

Inspection of Hawthorn Primary School

Hawthorn Road, Kingstanding, Birmingham, West Midlands B44 8QR

Inspection dates: 21 and 22 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Hawthorn Primary is a school which fully lives out its values: individually we matter, together we shine. Pupils are very happy at the school because they are very well supported to achieve, and they know that their voices are heard. This starts right from the Early Years, where highly effective provision enables the youngest children to make a strong start to their schooling.

Pupils behave with considerable care towards each other, and they are clear that pupils of all backgrounds are welcome at the school. They understand too that adults will help them should they encounter difficulties. They are very clear about how tolerance and respect are fundamental British values, which are a part of the school's mission.

Pupils speak very highly of the many visits which are organised for them, for example to a local university. Pupils also benefit from the charitable work they have led. They are especially proud of the activities they organised to raise money for Water Aid. This helped them to understand the importance of clean drinking water, as well as their place in the global community.

What does the school do well and what does it need to do better?

Since the previous inspection, the school has embedded the curriculum across all subjects. This is now fully in place and understood by all teachers. For example, the key knowledge that pupils need to learn is clearly identified as well as relevant core vocabulary. Tasks selected for the pupils are well chosen, which means they build effectively on what pupils know already. The school has worked to support pupils more consistently with extended writing across the curriculum, which is having a positive impact. On occasions, assessment is not used precisely enough to check pupils' understanding. This means that misconceptions can remain, or opportunities are missed to move pupils on to more challenging work.

Provision for pupils with special educational needs and/or disabilities (SEND) across the school is strong. Leaders have a secure grasp of pupils' needs, which staff accurately identify. They use this information to support pupils and liaise appropriately with parents. Checks ensure that pupils are achieving well, whether in the resource base or in lessons with their year group. As a result, these pupils make good progress.

The school has in place very strong provision for children in the Early Years setting. This is led with energy and vision, meaning pupils benefit from a supportive learning environment with a strong focus on communication and language as they start school. Given the strengths in the provision, children achieve well and so make a strong start to key stage 1.

Throughout the school, reading is prioritised to ensure that all pupils, whatever their starting points, become fluent readers. The phonics programme gives pupils a

strong grounding, and their subsequent learning is enriched by a wide range of core texts throughout the school's curriculum.

Pupils behave very well at Hawthorn Primary and they understand the school's expectations. A well-informed pastoral team supports any pupils who might have challenges meeting the school's expectations. The school monitors attendance closely and liaises closely with families to ensure that pupils attend regularly.

The pupils' personal development is a significant strength of the provision because the school is deeply committed to it. The school has carefully considered the key knowledge pupils need for their personal, social and health education. Within this, the school has incorporated significant work for pupils' spiritual, moral social and cultural education in line with the Rights Respecting Charter. A range of clubs, visitors and trips enhance provision across all year groups. More vulnerable pupils are supported to ensure that they can access these activities.

Following the headteacher's lead, school leaders have worked extensively and systematically to improve provision at this school since its previous inspection. At all levels, they review provision extensively to secure consistency across the school. On occasions, this analysis lacks the precise evaluation that supports effective review and clarity around next steps. Governors are well informed about the school and offer supportive challenge. Staff are rightly proud of their school and the journey of improvement they have undertaken. They report that the school is mindful of their workload and that its leaders consult with them appropriately.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, assessment is not used precisely enough to check pupils have understood key learning. As a result, opportunities to move pupils on to more complex work can be missed, and some pupils do not understand how to respond to feedback. The school should ensure that teachers use assessment effectively so as to identify misconceptions, and either move pupils forward or ensure that they are systemically supported to improve.
- Sometimes, the school's evaluation of the impact of its work, including around key groups, can lack precision. This means that that next steps following evaluation are less clear. The school should ensure that the impact of its work is systemically measured and evaluated to inform future actions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103214
Local authority	Birmingham
Inspection number	10294472
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair of governing body	Chris Pritchard
Headteacher	Sam Abraham
Website	www.hawthornprimaryschool.co.uk
Dates of previous inspection	16 and 17 November 2021, under section 5 of the Education Act 2005

Information about this school

- There is a hearing-impaired resource base on site.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- The inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- As a part of this inspection, the inspectors met with governors, the local authority school improvement partner, senior leaders, subject leaders, teaching staff and other employees in the school. An inspector also talked informally to pupils to gather general information about school life.
- The inspectors carried out deep dives in early reading, mathematics, English and computing. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector also met with subject leaders for history, geography and art and discussed the curriculum in these subjects and looked at samples of pupils' work.
- The inspectors reviewed the school's extra-curricular activities, enrichment programme and their careers and personal development programmes with leaders and pupils.
- The inspectors reviewed the school's behaviour and attendance records with school leaders.
- A range of documentation was scrutinised, including plans to improve the school.
- The inspectors met with members of staff and spoke to pupils, both formally and informally, at various points in the inspection. They took account of responses to a staff survey, a pupil survey, Ofsted Parent View and the free-text responses. Inspectors also talked with parents informally.

Inspection team

Andrew Madden, lead inspector

His Majesty's Inspector

Tim Bassett

Ofsted Inspector

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