

Hazlewood Community Primary School

Inspection report

Unique Reference Number	108610
Local Authority	North Tyneside
Inspection number	337111
Inspection dates	17–18 May 2010
Reporting inspector	Graeme Clarke

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	226
Appropriate authority	The governing body
Chair	Mr Ron Nicholson
Headteacher	Mrs A Endean
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. As well as short visits to parts of lessons, they made extended visits to nine lessons and examined a wide variety of examples of pupils' written work. Eight teachers in the school at the time of the inspection were observed. Inspectors held meetings with governors, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, the school development plan and records of pupils' progress. They analysed 47 questionnaires from parents and carers, 97 from pupils in Years 3 to 6 and 12 from members of staff.

- the attainment and progress that children in the Early Years Foundation Stage have made in recent years
- the attainment and progress made by higher ability pupils
- the match of work to pupils' abilities, the use of questioning and the pace of activities in lessons
- the way teachers use marking to improve pupils' work consistently throughout the school.

Information about the school

Hazlewood serves a suburban locality a few miles to the north of Newcastle upon Tyne. Almost all pupils are of White British heritage. A small minority come from armed services' families. A below average proportion is known to be eligible for free school meals. A below average proportion of pupils have special educational needs and/or disabilities: fewer than average have a statement of special educational needs. Early Years Foundation Stage provision is in the Nursery and Reception classes. The school holds the Basic Skills and Healthy School awards, the Activemark and the Artsmark.

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

In this improving school, pupils receive a satisfactory education overall. All aspects of their personal development are good. The governing body has ensured that good arrangements safeguard the welfare of pupils and, in turn, pupils do feel very safe and behave well. An atmosphere of calm, punctuated by the sounds of children and pupils enjoying play and work, prevails throughout. Many opportunities widen pupils' horizons and contribute to their good personal development. In particular, well-organised activities successfully promote pupils' good spiritual, moral, social and cultural development. Pupils are well aware of how to maintain a healthy lifestyle. They contribute well in many ways to their school, and local and overseas communities as well. Productive partnerships with local agencies and organisations such as the Sage music centre, augment pupils' learning and development. Pupils' good attendance, their well developed social and recently improved basic skills equip them well for future life.

As a result of improvements to teaching quality since the last inspection, pupils participate wholeheartedly in lessons and thoroughly enjoy learning. However, higher ability pupils are not extended enough with sufficiently challenging work. The marking of pupils' work has also improved although teachers do not consistently follow up their comments to help pupils improve their work. Standards of attainment last year remained average in English, mathematics and science by the end of Year 6. This meant that too few pupils, particularly higher ability pupils, made sufficiently good progress to reach the highest standards. This year, although more Year 6 pupils are making better progress compared to last year, they are – as they reach the end of Key Stage 2 – making satisfactory progress overall. Good quality care, guidance and support underpin the good progress made by pupils with special educational needs and/or disabilities.

The headteacher, senior team and the governing body foster a caring ethos and promote the school's values amongst all staff. However, they do not work fully together in reviewing and evaluating the school's work. Planning for improvement is not sufficiently precise, both in describing activities to address priorities and in specifying criteria to help judge their impact. Nevertheless, since the last inspection development work has led to notable success, such as higher writing standards and teachers making more effective use of assessment information when planning lessons. Taking all this into account, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Improve the progress and raise the standards of higher ability pupils by:
 - ensuring activities in lessons challenge and motivate them

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- drawing on the skills and successful approaches some teachers use and sharing these to increase consistency of teaching quality throughout
- following through the pointers given in the marking of pupils' work to help pupils improve to the next level.
- Enhance the value of evaluation and development planning by:
 - increasing the involvement of and ensuring a more combined approach by senior leaders, staff and members of the governing body in school improvement activities
 - ensuring actions to be taken focus sharply on impact, especially improving pupils' progress and raising attainment
 - setting criteria for success precisely, at the outset, to help judge the impact of the school's work.
- About 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.

Outcomes for individuals and groups of pupils**3**

Pupils learn well in the better lessons where they enjoy taking part and are motivated to work industriously. They become engrossed in activities and work confidently on their own or in small groups. They happily contribute to whole-class discussion. As they get older they take care to present their written work neatly although their mathematics work is not laid out so carefully at times.

Over the last three years attainment at the end of Year 6 has been close to the national averages in English, mathematics and science. From average starting points, when they joined, pupils made satisfactory progress as they moved through the school. Last year, the higher ability pupils did not all make the progress they should have, especially in English and mathematics. As a result of improved teaching and the use of information about pupils' abilities, the school's assessments show that more pupils than last year are now making good progress. Nevertheless, taking their average starting points into consideration, pupils currently in Year 6 are making satisfactory progress and are on track to reach the standards expected of them. Given this pattern of satisfactory progress and average attainment, pupils' achievement is satisfactory.

Pupils say they feel safe in school and know why procedures for safe conduct should be followed. The school is calm and orderly. Pupils behave well in lessons and act sensibly in the hall during assembly and lunch-time and when outside. They know the importance of a balanced diet, exercise and the dangers of substance abuse. They thoroughly enjoy physical and sports activities during and after school. An effective school council, older pupils' readiness to help younger school-mates, and pupils' participation as eco-warriors all help make an admirable contribution to the school community. Through effective links with community organisations pupils make a good contribution to others in their locality. Their charitable work supports others less

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fortunate than themselves. They have a strong understanding of the needs and feelings of others through the innovative way the school encourages involvement in the 'Philosophy for Children' initiative.

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

How effective is the provision?

A more consistent picture of teaching in the school emerges than at the last inspection, although the picture is not complete. Effective teaching, drawing on a pool of talented teachers as role models to promote consistency, is developing but is not yet consolidated throughout. Thorough planning and information about pupils' attainments is used to make learning intentions clear and design activities to suit pupils' abilities. Where teaching is at its best, pupils learn well through skilfully managed tasks and adroit questioning which sustains their interest, encourages active involvement and fosters high endeavour. Pupils follow classroom routines diligently and work responsibly in small groups. However, in some lessons activities do not challenge the more able pupils sufficiently and they find tasks rather easy. In turn, when left to work independently for too long, a loss of motivation and restlessness occurs with little

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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learning taking place. Implemented since the last inspection, a uniform approach to marking pupils' written and mathematical work is well-established throughout. Pupils have helpful information about levels of work and targets and are kept informed about how well they are doing. Teachers always give pointers for improvement but rarely follow them through in order to make pupils' learning fully effective.

Strengths in the curriculum lie in the many activities that broaden pupils' experience. Visitors and visits in partnership with heritage centres expand cultural awareness. Opportunities to take part in residential outdoor activities, fencing, sailing and team sports substantially contribute to develop pupils' physical and social skills. Themes in history, geography and science link effectively to promote progress. Of particular note is the excellent written work in a range of subjects stimulated by a concerted effort to improve writing this year. Adaptations tailored to support pupils with special educational needs and/or disabilities foster their good progress.

A caring environment prevails throughout. Considerate relationships and assiduously followed safeguarding arrangements assure the welfare of all pupils. Careful identification, skilful teaching assistance and a close eye kept on the development of vulnerable pupils make a key contribution to fostering their confidence and progress. Good arrangements successfully prepare pupils for moving on to secondary education. Effective procedures have improved attendance this year.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team is committed to raising standards and promoting more effective teaching. Initiatives, for example, to improve teaching and raise writing standards are bearing fruit but are yet to become firmly established. Vulnerable pupils participate fully but the school recognises that equality of opportunity is only satisfactory because not all pupils are making the best progress. Procedures for reviewing the school's strengths and setting priorities for development are yet to be joined up by involving staff and members of the governing body working fully together. Although they do raise questions, governors rely upon the headteacher's and local authority's reports to provide up-to-date perspectives. They know their next steps are to become more involved in gathering information first hand and being proactive in evaluation and strategic planning. Planning for improvement does not directly flow from self-evaluation but does address appropriate priorities for attention. However, suggested activities are often stated

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imprecisely and criteria for success are not specified clearly nor focused sharply enough on the expected impact to help future evaluation. Effective partnerships with organisations enhance the quality of education. However, despite the school reaching out to parents and carers through bulletins, newsletters and meetings, parents and carers have mixed views about the value of the information they receive and the way the school is run. Following a thorough analysis, governors have assured a satisfactory contribution to community cohesion with plans in place to widen pupils' awareness of life in modern day Britain and overseas. They ensure all measures for safeguarding the welfare of pupils are in place and meet current guidelines. In turn, pupils have a good understanding of safe behaviour and act considerately. Given pupils' satisfactory progress and broadly average standards, value for money is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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

When children start in the Nursery class, most have skills and abilities as expected for their age. They develop confidence, make satisfactory progress and have the basic building blocks necessary to get off to a sound start in Key Stage 1. At the end of Reception in 2009, pupils' skills were still below the levels expected in terms of personal development and mathematical development, although their communication, language and literacy skills and knowledge and understanding of the world were broadly as expected. Children settle in quickly, behave well, play happily together and enjoy learning.

Children benefit from a good balance of play and organised activities, and between

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those led or supported by adults and those they can initiate themselves. Teaching is sharply focused, for example on developing children's communication, language and literacy skills, number and physical skills, and their social skills. Successful reading work helps children develop knowledge of letters and sounds, such as in a Reception group where children paid avid attention to each other and were fully involved in active learning. Staff plan activities bearing in mind the individual needs of children, and assessment is used conscientiously to keep a record of their progress. Arrangements are in hand to foster greater continuity by making journals of children's learning the same in Nursery and Reception.

Overall leadership and management are satisfactory. Difficulties in recruiting replacement staff have delayed further development. However experienced staff have ensured continuity of provision throughout the Early Years Foundation Stage and have sustained children's learning and progress over recent months. Good caring and working relationships prevail throughout. Good procedures, for example in relation to safeguarding children, assure the care and welfare of children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers who returned questionnaires offered mixed views. They were overwhelmingly supportive about arrangements to keep their children safe. The inspection endorses these views. About a third of parents and carers expressed concerns about relationships with them and the school's management. The inspection found school management was satisfactory; the extent of parents' concerns has been brought to the attention of school leaders. Some parents commented about misbehaviour. Inspectors found pupils behaving well in lessons and outdoors and found that pupils feel safe and aware of how to report any bullying. Others felt their children had little opportunity for sport. Inspectors found pupils can experience new activities and play sports, including playing for the school football team.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazlewood 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	43	21	45	1	2	0	0
The school keeps my child safe	22	47	25	53	0	0	0	0
The school informs me about my child's progress	14	30	27	57	5	11	0	0
My child is making enough progress at this school	15	32	28	60	1	2	1	2
The teaching is good at this school	18	38	24	51	2	4	0	0
The school helps me to support my child's learning	15	32	26	55	4	9	1	2
The school helps my child to have a healthy lifestyle	11	23	30	64	5	11	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)	8	17	30	64	3	6	0	0
The school meets my child's particular needs	14	30	25	53	6	13	0	0
The school deals effectively with unacceptable behaviour	15	32	23	49	7	15	0	0
The school takes account of my suggestions and concerns	10	21	25	53	9	19	0	0
The school is led and managed effectively	12	26	19	40	10	21	4	9
Overall, I am happy with my child's experience at this school	20	43	20	43	3	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



Dear Pupils

Thank you for your welcome when my team came to inspect your school recently. We were impressed by your politeness and courtesy. We were delighted to see how much you enjoy all the activities arranged for you. You are well behaved in lessons and around the school. We were pleased to see how you contribute to school life and help others. We know the headteacher and all the staff are very proud of you.

Your school gives you a satisfactory education. All the adults in the school look after you really well and keep you safe. Last year, the results of the tests that Year 6 completed were close to the results that other children achieve nationally, and these average results have been the case for some time now. Taken overall, pupils who left Year 6 last year made satisfactory progress because some of the quicker learners did not do as well as they could have. We have seen some improvements this year. We were especially impressed with your written work, and more of you in Year 6 are now making better progress. When we looked at your books we liked the way your teachers let you know how to improve although they don't always follow these points up with you to make sure you learn from their advice. We have asked your teachers to make activities in all lessons challenging and interesting and follow up advice they give you to improve your work so that you all, especially those who learn more quickly, make better progress and reach higher standards.

We have also asked your headteacher, the staff and the governors to plan more carefully when they decide how to make the school better so that this helps you to improve your work as well.

You have many opportunities at Hazlewood Primary School to learn about life and these help you to prepare for the future. We hope that you all do really well.

Yours sincerely

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