

Hazel Community Primary School

Inspection report

Unique Reference Number	120071
Local Authority	Leicester
Inspection number	379944
Inspection dates	15–16 November 2011
Reporting inspector	Joanne Harvey HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Christopher Randall
Headteacher	Gillian Blatherwick
Date of previous school inspection	6 July 2009
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Age group	3–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Sixteen lessons were observed, three learning walks conducted and 10 teachers seen. Inspectors held discussions with representatives of the governing body, groups of pupils, leaders at all levels, the Early Years Foundation Stage leader, the special educational needs coordinator, the learning behaviour and attendance mentor and with parents and carers. Inspectors observed the school's work and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies. The team analysed 32 questionnaires from parents and carers, together with questionnaires from staff and a representative sample from pupils.

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

- Are pupils making enough progress to reach at least average standards by the time they leave, particularly in mathematics?
- Are enough pupils reaching the highest grade of which they are capable?
- Is the school doing all it can to secure good attendance?
- Are teachers challenging pupils to do their best, and adapting the curriculum to meet the needs and interests of all, particularly in mathematics?
- Are leaders and managers at all levels playing their full part in self-evaluation and driving improvement?

Information about the school

This is an average-sized school. The proportion of pupils known to be eligible for free school meals is larger than average. The very large majority of pupils come from a wide range of minority ethnic groups and the large majority of these speak English as an additional language. An average proportion of pupils have special educational needs and/or disabilities. A much higher proportion than is usually found start and leave the school other than at the usual times.

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

2

Main findings

Hazel Community Primary School provides a satisfactory quality of education and has made significant improvements since the last inspection. It now has some important good features. Success is due in no small part to the drive and determination of the headteacher, supported by the deputy head. She has brought together a staff team who share her vision and are working together highly effectively to drive improvements to secure good quality leadership, care, guidance and support and safeguarding, for example. They have also made significant improvements to teaching, learning and the curriculum. As a consequence, the achievement of pupils, and aspects of their personal development have also improved. Pupils' enjoyment of school is in no doubt and they demonstrate this through their broadly average but improving levels of attendance. One volunteered that 'We are lucky to be in this school with lots of exciting things'.

From very low starting points, children get off to a good beginning and progress well in the Early Years Foundation Stage. Pupils make at least satisfactory progress in Key Stages 1 and 2. For an increasing proportion, progress is good, particularly in English, in which attainment has been steadily rising over recent years and is now securely average. Though pupils' attainment is broadly average in mathematics, the progress pupils make and their levels of attainment are more variable across school. The proportion of good teaching has increased significantly as has the ability of teachers to tailor the curriculum to meet the needs and interests of pupils of different abilities. However, there is not enough of this good practice, particularly in mathematics, to ensure good progress for the large majority or to enable the most able to excel. For example, instances remain where teachers miss opportunities to maximise pupils' learning, or pupils do not get enough opportunities to do practical, hands-on and problem-solving tasks to develop their understanding and to try out their learning. Some pupils have not developed the knowledge and vocabulary to enable them to talk about their mathematics work or to focus and sustain their concentration on challenging tasks independently.

The good care provided in a positive and welcoming environment underpins all the school's work. Staff form strong and trusting relationships with pupils so they feel safe and develop positive attitudes. Importantly, barriers to learning are minimised for those who face considerable challenges so they are ready to learn and progress well. Those who need extra help with their learning are given well-focused additional support so that they make good progress in English. There are examples of highly effective targeted support in mathematics but this practice is not yet well enough

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embedded across school to secure good progress.

Leadership at all levels has strengthened. Leaders' monitoring and evaluation of the school's work, including that of teaching and of pupils' performance, is rigorous and accurate, and has resulted in improved provision and outcomes for pupils. These achievements provide clear evidence of the school's good capacity to continue to improve.

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?

- Quicken pupils' progress so it is consistently at least good and raise attainment in mathematics to be at least average by:
 - securing teachers' subject knowledge
 - providing more opportunities for pupils to use accurate mathematical vocabulary in relevant contexts
 - giving pupils more time for practical, hands-on and problem-solving opportunities
 - asking questions throughout lessons to assess understanding, modify plans or further challenge pupils' thinking
 - ensuring additional support for those who require extra help with mathematics is consistently of the same high quality as found in English.
- Ensure that at least a similar proportion to that found nationally achieve the highest levels in reading, writing and mathematics by:
 - ensuring all teachers share the highest expectations of what pupils can achieve and consistently challenge pupils to excel
 - providing more cross-curricular and creative opportunities for pupils to practise their mathematics skills to a high standard in a range of relevant contexts
 - providing more opportunities for pupils to use information and communication technology to research, analyse and present their ideas
 - developing pupils' ability to learn independently and take responsibility for leading their own learning, supported by clear targets for what they should achieve.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning and are keen to do well. Leaders keep a close eye on everyone's performance, whatever their gender, background, first language, whenever they start or leave or however long they might stay at the school. As a consequence, from low starting points, progress for all groups is at least satisfactory.

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Gaps are successfully closed and for some, such as those who are entitled to claim free school meals, performance exceeds that of their peers. Observations by inspectors and evidence presented by the school confirm that the proportion of pupils who make good progress has grown. For example, in a lesson in a mixed Year 4 and 5 class, all pupils made good progress in their understanding of fractions and percentages. The teacher began by setting meaningful problem-solving tasks matched well to the needs of four different ability groups. She ensured that there were no elements of these tasks which would be a barrier to those in the class new to the English language. She then circulated, using probing and open-ended questions to check understanding, address misconceptions, model and insisting pupils explain their thinking, using the correct mathematical vocabulary and then challenging them to take their learning on even further. In contrast, in another lesson, pupils made satisfactory progress in their understanding of how to use addition to calculate the total cost of two items. The teacher did not check often enough on those working independently, to check whether work was too easy or too hard or whether they were using the correct mathematical vocabulary.

Pupils acquire a range of personal skills that help them to develop into rounded individuals. These personal skills, along with their satisfactory basic skills, ensure that they are prepared suitably for the next stage of their education. They can talk with confidence about how to keep themselves safe because they say the emphasis is put on this in all that they do. They enjoy physical activity and tuck into healthy school lunches. The school cultivates mutual respect and cooperation and promotes pupils' confidence and self-esteem well. Their spiritual, moral, social and cultural development is good because of the good number of opportunities pupils have, for example, to reflect, discuss and debate topics such as 'Fair Trade', feelings and relationships. A particular strength comes from the routine way in which they share and celebrate the many faiths, cultures, traditions and languages of their friends who attend the school. They have a good sense of right and wrong, are sensitive to the needs of others and can often be seen to help and support each other in lessons and at social times. They played their part in creating the new school garden and planting bulbs in nearby parks. However, behaviour is often only satisfactory in lessons because, for example, if the topic is not interesting, relevant or challenging enough, they have not developed the skills to see tasks through independently.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2

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

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Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While the quality of teaching has improved significantly since the last inspection, some inconsistencies remain which prevent pupils from making consistently good progress. For example, teachers now use accurate assessments to inform detailed planning which is mostly matched closely to the differing needs and interests of pupils. In the best lessons, teachers supplement this with regular, closely targeted questions to check on pupils' understanding and address misconceptions, modifying plans to add further challenge so that learning is highly individualised and moves on at a good pace. However, there remain instances where, for example, expectations are not high enough and starting and ending points are similar for all. The quality of marking and feedback is now good. However, this is not always complemented by clear and relevant targets that help pupils to move their own learning on quickly. Children make a good start in developing their independence and tenacity in the Early Years Foundation Stage, but skills to be able to drive their own learning are not always built on effectively enough as they grow older.

A creative, topic-themed approach to the curriculum is in its early stages. It is more confidently applied in English which has been a focus. Teachers are more secure in their ability to encourage the progression of reading and writing skills across a range of subjects and this is evident in the improved outcomes achieved. They have yet to develop the same level of subject knowledge in mathematics where, for example, they miss opportunities to develop the correct use of mathematical vocabulary or miss opportunities to encourage pupils to apply their mathematical skills to a high standard in other subjects. Similarly, though some excellent practice in the use of information and communication technology to support learning was seen, this is not consistent across school. In the younger years pupils are getting more hands-on and practical opportunities to explore and reinforce their learning. These are less evident as pupils move through the school. Enrichment includes a popular residential visit and French lessons. Extra-curricular activities are many and varied to suit all interests; they are enjoyed by pupils and have a high take-up. Representatives from all the city professional sporting teams are regular and popular visitors as hosts for sporting activities at school.

Good-quality care for all pupils lies at the heart of the school's ethos, as does reducing barriers to learning for the most vulnerable. For those facing emotional and

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social challenges, additional nurture and support is readily available, often in partnership with a range of other agencies. Good leadership from the special educational needs coordinator ensures that the progress of pupils with very specific additional needs is particularly closely tracked so that interventions are well targeted and secure good progress. This again is particularly marked in English. Parents and carers volunteered that they value highly the care taken to ensure that children settle quickly into school and are made to 'feel at home'. The school works hard in partnership with parents, carers and other agencies, and with increasing success, to stress to them the importance of good attendance at school. The Learning Behaviour Attendance Mentor has had a significant impact in this regard.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management have improved significantly. The headteacher's drive to raise aspirations for pupils and staff has resulted in a united team, generated high morale and improved the capacity of leadership at all levels. Senior and middle leaders now extensively monitor and accurately evaluate the effectiveness of provision and its impact on learning. Importantly, leaders set about improving the quality of teaching and learning, and improving pupils' behaviour, with measurable success. They are aware that there is more to be done to bring consistency to the quality of teaching and learning and the curriculum, particularly for mathematics, across school but have identified the correct actions. They hold teachers to account for the performance of pupils, and systems for induction and development have ensured that, despite a significant number of staffing changes, improvement has continued. Governance is satisfactory. Governors are highly committed and give freely of their time and support. They ensure all statutory duties are met and, along with the headteacher and staff, they are tenacious in ensuring the effectiveness of safeguarding procedures. They do not yet bring the same rigour to holding school leaders to account for its performance. The school is highly inclusive and the performance of different groups of pupils is tracked to ensure equality of opportunity and that any discrimination is tackled. The positive outcomes for the many groups in school are testament to its success. The promotion of community cohesion is satisfactory: the school is a strong and cohesive community and has suitable plans to extend its duty in this regard beyond the immediate locality. Partnerships are developing well and include an innovative range of activities to promote the development of pupils' literacy and mathematical skills and to provide a range of enriching curriculum experiences which would otherwise not be possible.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children are well cared for and thrive in this lively and safe environment. The varied activities ensure that children make good progress and achieve well. Children's knowledge and skills are much lower than expected on entry to the setting. Children gain a wide experience of the six areas of learning because their needs are carefully assessed and their progress tracked closely. Outcomes for children have been steadily improving year on year but they have so much catching up to do that they are still below their peers nationally in all areas of learning by the time they leave the setting. They progress relatively less quickly in developing their problem-solving, reasoning and numeracy skills. Leaders have recognised this and modified their planning, curriculum and resources to close the gap.

Children become confident and develop a range of skills that equip them well for the future. They are successfully encouraged to be independent; for example, they can organise themselves with coats and snacks. They learn good manners, know how to take turns, and handle equipment with care. They are taught to keep themselves safe and healthy, for example, by regular hand washing. Children concentrate well when working in a group with an adult or at a task on their own. There is a good balance of adult-led and child-initiated activities and opportunities for children to explore and discover. Children now have more opportunities to learn in the outdoor classroom though these are still limited by the lack of easily accessible outdoor space.

Effective systems for leadership are well embedded as can be evidenced by the maintenance of good outcomes despite staffing changes. Adults share a good

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understanding of how young children learn and of the requirements of the Early Years Foundation Stage. As a result, only a few instances remain where opportunities are missed to intervene appropriately and extend learning, particularly of the most able. Any potential barriers to learning are identified quickly and support provided to ensure everyone is included. Parents and carers, quite rightly, value highly the care that is taken to ensure children are happy and enjoying school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A much smaller proportion of parents and carers than that found in other schools responded to the questionnaire. Of those who responded, the very large majority are happy with their children's experience of school and express positive views on all aspects of the school's work. A small minority of those who responded expressed the view that the school does not help their child to have a healthy lifestyle but inspectors found this to be well promoted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazel 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	41	19	59	0	0	0	0
The school keeps my child safe	11	34	20	63	1	3	0	0
The school informs me about my child's progress	12	38	18	56	2	6	0	0
My child is making enough progress at this school	6	19	24	75	1	3	1	3
The teaching is good at this school	8	25	21	66	2	6	0	0
The school helps me to support my child's learning	7	22	22	69	3	9	0	0
The school helps my child to have a healthy lifestyle	7	22	18	56	5	16	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)	6	19	22	69	3	9	0	0
The school meets my child's particular needs	5	16	20	63	4	13	0	0
The school deals effectively with unacceptable behaviour	5	16	23	72	2	6	1	3
The school takes account of my suggestions and concerns	6	19	20	63	3	9	0	0
The school is led and managed effectively	10	31	18	56	2	6	0	0
Overall, I am happy with my child's experience at this school	13	41	17	53	2	6	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 November 2011

Dear Pupils

Inspection of Hazel Community Primary School, Leicester, LE2 7JN

Thank you for your help during your school's recent inspection. Special thanks go to those of you who took the time to talk with inspectors. We learnt a lot about the school from these activities and watching you at work and play. We were impressed with your politeness and good manners.

We found that yours is a satisfactory school with some important good features. It is a school which has improved a great deal since the last time it was inspected because of the good work of those who lead the school. We were pleased by the friendly and welcoming atmosphere when we arrived. Everyone at school takes good care of you and helps to keep you safe. You learn about interesting topics and say you enjoy learning. This, together with your satisfactory behaviour, is contributing to your satisfactory but improving achievement. Your teachers are keen for you to make faster progress, so we have asked them to do several things. We have asked them to make sure that:

- the teaching in mathematics is as good as it is in English
- you learn the correct mathematical language and use it accurately
- you get lots of opportunities to use your mathematical skills in other subjects and to use information and communication technology more often to support your other lessons
- you get more opportunities to do practical tasks and solve problems
- teachers always give you work that challenges you to do your best and check that you understand what you have to do
- everyone reaches the highest levels of which they are capable
- you always know what you have to do next to continue to improve and have all the skills you need to help you do as well as you can.

You can all play your part by knowing your targets, acting on the guidance your teacher gives you, coming to school every day and behaving well. On behalf of the team, I wish you all every success in the future.

Yours sincerely

Joanne Harvey
Her Majesty's Inspector

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