

# Inspection of a school judged good for overall effectiveness before September 2024: Hazeldene School

Stancliffe Road, Bedford, Bedfordshire MK41 9AT

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Inspection dates:

8 and 9 October 2024

## **Outcome**

Hazeldene School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils enjoy attending Hazeldene School. They see it as a special place where everyone shows kindness and mutual respect. Pupils understand the school's core values, such as perseverance, resilience and ambition. They strive to live these out in their day-to-day lives.

Pupils value the school routines and follow the rules. This makes the school a calm and well-ordered place to be. Pupils know that their safety and well-being is of paramount importance to school staff. They know who to talk to if they have a concern. They typically agree that 'If anything goes wrong a teacher will always fix it; no one needs to worry.' Pupils are knowledgeable about how to maintain positive relationships with others in their lives, including how to resolve disagreements. They are sensitive towards the opinions of others.

Pupils strive to meet the school's high expectations for their all-round achievement. From their start in the early years, pupils learn to concentrate well. Pupils across the school work hard. They are enthusiastic about their learning. Pupils achieve well across an ambitious curriculum which includes well-planned enrichment activities. For example, they enjoy their work to support selected charities as part of the school's drive to promote service in the community.

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

The school provides a high-quality education. It has recently refined the curriculum to identify more clearly what pupils need to learn and when. In each subject, content has been broken down into small steps so that pupils build increasingly complex knowledge

and understanding over time. This helps pupils to keep up, and to remember what they have learned long term.

The school provides regular training and guidance to help staff deliver the curriculum well. Staff use their strong subject knowledge effectively in lessons. For example, they present information clearly and respond accurately to pupils' questions. Staff are alert to any pupils who struggle to keep up and provide the necessary help.

National test results confirm that, by the end of Year 6, most pupils attain the expected standards in English and mathematics, with many achieving highly. However, younger pupils occasionally do not receive the extra practice they need to form letters correctly and develop fluent handwriting. This hampers their ability to communicate what they know through their writing and slows their progress through the later curriculum.

Children in the early years make a positive start to their education. Staff are adept at planning exciting activities which help children to progress through the curriculum. For example, children learn to use a wide range of important vocabulary accurately, and to develop a secure understanding of numbers in mathematics. Children benefit from caring relationships with staff and are settled. This ensures that children are well prepared for Year 1.

The school is determined that pupils with special educational needs and/or disabilities (SEND) are well supported. Through training, teachers are skilled in adapting teaching to help pupils with SEND to access the curriculum, while meeting pupils' identified individual targets. Pupils with SEND therefore learn what they need.

Reading is a high priority across the school. Most younger pupils quickly learn the sounds they need to decode words and become confident readers. The school closely tracks anyone falling behind and ensures these pupils receive the extra support they need to catch up. Pupils are enthusiastic about the wide range of books they study. They enjoy using the school library and listening to their teachers reading to them.

Pupils focus well in lessons and are motivated to learn. They behave considerately throughout the school day. The school's well-thought-out provision for pupils' personal development ensures that they are prepared for life beyond the school. Many talk empathetically about a range of topics. Through their 'class charters', pupils learn that with rights come responsibilities. Pupils are proudly committed to treating everyone equally, whatever their differences.

The school has made recent successful changes to improve its work. Leaders are supported and challenged well by school governors. The school has achieved a high level of buy-in from pupils, staff, and parents and carers, who support the drive for improvement. Staff value leaders' commitment to ensuring that they have a manageable workload.

## Safeguarding

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Younger pupils occasionally do not receive the extra practice and support they need to form letters correctly and develop fluent handwriting. This hampers their ability to communicate what they know through their writing. The school must ensure that timely additional support in early writing is routinely identified and provided, so that pupils are well prepared for the next stages of the curriculum.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in January 2016.

## 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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	109506
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10345087
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	437
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nick Foster
<b>Headteacher</b>	Mark Wilson
<b>Website</b>	<a href="http://www.hazeldeneschool.co.uk">www.hazeldeneschool.co.uk</a>
<b>Date of previous inspection</b>	21 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The headteacher is new since the previous inspection and took up post in September 2023.
- The school runs its own before- and after-school clubs.
- The school does not use alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector held discussions with three members of the governing body, including the chair.

- The inspector held discussions with the headteacher and other senior leaders, including the special educational needs coordinator. The inspector spoke with the local authority school improvement adviser.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed the behaviour of pupils during lesson visits and breaktimes and talked with them to understand their views of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered responses to the online survey, Ofsted Parent View, including the free-text comments. The inspector also considered responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Judith Sumner, lead inspector

Ofsted Inspector

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