

# Hazel Primary School and Community Centre

## Inspection report

---

<b>Unique Reference Number</b>	120071
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	313502
<b>Inspection dates</b>	1–2 July 2008
<b>Reporting inspector</b>	Paul Weston HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Fisher
<b>Headteacher</b>	Gillian Blatherwick
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Hazel Street Leicester LE2 7JN
<b>Telephone number</b>	01162 338411
<b>Fax number</b>	01162 334591

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	1–2 July 2008
<b>Inspection number</b>	313502

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

Hazel Primary is an average-sized school serving an area of high economic hardship close to the city centre of Leicester. A higher than average number of pupils are eligible for free school meals. Almost three-quarters of pupils are from minority ethnic backgrounds, with around one fifth in the early stages of learning English, which is above average. The proportion of pupils with learning difficulties and/or disabilities and with a statement of special educational needs is similar to that found nationally. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. Most children enter school with skills and experiences that are well below the expected levels.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to raising achievement and standards, improving teaching and learning and the curriculum.

The school's leaders and managers are committed to improving the school. Over the past twelve months, momentum has gathered in addressing a number of identified weaknesses. This has coincided with better challenge from the local authority (LA) and appropriate support from an associate headteacher. Together, they are moving the school in the right direction, based on a clear understanding of what needs to be done. A number of useful initiatives have begun to improve teaching and learning across the school and these are beginning to have a positive effect on increasing rates of progress. For example, some progress has been made in raising standards in mathematics. This development, along with the effective work being carried out by the subject leaders of English and mathematics and the special needs coordinator, the checks taking place on the quality of teaching, and the positive climate for learning that the school now promotes, is an indication that the school has the capacity to make further improvements.

Children make a good start in the Foundation Stage and achieve well. As a result of the rapid progress made in the Reception Year, which builds on a secure start in the Nursery, they reach standards that are reasonably close to those expected for their age overall. Some reach higher standards. Although good teaching improved pupils' attainment in Year 6 this year, standards remain below average at the end of Key Stage 2. In Years 1 to 5, standards are well below average in all subjects and pupils' achievement is inadequate. The legacy of underachievement brought about by frequent staffing changes and too much inadequate teaching in the past means there are many gaps in pupils' skills and knowledge. In addition, high proportions of pupils join or leave the school, which interrupts the continuity of their learning and slows progress. The school's own data and inspection evidence indicates there are 'green shoots' of recovery, with standards beginning to rise, particularly in reading and mathematics.

Although there is some good teaching which helps pupils to progress well, there remains too much barely satisfactory or inadequate teaching where progress stalls. Some teachers do not always ensure that activities are matched carefully enough to the pupils' different abilities. In particular, more able pupils are not always challenged sufficiently in lessons. Some pupils are starting to make better progress because a greater focus is now given to assessing and tracking pupils' progress. This is beginning to target support where it is most needed. Nevertheless, progress remains inconsistent because assessment information is not always used sufficiently well by all teachers to plan suitable work for pupils.

The school has rightly focused on improving standards of English and mathematics. However, insufficient attention has been paid to the rest of the curriculum. Subjects such as history and geography are often taught in insufficient depth, with opportunities to develop appropriate links between other subjects missed. Not enough account is taken of the need to develop skills in literacy and numeracy across the curriculum. Pupils' personal development and well-being and the pastoral care, guidance and support they receive are satisfactory. Pupils are developing a secure understanding of healthy lifestyles and keeping safe. They are beginning to make sensible choices about what they eat and make good use of the sporting clubs on offer. Most

pupils attend regularly because they enjoy being at school. However, they are not given clear enough guidance, through targets and marking, to help them to take responsibility for improving their performance.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Nursery with skills and knowledge well below the levels expected for their age. They get off to a secure start with their learning because they are given an appropriate range of learning experiences. However, sometimes children are left too long to work or play on their own without adult guidance. This was evident, for example, as they worked in the 'vet's surgery' role-play area, but were unclear of what they were expected to do.

Progress accelerates rapidly in the Reception class. This is because the enthusiastic and knowledgeable teacher provides carefully planned activities which ensure that children learn in an interesting and engaging way. Early reading and writing skills are developed extremely well by teaching the links between letters and sounds thoroughly. Children enjoy this work and several are able to write and spell complex sentences accurately. They enjoy their time at school and are developing independence and maturity in the stimulating learning environment. They share, take turns and understand the importance of taking care of each other. They feel safe and secure and know that adults will help them. Assessments of children's gains in learning are recorded thoroughly. Children achieve well in all areas of learning but not all attain the standards expected for their age by the end of the Reception Year, particularly in knowledge and understanding of the world. The Foundation Stage manager is very effective and is working successfully with all staff to improve the way children are taught. Opportunities to make full use of the outdoor play area are restricted by its detached location and the cramped storage facility.

## **What the school should do to improve further**

- Improve standards and progress of pupils in Key Stages 1 and 2.
- Increase the amount of good teaching and, in particular, ensure that teaching is closely matched to pupils' needs and consistently challenges the more able.
- Implement a curriculum with sufficient depth and breadth that meets the needs of all pupils and develops skills in literacy and numeracy in different subjects.
- Provide all pupils with clear guidance, through marking and targets, to help them to improve their performance.

## **Achievement and standards**

### **Grade: 4**

Overall standards of attainment are well below those seen nationally and pupils' achievement is inadequate. This school year, better teaching in Year 6 ensured pupils made good progress to close the gap between their own and national outcomes perceptibly. Despite this, standards remain below average at the end of Key Stage 2. Standards are well below average in Years 1 to 5 in English, mathematics and science. Given their starting points in Year 1, pupils do not make enough progress during their time at the school. Pupils' progress is uneven and this is linked, in part, to difficulties in staffing. Action has been taken to identify and address underachievement and this is beginning to have impact, chiefly in reading and mathematics.

Initiatives such as 'Mathletics' are increasing pupils' confidence in basic number bonds. In a Year 2 lesson, for example, pupils enjoy playing number tennis, counting forwards and backwards confidently in different multiples up to 100. Progress is unsatisfactory through the school in mathematics and writing, however, because differing needs are not met well enough and there are too few opportunities for pupils to use their numeracy and literacy skills in different subjects. Too few pupils reach the higher attainment levels by the end of Year 2 and Year 6. This is because they are not always challenged sufficiently in lessons, thus slowing their progress. Pupils with learning difficulties and/or disabilities make generally satisfactory progress, although there are occasions when they learn too slowly because work is too hard for them. Pupils with English as an additional language soon become proficient in spoken English.

## **Personal development and well-being**

### **Grade: 3**

Pupils are confident, polite and friendly and most enjoy school. Although a number of parents expressed concerns about pupils' behaviour, no instances of inappropriate behaviour were observed during the inspection. A small minority of pupils' exhibit challenging behaviour but the consistent implementation of behaviour management strategies has created a more harmonious community. The smallness of the playground is problematic. Boisterous football games tend to dominate the play space. These limit activities or space available for those who wish to sit quietly or play other games.

Pupils are aware of the need to adopt healthy lifestyles. Most eat healthily and take regular exercise, but not all do so and many say they do not enjoy meals that are provided by the school. Attendance is broadly satisfactory but is adversely affected by small number of families who take children out of school during term time. Appropriate strategies are in place to work with those families to remedy this. Pupils' spiritual, moral and social development is satisfactory overall. Pupils come from a variety of different countries and ethnic backgrounds and take pride in their identity and home languages. However, their knowledge and understanding of other cultures is not fully extended because the school does not always take opportunities to help pupils to find out more about them.

Pupils are keen to take on responsibilities and have satisfactory opportunities to do so. For example, a number of pupils in Key Stage 1 act as 'helpers' to support children who go to the 'friendship bench' when they are upset or lonely. Participation in charitable and fundraising activities is satisfactory. School councillors play an important part in the life of the school and offer good ideas for improvement. They have recently implemented a 'bullying box' and say that reported incidents are resolved promptly and satisfactorily. The inadequate progress pupils are making in English and mathematics means the school is not preparing them sufficiently for the next stage of their education or later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Although there is some good teaching, too much is barely satisfactory or is inadequate. As a result, significant numbers of pupils make slow or uneven progress through the school. Where lessons are carefully planned and work is well directed and managed, pupils are able to make clear gains in their learning. However, some teachers do not make sufficient use of assessment

information to plan work that is well matched to pupils' learning needs. As a result, they do not provide challenging activities for pupils, especially those who are more able.

Teaching methods do not always engage all pupils and sometimes pupils spend too much time listening passively to the teacher. This reduces the time pupils have to practise and use their skills, particularly in writing and mathematics. Questioning skills are not used well to check how pupils are doing in their lessons. Pupils with learning difficulties and/or disabilities receive satisfactory support from teachers and teaching assistants. This enables them to make satisfactory progress. Those in the early stages of learning English as an additional language are also given the help they need. In some classes, teachers do not always emphasise the importance of presentation in pupils' work.

## **Curriculum and other activities**

### **Grade: 4**

The curriculum is not sufficiently matched to pupils' different abilities and interests and this contributes to pupils' inadequate progress. Apart from English, mathematics and physical education, subjects are not taught in sufficient depth and skills are not built on well enough as pupils progress through the school. Planned work does not always take place and opportunities to link work between subjects are not always taken. Pupils are rarely provided with the opportunity to extend their literacy and numeracy skills in other subjects, which limits progress in writing and mathematics.

Work done with 'Creative Partnerships' is well received by pupils. Those teachers who have participated are beginning to develop more creative teaching styles, which is engaging pupils in their learning. The school works in partnership with a number of providers, such as Leicester University, Leicester City Football Club and Leicester Tigers Rugby Club to offer an interesting range of extra-curricular activities. Although the lack of outside space limits opportunities for sports activities, a member of staff runs indoor hockey and badminton clubs at lunchtime. Pupils are also given the opportunity to learn to play the steel pans with a professional tutor. These activities are well attended and enjoyed by pupils.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care is satisfactory and appropriate safeguarding procedures are in place. Child protection procedures are secure and the headteacher has clear knowledge and understanding of pupils' needs and particular vulnerabilities. Most parents are confident that their children are safe in school. Secure systems are in place to assess pupils and track their progress. Where they are used well, pupils are beginning to make better progress. However, some teachers do not use the information precisely enough to plan suitable work for pupils. Some pupils are aware of their individual targets and have a clear understanding about what they need to do to improve, but this is not always the case. In addition, the language of some targets is too complex, which makes them difficult for pupils to understand. Marking is inconsistent. Where it gives good guidance, work is of a higher quality. However, too much of the marking rarely provides pupils with advice about how to improve their work. The progress of pupils with learning difficulties and/or disabilities and those at the early stages of learning English is monitored carefully.

## Leadership and management

### Grade: 3

The headteacher, supported by an associate headteacher and the LA, is showing strong determination to remedy identified weaknesses and make the necessary improvements. Despite a number of positive steps being taken, there has been insufficient time to redress the legacy of past underachievement. Strategies have been put into place which have seen some improvements in teaching and learning and increased rates of pupils' progress. However, leaders know that pockets of inadequate teaching and progress remain which need to be eradicated. This is exacerbated by difficulties in recruiting staff of sufficiently high calibre.

Staff and governors now have a secure understanding of the school's strengths and its areas for development. Systems to keep a regular check on the quality of teaching and pupils' work have been implemented. An effective system for monitoring pupils' progress each term now enables staff to see if any pupils are underachieving, and there are better procedures for providing support for these pupils. However, there is inconsistency in how well this information is used. Subject leaders are increasing the understanding of their roles and responsibilities. It is strong in English and mathematics and now needs to develop in other subjects. The special needs coordinator is providing good support for improvement. The governors have a sound understanding of the school and of their role in holding school leaders to account. Parents are generally positive about what the school provides and most say that their children are happy. The school now needs time to embed its new procedures and ensure that they all have a positive impact on pupils' achievement.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
-------------------------------------------------------------------------------------------------------	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

**Annex B****Text from letter to pupils explaining the findings of the inspection**

3 July 2008

Dear Pupils

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

You may remember that I recently visited your school with another inspector and this letter is to tell you about what we found out. Before I do that, I would like to thank all of you for making us so welcome and being so polite and helpful. We had the chance to talk with many of you and it was really pleasing to hear about how much you enjoy school. You like your teachers and other helpers and you always try to do your best. You also told us that although you feel there are a few instances of bullying, these are dealt with quickly and fairly. You also said that there is always someone to talk to if you have any problems. We would also like to thank your parents for filling in a form that gave us their views about the school.

While there are some positive things, overall the school is not doing a good enough job and we have asked the headteacher, teachers and governors to make some urgent improvements. Another inspector will visit the school during the next year to check how well it is doing. There are times when not all children in school do as well as they could. So we have asked the school to make sure that teaching always helps you to make good progress, especially in reading, writing and mathematics. We have also asked the school to teach you different interesting subjects that you will all enjoy. So that you know how to improve your work, we have asked the teachers to make better use of marking and targets to give you the guidance you need.

Your headteacher, the staff and the governors want the school to continue to improve. You can help too by making sure you come to school as often as possible and by working hard all the time.

Thank you once again for being so helpful.

Best wishes for your future.

Yours sincerely

Paul Weston Her Majesty's Inspector

3 July 2008

Dear Pupils



**Inspection of Hazel Primary School and Community Centre, Leicester, LE2 7JN**

You may remember that I recently visited your school with another inspector and this letter is to tell you about what we found out. Before I do that, I would like to thank all of you for making us so welcome and being so polite and helpful. We had the chance to talk with many of you and it was really pleasing to hear about how much you enjoy school. You like your teachers and other helpers and you always try to do your best. You also told us that although you feel there are a few instances of bullying, these are dealt with quickly and fairly. You also said that there is always someone to talk to if you have any problems. We would also like to thank your parents for filling in a form that gave us their views about the school.

While there are some positive things, overall the school is not doing a good enough job and we have asked the headteacher, teachers and governors to make some urgent improvements. Another inspector will visit the school during the next year to check how well it is doing. There are times when not all children in school do as well as they could. So we have asked the school to make sure that teaching always helps you to make good progress, especially in reading, writing and mathematics. We have also asked the school to teach you different interesting subjects that you will all enjoy. So that you know how to improve your work, we have asked the teachers to make better use of marking and targets to give you the guidance you need.

Your headteacher, the staff and the governors want the school to continue to improve. You can help too by making sure you come to school as often as possible and by working hard all the time.

Thank you once again for being so helpful.

Best wishes for your future.

Yours sincerely

Paul Weston  
**Her Majesty's Inspector**