

Serco Inspections
Boundary House
2 Wythall Green Way
Middle Lane
BIRMINGHAM
West Midlands
B47 6LW

OFSTED

T 0300 123 1231

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

SERCO

Direct T 0121 683 2888

Direct email beverley.joyner@serco.com



25 November 2010

Mrs Blatherwick
Hazel Community Primary School
Hazel Street
Leicester
LE2 7JN

Dear Mrs Blatherwick

Ofsted monitoring of Grade 3 schools: monitoring inspection of Hazel Community Primary School

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 24 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please also thank the pupils and members of staff who contributed to this inspection. I note that there have been significant staff changes since the last inspection, most notably the introduction of a new deputy headteacher and four newly qualified teachers.

As a result of the inspection on 6-7 July 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Pupils' attainment in writing has improved since the last inspection. Pupils are also making improved progress. This is because the school is more easily able to identify underachievement, through improved pupil tracking systems. The school employs effective strategies, including intervention groups and targeted one-to-one teaching, to ensure that identified pupils close the gap in their learning. Writing in exercise books and on display indicates that standards in Key Stage 2 continue to improve in many classes. Progress made in improving the use of information and communication technology (ICT) and in developing a revised curriculum to support the development of pupils' writing skills has been more limited. A newly introduced handwriting scheme makes good use of ICT, as parts of lessons designed to develop pupils' gross and fine motor skills are delivered via interactive whiteboards and projectors in classrooms. However, teachers do not consistently use ICT to its full potential to develop pupils' broader writing skills. The curriculum has been developed to include more school visits, including a walking day in the Peak District. These activities are appreciated by pupils and provide a good stimulus for writing.

September 2010



Despite some improvements, the curriculum still does not focus sharply enough on the progressive development of pupils' skills.

There remain inconsistencies in the levels of challenge provided to more able pupils in lessons. In the best lessons, more able pupils were engaged and focused in their learning because they were conscious of the teachers' expectations, knew what the next steps in their learning were and engaged in activities well matched to their individual ability. Work in their exercise books showed that these pupils were making good progress because they had been appropriately challenged. This good practice is not evident in all classrooms and pupils made slower progress when teachers' expectations were too low, or when teachers' success criteria in lessons did not relate closely enough to the pupils' learning objectives. The school has a register of able, gifted and talented pupils and now tracks their progress. The school has further improved provision by setting up a lunchtime reading club which able pupils attend through invitation. Pupils spoke enthusiastically about the club and said that they enjoy attending.

Teachers' marking of pupils' books is of a consistently good standard across the school. Target setting systems are in place and pupils work towards targets set out in the front of their English, mathematics and science books. However, there are differences across the school in how frequently pupils' progress against targets is measured and new targets set. Pupils' writing targets are not currently transferred effectively enough through to work in other subjects, meaning that opportunities to develop and refine writing skills are missed.

Due to the significant changes in staffing, progress in strengthening of the role of subject leaders has been restricted. However, as a result of the improved richness of school assessment data, staff co-ordinating English and mathematics have been able to more easily identify areas for improvement as part of their monitoring and evaluation. The school has split the role of literacy co-ordinator into two areas and there are now separate co-ordinators for reading and writing. This has enabled the school to evaluate practice more sharply in each of these areas. Leaders have carried out focused scrutinies of staff planning and pupils' work and held teachers and teaching assistants to account during meetings about the progress of targeted pupils who are making slower progress. The headteacher has developed an innovative system to encourage reflective practice whereby all teachers complete a weekly self-evaluation of their work. Issues are then identified by the headteacher for discussion with subject leaders and individual members of staff. Teachers who are newly qualified receive effective support from subject leaders and more experienced colleagues.

School leaders have established a clear culture of improvement where well-informed development plans are understood by a receptive, well-supported and motivated team. The school is honest and accurate in the evaluation of its work. This is underpinned by an effective governing body, whose members are not afraid to

challenge the work of the school in order to drive further improvement. Good levels of support are provided by the local authority and other professionals to develop teachers' skills and support school managers. The school has, therefore, made good progress in demonstrating a better capacity for sustained improvement.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2009

- Raise standards and improve achievement in writing by improving the use of ICT and developing a curriculum that meets the needs and engages the interest of all pupils.
- Improve the quality of teaching and learning by raising the level of challenge for more able pupils in lessons.
- Improve target setting and marking to ensure consistency across all classes.
- Strengthen the role of all subject leaders in monitoring and evaluating teaching.