

Hazeldown School

Inspection report

Unique Reference Number	113224
Local Authority	Devon
Inspection number	338124
Inspection dates	16–17 March 2010
Reporting inspector	Stephen Lake

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Keith Bell
Headteacher	Stuart Ludford
Date of previous school inspection	27 April 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 28 lessons or parts of lessons and made short visits to a further 31, observing 15 teachers in total. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; minutes of governors' meetings; the school's assessments of pupils' attainment and progress; the records held on vulnerable pupils and those with special educational needs and/or disabilities; school policies; and reports from the local authority and the School Improvement Partner. Inspectors analysed questionnaires from pupils and staff as well as 128 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement in English, especially in writing in Years 3 to 6 and in mathematics in Years 1 and 2, to determine whether teaching is sufficiently challenging
- the provision for pupils with special educational needs and/or disabilities to determine if they are being supported well enough to enable them to achieve of their best
- the use of the outdoor area in the Early Years Foundation stage to see how well it is used to motivate and stimulate children to learn
- the impact of partnerships to support the development of community cohesion and pupils' cultural development.

Information about the school

Hazeldown is much larger than the average primary school and is set in the coastal town of Teignmouth. It serves a wide and diverse community. The vast majority of pupils are of White British heritage. Far fewer pupils come from minority ethnic groups than is found nationally and very few come from homes where English is not the main language. The proportion of pupils entitled to free school meals is below average. Although the percentage of pupils with special educational needs and/or disabilities is average, the proportion with a statement of special educational needs is well above average. These include specific learning difficulties and behavioural and emotional difficulties. The school has been awarded Healthy School status. A new headteacher has been in post since January 2008. A private company is running a breakfast club for a trial period.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hazeldown primary is a good school. The school has improved considerably over the last few years because of the high-quality leadership and management of the senior leaders supported by an able and effective team of middle managers. The clear focus on driving up attainment and improving achievement can be seen in the good progress made by all pupils, including those with special educational needs and/or disabilities. Pupils get a good start to school in the Reception class and then build steadily upon this as they move through the school as a result of the good teaching they receive. They achieve well now, but the long legacy of underachievement means that attainment, although improving rapidly, is average. Pupils enjoy school. They are looked after appropriately and the good advice they receive means that pupils know how to stay safe.

The good curriculum is contributing very well to pupils' outstanding awareness of how to stay fit and keep healthy, as acknowledged by the Healthy School award. Pupils' moral and social development is good, but their spiritual and cultural development, although satisfactory, is a comparative weakness. Pupils do not have a secure understanding of the wide diversity of cultures found within the United Kingdom, which limits the development of community cohesion. The vast majority of pupils behave very well and many instances of outstanding behaviour were observed. However, the school has identified that the new behaviour policy is not implemented consistently by a few of the adults who look after the pupils at lunchtime. A very small minority of adults do not supervise the pupils as well as others or make appropriate interventions to help improve behaviour. As a result, the behaviour of a very small minority of pupils at lunchtimes is not as good as that of the vast majority. The school is well aware of this. Rigorous and robust action to address this matter has already started and is beginning to have an impact.

The school has a very accurate view of its strengths and weaknesses. Governors are much more involved in supporting the school and are developing strategies of better quality for monitoring the work of the school, although these are not yet rigorous enough. A good school improvement plan reflects the shared commitment to improve the education that pupils receive. Robust action has improved the quality of teaching. The improved curriculum is much more closely matched to the needs of pupils. The impact of the improved assessment procedures can already be seen in the better learning and progress of all pupils, including those with special educational needs and/or disabilities. Behaviour has improved significantly. Links with parents have improved and attendance has improved. There is robust evidence to show that the school has a good capacity to improve.

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What does the school need to do to improve further?

- Ensure that the curriculum revision is completed to provide a more consistent approach to developing pupils' spiritual and cultural development.
- Ensure that governors have robust procedures for monitoring the work of the school, especially the strategies for promoting community cohesion.
- Ensure that, by the end of this academic year, the school's new behaviour policy is implemented consistently at lunchtime.

Outcomes for individuals and groups of pupils

2

Attainment is improving across the school and learning in most lessons observed was at least good, and sometimes outstanding. Progress is accelerating because work challenges pupils more effectively. Progress in Year 6 is particularly good in English and mathematics. More able pupils are achieving better in Year 2 in mathematics because work is matched more closely to their needs and challenges them. For example, when looking at patterns to help subtract the number nine, more-able pupils were encouraged to look for patterns that enabled quick subtraction with other numbers with similar unit digits. The learning of pupils with special education needs and or/disabilities has improved because teaching assistants are given clear guidance on how to support these pupils. Pupils' attainment in information and communication technology (ICT) is broadly average.

Pupils report that bullying is now rare and they trust most adults to deal with any that might occur. Pupils are very aware of what are safe and unsafe situations. Although the pupils' behaviour is often exemplary, some pupils were keen to tell inspectors that a few adults at lunchtime were not consistently good at ensuring the good behaviour of a very small minority of pupils. Pupils make a good contribution to the school and local community, taking on a wide range of responsibilities such as becoming peer mediators on the playground and commenting on issues such as the new local skate park. The skills gained contribute to their satisfactory preparation for later life. The school council determine the charities supported throughout the year and share their views with the school. Many pupils take advantage of the very good opportunities for physical activity in the school grounds and after school. Pupils have a good understanding of right and wrong, feel valued and show respect for themselves and for others. They have a sound understanding of many cultures in other parts of the world.

These are the grades for pupils' outcomes

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' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
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	1
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Pupils learn well because of the good teaching and the improved curriculum that makes learning more interesting. Teachers say that the new procedures for managing behaviour that ensure pupils are more engaged in lessons have helped them focus more on teaching. Nevertheless, in a few lessons where teachers talk for too long or keep pupils sitting on the carpet for some time, a small minority of pupils are less engaged in learning. ICT is used effectively to support learning and most teachers are skilled at asking questions that not only assess pupils' understanding but also challenge them further. For example, in an outstanding dance lesson excellent questioning about how the performance could be improved enabled pupils to work together in groups to produce high-quality short routines. The new assessment procedures are particularly robust. The very regular reviews of pupils' progress help teachers concentrate on where their input is needed most to ensure good learning.

The curriculum is enhanced well by visitors to the school and visits to places of interest. The school's comparatively recent engagement with the local learning community is benefiting pupils in many ways. School council members visit other local schools to conduct 'learning walks' around the school to show them what other pupils are learning. The combined initiative with the local learning community and strong links with the local authority on joint strategies to improve attendance throughout the area have already raised attendance rates. Nevertheless, some parents are still reluctant to accept that holidays in term time can adversely affect pupils' learning. Vulnerable pupils' needs are met well through strong relationships with other services and local schools. Skilled teaching assistants support pupils with learning difficulties and/or disabilities well,

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enabling them to be fully included in lessons. The support and guidance for those with physical disabilities is often outstanding. Child protection procedures are robust and well known to all staff. Very great care is taken to ensure that pupils are given high-quality guidance on how to stay safe, especially when using the internet. There remain some inconsistencies in the way a very small minority of pupils are supported at lunchtime.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy are skilled at empowering staff to take responsibility. The school has a very accurate view of its own performance through good quality self-evaluation. Monitoring of teaching and learning is good and the information gained is used well in performance management. Assessment data is scrutinised well to check on the attainment of different groups of pupils, to ensure equality of opportunity and to set challenging but realistic whole-school targets.

Senior staff and governors have a very clear understanding of what is required to keep pupils safe. The governors have already drawn up plans to improve the playground environment to make it easier to supervise pupils. The governing body is very supportive of the school. A strong vision on how the school can have an impact positively on the lives of the pupils and an ambition to improve are shared between staff and governors. Systems for obtaining and acting on the views of parents are much improved. The introduction of a parents' forum that meets regularly with senior leaders is enabling parents to have a say in how the school moves forward, although there is still a reluctance on the part of some parents to be involved.

Governors and senior staff recognise that the systems for monitoring the impact of strategies to promote community cohesion are not robust enough. Nevertheless, the school is effective in ensuring social cohesion within its own local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	2
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children receive a good start to their education. Close and positive relationships with parents and the programme of home-school visits before children start, mean that children settle quickly and happily. Children's personal development is good; children display positive attitudes and learn to relate well to others. The good partnership between children and adults and a focus on praise ensure excellent behaviour. High-quality care helps children to feel secure and confident and welfare needs are met well. Children make good progress. They start school with levels of skill below those typically expected at this age; most enter Year 1 with average attainment and are well prepared for learning. The cohesive teamwork between Reception and Year 1 means that an appropriate curriculum is provided for those whose skills remain below those expected at transfer. A rich and stimulating environment is provided for children. All areas of learning are covered appropriately. Adults ensure a good balance between teacher-directed activities and those chosen by the children that helps them to develop as confident learners. Nevertheless, the numbers using the comparatively small outdoor area are not always monitored effectively enough. All adults have a good understanding of the progress individual children are making and use this to challenge them to achieve more.

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

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Of the 128 parents who completed the questionnaires, 45 contained written comments. The positive comments included responses such as: 'The school teaching team are doing an excellent job dealing with some troublesome behaviour;' 'My child is challenging for the school, I feel Hazeldown manages his education and social interaction especially well;' 'For my child it has been a thoroughly enjoyable experience so far;' and 'My son is very happy at Hazeldown.'

A small minority of parents made negative comments, mainly about behaviour and the way it is managed. Typical comments were: 'There is no consistency of action with regard to bad or good behaviour;' and 'Dinner staff stand around chatting and not watching children.' Inspectors agree with the positive comments of the parents. Inspectors judge that behaviour is often outstanding and is good overall. It has improved but inspectors agree that a few adults do not always manage the behaviour of a very small group of challenging and vulnerable pupils well enough at lunchtime and judge that this may affect perceptions of behaviour overall. Inspectors note that the school is already taking robust action to deal with this matter.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazeldown 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 404 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	47	57	45	7	5	4	3
The school keeps my child safe	61	48	34	50	2	2	1	1
The school informs me about my child's progress	48	38	71	55	7	5	1	1
My child is making enough progress at this school	38	30	77	60	10	8	2	2
The teaching is good at this school	53	41	61	48	9	7	2	2
The school helps me to support my child's learning	50	39	67	52	10	8	0	0
The school helps my child to have a healthy lifestyle	53	43	63	49	2	2	4	3
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)	40	31	71	55	6	5	1	1
The school meets my child's particular needs	39	30	68	53	11	9	3	2
The school deals effectively with unacceptable behaviour	32	25	58	45	21	16	14	11
The school takes account of my suggestions and concerns	39	30	69	54	7	5	7	5
The school is led and managed effectively	41	32	62	48	15	12	5	4
Overall, I am happy with my child's experience at this school	57	45	57	45	8	6	4	3

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



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18 March 2010

Dear Pupils,

Inspection of Hazeldown School, Teignmouth TQ14 8SE

Thank you for making us welcome when we visited your school. We enjoyed talking with you. I particularly enjoyed watching the fantastic dance in Year 6 and tasting all those healthy foods with you.

Yours is a good school. We think it makes learning enjoyable for you and it has improved a lot over the last few years. Here a few of the things we liked.

- You are achieving well and your attainment is continually improving.
- You have an excellent understanding of how to stay healthy and fit.
- Your teachers make learning interesting and challenge you to do your best.
- Your behaviour is good, especially in lessons and around the school
- You make a good contribution to the school community through the jobs you do such as being school council members or peer mediators on the playground.
- Your school is led and managed well. The headteacher and senior staff are doing a good job in helping the school get better.

There are a few things that we have asked the school to do to help it get even better.

- We have asked the school to help you learn more about the different cultures in the United Kingdom.
- We have asked the school's governors to find better ways of knowing what you are doing in school.
- We have asked the school to ensure that all the adults who look after you at lunchtime follow the school's behaviour policy more closely.

Thank you again for your help in finding out about your school.

Yours sincerely

Stephen Lake

Lead Inspector

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