

# Hazel Slade Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124069
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359576
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	Andrew Stafford

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	94
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lois Kelly
<b>Headteacher</b>	Simon Norton
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Cannock Wood Street Hazel Slade, Cannock WS12 0PN
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<b>Email address</b>	office@hazelslade.staffs.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed five teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning and procedures for keeping pupils safe. Twenty nine questionnaires from parents and carers were returned and scrutinised by the inspection team, who also spoke with a number of parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

The consistency with which pupils make progress in English and mathematics across the school.

- The way teachers use information from assessment to help pupils make progress in their learning.
- How effective the strategies put in place by school's leaders are in raising standards.

## Information about the school

The school is smaller than average. It is a partner in the Chase Learning Trust. Children in the Early Years Foundation Stage are taught in one mixed-age class and there are three other classes of mixed-age pupils. Most of the pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The current proportion of pupils with special educational needs and/or disabilities is above average, with most of these pupils having either moderate learning difficulties or behavioural, emotional and social difficulties. There is independently managed nursery provision on site that is the subject of a separate Ofsted inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has several strengths, most notably the effectiveness of provision in the Early Years Foundation Stage and the outcomes in many aspects of pupils' personal development. Parents are overwhelmingly positive about the school. This was expressed well by one parent's comment, representing many: 'Our child is extremely happy at school. Hazel Slade encourages and supports all children. School is always approachable and welcoming.'

Pupils enjoy school because what teachers ask them to learn is interesting; they describe it as often being fun. Also, they feel valued and cared for. Although personal development outcomes are good, pupils' overall achievement is satisfactory rather than good because learning and academic progress are only satisfactory. Past variations in the pupils' progress have affected standards. Until recently, this was most marked in English where progress was slowest and standards not high enough. Standards by the end of Year 6 had been affected by slow progress in Years 3 and 4. Senior leaders have responded to this successfully by focusing on improving the quality of teaching and learning in key subjects as well as making the tracking of progress more rigorous. Progress is now more consistent and attainment in all subjects is improving, and particularly in mathematics. By the end of Year 6, attainment overall is not at the above average levels seen in several areas of learning at the end of the Early Years Foundation Stage so there is still work to do, especially in building on recent improvement in pupils' attainment in English.

Pupils' learning is aided by target-setting but in English lessons these targets are not referred to often enough or consistently when pupils receive feedback about their work. There are inconsistencies in the extent to which teachers ensure that the needs of the more-able pupils are met, due to expectations not being high enough. Lack of challenge means some of these pupils in Years 3 to 6 do not attain the standards they are capable of. The school is aware of this and is already tackling the issue.

The improving picture of attainment and teaching shows the school has a satisfactory capacity for improvement in the future. The school has a clear understanding of its performance and knows its priorities for improvement. However, leadership lacks clarity in some areas. Expectations of the roles and responsibilities of the postholders are not clear enough, resulting in their inconsistent emphasis on pupils' progress and raising standards. The effectiveness of the school's safeguarding procedures is good. Pupils say they feel safe and well cared for at school and this reflects the good quality of the care, guidance and support given to all pupils. Despite the school's best efforts to promote good attendance and punctuality, which are beginning to have an impact, attendance figures are well below the national average for primary schools. This is affected by a very small number of persistent absentees who, in this small school, have a large impact on the overall percentages.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise standards in English by increasing opportunities for literacy skills to be developed consistently and by assessing pupils' progress towards their reading and writing targets.
  - Increase the progress of the more-able pupils in Years 3 to 6 by ensuring that their work in all subjects matches their needs and is suitably challenging.
  - Strengthen leadership and management by:
    - making clear the expectations as to the roles and responsibilities of postholders
    - ensuring that they have a consistent impact on pupils' attainment and progress.
  - Use a range of fresh approaches with families with children who are persistently absent, so as to bring overall attendance up to at least 94% by the end of the school year 2012.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils' enjoyment of school is seen in their obvious enthusiasm in lessons. They relate well to each other and to adults. Behaviour is good in lessons, at playtimes and as pupils move round the school.

Many parents are confident that their children make good progress. This is certainly true of the Early Years Foundation Stage, where children join with skills lower than normally seen of four-year-olds. Overall achievement is satisfactory in the rest of the school. Progress over time is improving and good progress was observed in several lessons during the inspection. For example, improved writing standards of Year 5 and 6 pupils were seen in a literacy lesson where pupils practised note-taking by recording key facts about their locality, close to Cannock Chase. Their good progress in developing this skill was evident as they linked these facts to their awareness of what constitutes a healthy lifestyle and how they could describe this to strangers to the area. This showed how the concentration on improving pupils' skills in writing across the school is successfully raising standards. Early evidence shows that a large majority of pupils now attain the standards expected of their age. In contrast to the more-able pupils, some of whom are not sufficiently challenged by their work, some individuals achieve well in relation to their prior attainment. Pupils with special educational needs and/or disabilities, achieve in line with their classmates. Their consistent progress owes much to the good quality of support from teaching assistants. There are no significant variations in the performance of pupils from different ethnic backgrounds.

Pupils make a satisfactory contribution to school life, and those with specific responsibilities, such as school councillors, librarians or classroom monitors, help the school to run smoothly. Pupils have an adequate understanding for their age of other cultures and faith groups. Pupils talk knowledgeably about the importance of healthy eating and are keen to take regular exercise. The outcomes in academic and personal development mean that pupils are satisfactorily prepared for the next stage in their education.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers' high expectations of pupils' attitudes and behaviour produce a calm, productive working atmosphere in lessons. Pupils understand the learning objectives that teachers explain at the start of lessons and they can assess how well they have achieved the objective. Pupils' progress towards their individual literacy and numeracy targets is not tracked carefully enough, with too few references to such targets either in lessons or in teachers' marking of work. This limits pupils' understanding of their own progress. Too much of teachers' planning sets work for the groups in the class rather than for individuals and this is leading to the more able pupils not being challenged sufficiently in Years 3 to 6.

The school has a good, enriching curriculum. It incorporates the acquisition of basic skills, including information and communication technology, through enquiry into topics that contribute well to pupils' personal development. Topic work uses the immediate environment well and the school's involvement in the Forest Schools project contributes well to pupils' understanding of conservation issues. The heritage of the area has been brought to life for pupils through the reminiscences of local ex-miners. Teachers vary in the effectiveness of their planning of opportunities for literacy skills to be developed across subjects. Where this is emphasised, reading and writing standards are improving quickest.

The good quality of pastoral care, guidance and support impacts well on pupils' personal development. Parents are particularly grateful for the school's attention to the needs of

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every individual. The needs of any pupils facing challenging circumstances are fully met and there is extra help and support for these pupils whenever they need it.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school's self-evaluation leads to a clear understanding of priorities for improvement and the school has actively sought support from the local authority in order to speed up that improvement. This has produced development planning with goals that reflect senior leaders' ambitions. Where responsibilities for leadership have been delegated, there are some examples of those responsible having good impact. For example, the good leadership of improving the quality of teaching through coaching has led to rapidly improving provision. Good mathematics leadership contributes significantly to the improving attainment in numeracy. Through tracking of pupils' performance, data are used constructively for planning extra support to help improve progress. Other examples of delegation are less effective because expectations about roles and responsibilities are not clear or high enough. Action planning for some priorities for development are not communicated clearly enough and are not targeted at raising standards. As a result of the focus on literacy and numeracy, there has been insufficient monitoring by other subject leaders, who consequently do not have a clear enough picture of standards, progress or teaching across the school.

Governance is satisfactory. Governors benefit from the astute, knowledgeable leadership of the Chair of the Governing Body. The governing body is strengthening its skills of monitoring and evaluating school performance and is beginning to hold leaders to account for outcomes and provision. Governors ensure that safeguarding arrangements are thorough and that staff are well trained and vigilant in their attention to health and safety, risk assessment and child protection issues. School leaders have worked hard to establish a strong partnership with parents and carers. Partnerships in the local community, especially the Chase Learning Trust, promote well the issues of raising young people's self-esteem and aspirations. Promotion of community cohesion is satisfactory, especially locally and nationally, but the school acknowledges that more work has yet to be done on establishing links with overseas communities. The thorough way that school carefully checks the progress of different groups of pupils reflects the school's strong commitment to promoting equal opportunities and tackling discrimination. Leaders have introduced pupils' progress meetings where they and class teachers review each pupil's progress and this is seen as one way of ensuring that the needs of all pupils, and especially the more-able pupils, are better met. This is borne out by evidence that girls are now progressing more quickly in mathematics.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children start school with attainment levels below those expected of four-year-olds due to weaknesses in most areas of their development. Early provision focuses strongly on improving these areas, especially language development, and the provision as a whole is good. The internal learning environment is well resourced and organised. Although the area for outdoor learning is small, very good planning means it is used well to support all aspects of children's development. Staff work very closely together and show good levels of concern for children's welfare. Leadership and management are good. Teaching is good and most staff carry out systematic observations and assessments of children's learning. This information is used well to plan activities tailored to the needs of individual children. Children are encouraged to show initiative and they quickly become independent learners who work equally conscientiously at the stimulating activities planned by teachers or at the activities they choose for themselves. This richness of learning helps them make good progress. By the end of the Reception Year, although some weaknesses remain in writing and calculation, almost all children reach expected attainment levels in all other areas of learning and a good proportion are above the expected levels.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers who returned questionnaires or who spoke to the inspection team are very happy with the school and are supportive. They say their child makes enough progress. Inspectors were very impressed by pupils' enjoyment of all that they do at school and saw that younger pupils make good progress and older pupils are starting to make better progress than in the past. There were very few negative comments. A small minority are concerned about the way the school helps parents support their children's learning. The school acknowledges that it can update parents about recent changes on how to support home learning.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazel Slade Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	31	15	52	3	10	0	0
The school keeps my child safe	21	72	8	28	0	0	0	0
My school informs me about my child's progress	20	69	7	24	1	3	0	0
My child is making enough progress at this school	15	52	14	48	0	0	0	0
The teaching is good at this school	19	66	10	34	0	0	0	0
The school helps me to support my child's learning	19	66	6	21	4	14	0	0
The school helps my child to have a healthy lifestyle	13	45	15	52	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	34	19	66	0	0	0	0
The school meets my child's particular needs	15	52	14	48	0	0	0	0
The school deals effectively with unacceptable behaviour	15	52	11	38	0	0	0	0
The school takes account of my suggestions and concerns	7	24	22	76	0	0	0	0
The school is led and managed effectively	16	55	12	41	0	0	1	3
Overall, I am happy with my child's experience at this school	19	66	10	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 January 2011

Dear Pupils

**Inspection of Hazel Slade Community Primary School, Cannock, WS12 0PN**

Thank you for making us welcome in your school and for talking with us so willingly. We thoroughly enjoyed joining you in lessons and seeing you at work. We think your school gives you a satisfactory education and some things are good.

This is what we particularly appreciated

- in Reception you are taught well and this helps you to make good progress
- you behave well in lessons
- you have a good understanding of the importance of healthy eating and exercise
- you say you feel safe in school. This is because all adults do a good job in looking after you and making sure that you are safe and get help whenever you need it
- the school co-operates well with families, and works together with partners in your locality, to help support your learning
- the things teachers ask you to learn are interesting and enjoyable.

We have asked your teachers to do these things to help make your school even better

- raise standards in English and make more opportunities for you to practise your literacy skills in other subjects and think about how this work is helping you reach your reading and writing targets
- give those of you who find learning easy work that challenges you
- find ways of getting some of you to attend more regularly
- ensure that all staff with responsibility for subjects and areas have a good effect on your learning and progress.

We hope you will carry on enjoying learning, that all of you will attend well and help your teachers to make Hazel Slade Community Primary School to be an even better school.

Yours sincerely

Andrew Stafford

Lead inspector

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