

Inspection dates	9–10 November 2016
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

'Summary of key findings for parents and pupils' (page 1 of the full Report)

This is a good school

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| <ul style="list-style-type: none"> ■ Senior leaders share a clear vision of how to improve the school. They have high expectations and pupils' outcomes have improved. Staff have a positive sense of purpose and ambition for pupils. ■ The quality of teaching, learning and assessment is good. Senior leaders monitor staff performance and take action to remedy any emerging weaknesses. This means that the quality of teaching, learning and assessment is improving. ■ Governance is a strength of the school. Governors have a clear understanding of their roles and responsibilities and are rigorous in holding leaders to account. ■ Pupils behave well in lessons and around school. They are kind and accepting of others. ■ Pastoral support in the school is of high quality. Pupils are well cared for and they understand how to keep themselves safe. Leaders promote pupils' personal welfare and development well. Attendance is improving and is now in line with national averages. ■ Pupils are well prepared for life in modern Britain and are developing a rounded knowledge of the world. | <ul style="list-style-type: none"> ■ Pupils make very good progress, particularly in writing and mathematics. Progress in reading is weaker. Leaders are taking action to improve outcomes in reading, beginning from the early years and throughout each stage of pupils' learning. ■ Leaders have ensured that there are clear systems to assess pupils' progress. Where teachers use this information effectively, pupils make excellent progress. However, not all teachers are as effective as they might be in using this information to match work to pupils' abilities. ■ Children make a very good start to school in the early years setting. The early years is well led and managed and leaders have high expectations of what children can achieve, so children make very good progress from their starting points. ■ The early years outdoors area is not used as effectively as the indoors areas and pupils do not learn as well as they could from activities in this area. ■ Leaders are highly supportive of staff, who are keen to meet leaders' expectations. However, not all middle leaders are clear about their responsibilities and some rely too much on senior leadership to be fully effective in their roles. |
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1st December 2016



Dear Parents and Carers,

I am delighted to share the terrific outcomes of our recent OfSTED Inspection that took place over the 9th and 10th November. **Our school was graded 'Good' in all areas.**

With this great news, you can be assured that the school is firmly on an upward trajectory and we are all committed to making the school 'Outstanding' by the time of our next inspection. A full copy of the Report is available on our school website and will be available on the OfSTED website later next week, however there are a few parts of the Report that we are especially proud of.

'The quality of teaching, learning and assessment is good. Teachers have a secure knowledge of pupils' abilities and, where this knowledge is used to plan to meet the needs of individuals, pupils make very good progress'.

'All pupils who inspectors spoke with were polite, confident and eager to share their positive views of the school. Pupils are accepting of one another; they are kind and inclusive'.

'Relationships between teachers and pupils are very positive. Pupils are supported in taking risks and teachers encourage perseverance'.

'Progress of pupils who have special educational needs and/or disabilities is good, particularly in reading'.

'The atmosphere in the early years is lively and positive. Children are active and enjoy the rich variety of experiences on offer. Children are confident and cooperate well with each other and with adults. The classroom environments are rich and displays foster learning'.

'The leadership of pastoral support is excellent. Learning mentors are highly effective in supporting pupils' well-being which means they are able to focus on their learning and make good progress'.

'The governors are highly committed to the school and share leaders' aspirations for improvement. The chair, vice-chair and other governors are extremely knowledgeable about the school and its priorities. They have a clear vision for what the school must do to further improve'.

'Leaders have ensured that there is a culture of safeguarding and all staff consider safeguarding to be their responsibility. Safeguarding officers are tenacious in following up referrals'.

As the Headteacher of our amazing school, I would like to congratulate all Staff, Governors and Pupils for their perseverance and unswerving commitment to making Hawthorn Tree School an Ofsted graded 'Good' school. I would like to thank Parents for their ongoing support. I am extremely proud of this formal recognition and applaud all who have helped us on our journey. *Mr M J Lister*