

Hazel Community Primary School

Hazel Street, Leicester LE2 7JN

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, show determination in improving the quality of teaching and outcomes for pupils, which are now good.
- New ways to teach reading, writing and mathematics ensure well-structured and consistent teaching in most aspects of these subjects.
- Leaders provide effective guidance and use a range of ways to help staff to improve their work.
- The curriculum is interesting and provides a wide range of experiences. It promotes pupils' personal and social development well.
- Pupils say that they feel safe because the school's work to take care of them is effective.
- Behaviour is good. The school celebrates its cultural diversity and pupils from varied backgrounds get on well together.
- Teachers make learning enjoyable. They have high expectations of what pupils should achieve and encourage pupils' positive attitudes.
- Pupils now make good progress overall in reading, writing and mathematics and standards are rising.
- In the early years, children of all abilities get off to a good start and achieve well because of effective teaching.

It is not yet an outstanding school because

- The teaching of handwriting is not sufficiently consistent.
- Teachers do not expect pupils to write as well in other subjects as they do in English lessons.
- In some instances, teachers do not challenge the most-able pupils to do their very best.
- In mathematics, the development of pupils' reasoning skills is not yet consistent.
- The application of writing and mathematical skills across the curriculum is not sufficiently well planned by subject leaders.
- Incentives to promote good attendance are not fully effective.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' outcomes by making sure that teachers:
 - have the same expectations of the quality of pupils' writing when they write in a range of subjects as they do when pupils write in English lessons
 - raise their expectations of what the most-able pupils can achieve
 - consistently teach pupils to develop reasoning skills in mathematics.

- Strengthen leadership and management by:
 - making sure that leaders give staff good guidance on planning the use of writing and mathematics in a range of subjects
 - ensuring the consistent application by teachers of the whole-school handwriting policy
 - widening the range of incentives to promote good attendance effectively.

Inspection judgements

Effectiveness of leadership and management is good

- Despite the challenge of a growing school population and recent staff changes, school leaders and governors know how to move the school forward. They set clear priorities to benefit pupils and to unite staff in a common sense of purpose. Leaders promote a harmonious school community where effective teaching and good behaviour flourish.
- The headteacher encourages staff and pupils to do their best. She recognises staff qualities and expertly utilises their experience, skills and talents. She enables mutual support and the sharing of best practice with other schools. Leaders regularly review the quality of teaching and set targets that are well matched to the school's priorities.
- The headteacher has strengthened leadership roles. Those who are responsible for subjects know about the quality of teaching and learning and identify areas for improvement. Leaders use the school's new assessment system well to check pupils' progress and to identify those who are not doing well enough. They use a range of ways to ensure that assessments are accurate.
- Leaders provide the training that staff need in order to do their jobs well. They have introduced new ways to teach reading, writing and mathematics consistently well and make sure that there is a structured approach. They make good use of external expertise, including the effective support offered by the local authority, to develop staff's skills. This has led to good teaching. Standards throughout the school are rising.
- Leaders regularly check how well the curriculum and teaching promote pupils' good progress. There are some good examples of pupils' writing and their use of mathematics in a range of subjects. However, leaders do not consistently plan for the application of writing and mathematics across the curriculum or ensure that the school's handwriting policy is fully applied.
- Leaders respond well to pupils' diverse needs and are committed to giving all pupils equal opportunity to succeed. They quickly assess newcomers and give them good support to settle well and make good progress. Those pupils who arrive with little or no English are given the precise help they need to quickly begin to speak and understand English and to make good progress.
- The pupil premium funding is used well to help individuals in their personal and emotional development. The right level of adult support and extra resources, for example in mathematics and reading, is now accelerating pupils' progress. As a result, any gaps in performance between disadvantaged pupils and others are closing.
- The primary sports funding is used effectively to develop teachers' skills in teaching physical education. The funding enables pupils to participate in well-run sports and games activities, with a positive effect on improving behaviour and developing skills.
- The interesting curriculum is well supported by additional activities, trips and visitors. It promotes pupils' spiritual, moral, social and cultural development effectively by providing experiences that inspire and stimulate pupils' enjoyment and understanding. Pupils learn about a variety of eras, people and locations. They study a range of faiths and visit various places of worship. They learn about important British institutions and events, for example, St George's Day. They demonstrate the values of respect and tolerance because these are promoted well by the school. As a result, pupils are well prepared for life in modern Britain.
- **The governance of the school**
 - The governance of the school is good. Since the previous inspection, governors have made significant improvements in developing their skills and holding the school to account. Governors evaluate their own effectiveness and use the expertise of those on the governing body well. They undergo the necessary training to carry out their roles and offer good guidance to new governors. They analyse information about pupils' progress, including those who are supported by the pupil premium, and ask searching questions if pupils are not doing well enough.
 - Governors know about the quality of teaching and how teachers are helped to improve. They gather the views of parents and pupils, for example, about behaviour and safety, to help them to judge the effectiveness of the school's work.
 - Governors are well informed about the school's curriculum and how it promotes key British values. They ensure value for money and measure the impact of any spending on pupils' achievement and well-being.

- The arrangements for safeguarding are effective. Leaders, including governors, carry out regular checks to ensure that systems are robust. The vetting procedures for adults who work with children are thorough. Leaders keep themselves well informed about recent legislation and make sure that staff receive the training they need to help to keep pupils safe. Positive links with parents mean that there are clear lines of communication should any concerns arise about children's welfare.

Quality of teaching, learning and assessment is good

- Teachers maintain a good pace of learning because they ensure there is no time-wasting. They praise pupils' efforts and give regular oral and written feedback so that pupils know how well they are doing and what they need to do to improve. Teachers pick up any misunderstanding during lessons and explain things clearly. They question pupils' responses to extend thinking further and to check that pupils really understand.
- Teachers are enthusiastic and provide interesting tasks that motivate learning well. They have high expectations of pupils' behaviour and expect a positive response. They establish good relationships and praise pupils' efforts. They expect pupils to listen and concentrate on their learning.
- Staff develop pupils' language skills effectively by providing good resources and giving pupils plenty of opportunity to talk to each other and share their ideas. This is particularly effective in helping those at the early stages of learning English to practise and develop their English skills. Staff extend vocabulary well, including in mathematics, and check that pupils understand the meaning of words by putting them into context.
- Teachers give pupils good guidance on what they are expected to achieve. In most instances, teachers give pupils the right level of work to help them to make good progress, although sometimes the most-able pupils do not reach their full potential because the work set does not challenge them sufficiently.
- The teaching of reading is regular and well structured. There is a good focus on pupils understanding what they read. For example, during the inspection, pupils in Year 4 used a popular story to pick out information about a main character. Others read a piece of text and answered questions to check their understanding. Pupils use computers competently to extend their reading for information and enjoyment.
- Teachers provide tasks that stimulate pupils to write in a range of styles, with good use of spelling, punctuation and grammar. There are some good examples of pupils writing extensively in subjects such as geography and history, but teachers do not always expect the same good-quality writing in other subjects as they expect in English books. The school's handwriting policy is not well enough followed to make sure that pupils present their work consistently well.
- Teaching assistants and support staff are suitably trained and receive regular feedback about their work. They use their expertise well to help pupils of all abilities, including disadvantaged pupils and those who have special educational needs or disability, in their personal, social and academic achievements. They are fully involved in lessons and make a good contribution to pupils' learning. They ask pertinent questions to help pupils to do the best they can and to aid pupils' understanding and good progress.
- In mathematics, teachers help pupils to tackle number problems by teaching them a range of ways to reach an answer. They build pupils' confidence in their number skills and in how to check their own answers. For example, during the inspection, pupils in Year 2 showed good understanding of the accuracy of their answers by estimating. The school's new approach to the teaching of mathematics is helping pupils to reason but has not been in use long enough to ensure that all pupils competently explain their answers.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils recognise how teachers help them to improve and they say that they enjoy working towards the school's rewards for being the 'maths wizard' or 'English scholar', which are very popular.
- Pupils participate as school councillors and sports leaders, which helps them to develop an understanding of democracy and fairness. They understand that being physically active, for example, by walking to school and eating a balanced diet, are both beneficial to their health.

- Pupils show respect towards each other and say that their school is a safe and friendly place. They like to help each other and value their friendships. They offer each other good support in lessons and like sharing their ideas.
- Pupils understand the different forms of bullying because the school gives good guidance on how to keep themselves safe. Pupils are confident that any problems that do arise are remedied by staff. Pupils speak highly of the help they get from the local police service, who visit the school to give talks on keeping safe in the community. Pupils know about the potential dangers when using technology and social media because it is addressed well by the curriculum.
- Although pupils speak keenly about their school and say it is a wonderful place, attendance is below average. The school does much to improve attendance and meets with some success in improving the attendance of individuals, with a positive effect on their progress. The incentives to come to school regularly are popular with pupils, but as yet not fully effective in rapidly improving attendance across all year groups.

Behaviour

- The behaviour of pupils is good and consistently well promoted by staff. During playtimes and lunchtimes, staff involve pupils in a range of activities that promote teamwork and playing together well. Pupils respond positively to a range of adults, including those who run sports activities, which pupils say they really like.
- Pupils know the school's rules and sanctions. They know how to behave in lessons and pay full attention because teachers make their expectations clear. Pupils' good behaviour and positive attitudes to learning contribute strongly to the good progress they make.
- Pupils show tolerance towards the small number who find it difficult to behave well. The school provides good support to help pupils to conform to the school's expectations. Teaching assistants and support staff are instrumental in building positive relationships. The school's systems to record inappropriate behaviour help leaders to identify any patterns or trends and to reduce repeat offences.

Outcomes for pupils

are good

- Accelerated progress is evident throughout the school as the effect of good teaching takes hold. Attainment is rising rapidly because of the increased rates of progress. In 2015, there was a big improvement in the number of pupils reaching the expected standards in the Year 1 screening check for phonics (the sounds that letters represent). By the end of Year 2, standards in reading, writing and mathematics were the highest they have ever been.
- Although pupils throughout the school now make good progress, this was not reflected by the end of Year 6 in 2015 as a below-average proportion of pupils made better than expected progress in reading, writing and mathematics. This is because these pupils experienced a period of underachievement as they moved through the school and not enough made good progress from their starting points. The pupils who are currently in Year 6 are catching up well as good teaching equips them with the skills they will need when they move to secondary school.
- Evidence from work in books and lesson observations shows that pupils make good progress in understanding events, people and places from their learning in history and geography. They develop competent computer skills and use them for a range of reading, research and creative tasks.
- In 2015, by the end of Year 2, the number of the most-able pupils who reached the higher level in writing was average; in reading and mathematics it was above average. By the end of Year 6, all of the most-able pupils had made the expected progress in reading, writing and mathematics. The most-able pupils currently in the school continue to make expected progress but sometimes, they are not sufficiently challenged to raise their aspirations and make even better progress.
- Pupils who have special educational needs or disability make good progress and there are some examples of individuals achieving even better. The support given to these pupils is well planned and evaluated frequently to determine its effectiveness. The targets that pupils work towards are addressed well during lessons.
- Pupils from minority ethnic groups make good progress, as do those who speak English as an additional language. Those who arrive with little or no English make rapid gains in their understanding and speaking to enable them to access the full range of subjects. Leaders and teachers check regularly how well these pupils are doing and provide a range of effective ways to quickly develop English language skills.

- By the end of Year 6 in 2015, the attainment of disadvantaged pupils in writing was nearly half a term ahead of their classmates and in line with other pupils nationally. However, they were over two terms behind their classmates and other pupils nationally in reading and mathematics. Overall, disadvantaged pupils made less progress than their classmates and other pupils nationally in reading, writing and mathematics. The school's assessment information shows that disadvantaged pupils are currently making accelerated progress due to consistently good teaching and well-placed extra support.

Early years provision

is good

- Good leadership of the early years provision ensures consistently good teaching. Staff plan tasks across all areas of learning consistently well and collect detailed evidence of children's progress. They identify the range of ability in the Reception classes and provide suitable support for children who have special educational needs or disability and those who arrive at school with little or no English.
- Good induction arrangements prepare children well and help parents to understand how to support their children when they start school. Good organisation and communication between staff mean that transition is smooth and children are well prepared for the learning they will encounter when they move to Year 1.
- Staff provide interesting tasks that motivate learning and enable children to achieve well. They make sure that topics widen children's experiences and help them to make sense of the world around them. Activities promote creativity and imagination well. For example, during the inspection, children were engrossed in traditional fairy tales through role play, painting and model making.
- Children behave well and quickly form positive relationships with their classmates and adults. They respond well to daily activities because staff establish clear routines. Children become confident in selecting tasks for themselves. They learn to play and work safely because staff are mindful of children's welfare.
- When children start in the Reception classes, many have speaking and communication and personal skills that are lower than those typically expected for their age. They make rapid gains in these and other areas because they are well addressed by the curriculum. Children of all abilities, including the most able, achieve well. Additional funding is used effectively to narrow the gaps in achievement between disadvantaged children and others. These children make good progress. In 2015, the proportion of children who achieved a good level of development improved markedly from 2014 and was close to national figures. The school's assessment information shows that the proportion on track to reach a good level of development is set to rise again this year.

School details

Unique reference number	120071
Local authority	Leicester
Inspection number	10001842

This inspection 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	414
Appropriate authority	The governing body
Chair	Chris Randall
Headteacher	Gillian Blatherwick
Telephone number	0116 233 8411
Website	www.hazel.leicester.sch.uk
Email address	office@hazel.leicester.sch.uk
Date of previous inspection	3–4 December 2013

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is well above the national average and accounts for the majority of the school's population. Pupils come from a wide range of heritages.
- Nearly 80% of pupils speak English as an additional language, which is well above the national average.
- The proportion of pupils supported by the pupil premium is above average. The funding is received for pupils who are, or have been, eligible for free school meals, and those who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below average.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years comprises two Reception classes, which children attend full time.
- An above-average proportion of pupils join or leave the school at other than the normal times.
- Since the previous inspection, the school has experienced several staff changes.

Information about this inspection

- The inspectors observed 17 lessons, four of which were observed jointly with the headteacher. In all, 15 members of staff were seen teaching.
- The inspectors looked at samples of work from all age groups, spoke to pupils about their work during lessons and listened to pupils read. Inspectors also observed extra-curricular activities, playtimes and lunchtimes.
- The inspectors held meetings with pupils, governors, school leaders and staff, and spoke to a representative of the local authority.
- The inspectors analysed 14 responses to Ofsted's online questionnaire, Parent View, and took account of parents' written comments. Inspectors also took account of a questionnaire for parents conducted by the school and spoke to parents at the start of the school day.
- The inspectors observed the school's work. They looked at progress and attendance information, school improvement planning and evidence of the monitoring of teaching. The inspectors scrutinised documentation relating to safeguarding.

Inspection team

Vivienne McTiffen, lead inspector	Ofsted Inspector
Rebecca Ellers	Ofsted Inspector
Catherine Nash	Ofsted Inspector

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