pupils with emotional, social or behavioural needs.

Information about this inspection

- Inspectors observed learning in lessons, some of which were observed jointly with the headteacher. In addition, an inspector listened to a selection of pupils from Years 1 and 2 read. Inspectors reviewed a sample of pupils' work alongside the headteacher.
- Inspectors held meetings with governors, the headteacher, the acting deputy headteacher and a representative from the local authority. Inspectors spoke to the family support officer, the attendance officer and the 'In Harmony' schools manager. Inspectors met with other school leaders, subject leaders and members of the teaching staff. Inspectors met the school business manager and held a meeting with a group of pupils.
- Inspectors viewed a range of documents relating to pupils' achievements over time, the school's assessment information detailing pupils' recent and current progress and attainment, and the school's view on how well it is doing. Inspectors also reviewed the school development plan, documents relating to safeguarding and records of behaviour and attendance.
- Inspectors took account of the 15 responses to the staff questionnaire and the 17 responses from pupils to the pupil questionnaire. Findings from the school's own questionnaire for parents were considered. The school's website was also scrutinised.

Inspection team

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Ofsted Inspector

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