

Hazlewood Community Primary School

Canterbury Way, Wideopen, Newcastle-upon-Tyne, NE13 6JJ

Inspection dates 31 January–1 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has a strong presence in school and is well respected by all. She is ably supported by the deputy headteacher and they lead the school effectively so that it has improved rapidly since the previous inspection.
- The curriculum promotes pupils' achievement and spiritual, moral, social and cultural development extremely well. The school has a friendly, family feel and provides exciting opportunities that make pupils keen to learn and challenge them well.
- Partnerships with the local authority and other schools are a strength and have led to significant improvements in the quality of teaching.
- Achievement is good overall across the school and in all subjects and for groups of pupils. It is strongest in Year 6.
- Teaching and learning are good with some outstanding teaching in Years 2 and 6.
- Behaviour is good due to strong relationships, high expectations and a caring ethos by all staff, which has a positive effect on pupils' attitudes to learning and attendance and ensures pupils feel safe.
- Governance is strong and provides effective support and challenge to help the school improve.

It is not yet an outstanding school because

- Teaching and learning are not yet consistently outstanding across the school. There are a few aspects that need attention in lessons and teachers do not always give pupils feedback in marking so they know how to improve.
- The leadership and management of the Early Years Foundation Stage and numeracy and use of performance data requires improvement.

Information about this inspection

- Inspectors observed 11 lessons and analysed pupils' work.
- Meetings were held with the school council, the headteacher, senior and subject leaders, the Chair and Vice-chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 35 responses to the online questionnaire (Parent View) and 14 responses from staff in planning the inspection.
- They observed the school's work and scrutinised a number of documents including the school's checks on how well it is doing and improvement plans, minutes of governors meetings, data on pupils' current progress and the school's monitoring of teaching and records relating to behaviour, attendance and safeguarding.

Inspection team

Kevin Dodd, Lead inspector

Additional Inspector

Deborah Bailey

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is average.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below the national average.
- The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.
- The school has achieved the Healthy School status, Active Mark, Basic Skills, Eco-school Silver and Sing Up platinum awards.
- The headteacher has recently returned from long-term leave of absence.
- The proportion of pupils joining or leaving the school partway through a year was high for the 2012 cohort in Year 6.

What does the school need to do to improve further?

- Raise teaching and learning to outstanding by:
 - sharing the outstanding practice seen and ensuring consistency in teaching by resolving the small number of weaker aspects that remain in a few lessons.
 - consistently providing feedback effectively to pupils so they are clear how to improve.
- Improve leadership and management by:
 - completing the appointment of Early Years Foundation Stage and mathematics leaders as soon as possible
 - ensuring that all teachers use performance data more effectively to support improvement in teaching and pupils' progress
 - using the school's robust tracking system to ensure effective action is taken to identify and address any pupil at risk of falling behind.

Inspection judgements

The achievement of pupils is good

- Pupils typically achieve above average standards in reading, writing and mathematics by the time they leave at the end of Year 6. Progress is good and has accelerated since the previous inspection due to better teaching. Last year, pupils entering the Year 6 class during the year resulted in lower standards than expected. Pupils who had been in school for the whole year achieved as well as in other years.
- Children usually join the Nursery with skills and abilities typical of those expected for their age. However, a significant minority of pupils have speech, language and communication difficulties, which resulted in children joining Nursery last year with skills and abilities below those typically admitted. Well-established routines and effective support from teaching assistants are improving the rate at which learning takes place. As a result, children make good progress and last year many were working at levels broadly expected of them when they started in Year 1.
- The progress pupils make in the different year groups is consistently good overall. It is stronger in Years 2 and 6 where the pace of learning accelerates and most Year 2 and 6 pupils are making better progress due to the high proportion of outstanding teaching.
- The progress of those supported by the pupil premium was adversely affected last year by pupils entering Year 6 during the year. However, the current progress of all pupils, including girls, the more-able pupils, those supported by the pupil premium and those with special educational needs, is good. This is shown through lesson observations, scrutiny of work and hearing pupils read. Action taken recently to provide one-to-one support for pupils and literacy training for staff and the purchasing of mathematics resources is helping all these groups to succeed. This has resulted in a narrowing in the attainment gap between these pupils and those not supported by the pupil premium
- Reading is improved as skills are being taught well and pupils enjoy reading. Pupils now have increased opportunities to improve their skills in reading, writing and mathematics by practising them in different subjects as a result of improvements made to the curriculum.

The quality of teaching is good

- Teaching is consistently good across the school and the proportion of outstanding teaching increases in Year 2 and 6.
- Teachers in Nursery and Reception plan to make sure the environment is bright and engaging and there is a good range of appropriately challenging activities in evidence. Observations are used to inform activities. They are not always sufficiently focused on identifying what individual children can and cannot do, particularly for the lower-ability children. There are not enough opportunities for children to take charge of their own learning and learn outdoors.
- In Key Stage 1, practical work is particularly effective in developing pupils' skills. For instance, number lines and squares were used well to challenge pupils to solve word problems and deepen their understanding of mathematics. Teachers plan their lessons to make sure all pupils are given work that gets the best out of them, and explain ideas and question pupils well so they learn quickly. Work in Year 2 books demonstrates that many pupils are making outstanding progress due to tasks that are carefully matched to their needs and teachers' comments which help them improve.
- Interesting tasks and good support for children in Years 3, 4 and 5 builds on effective teaching. Teachers' good relationships and high expectations for behaviour of pupils ensure they are keen to learn.
- Teaching in Year 6 supports, questions and challenges children extremely well through well planned practical and relevant opportunities for discussion and resources that encourage pupils to work things out for themselves. In a mathematics lesson, pupils were challenged to calculate the cheapest tariff for a mobile phone and to plan a budget for a holiday in India. In these

lessons, teachers have a secure subject knowledge and enthusiasm for teaching which is infectious, so pupils get on with their work well, learn quickly and deepen their mathematical understanding.

- Even when teaching is good but one or more of these strengths are missing the pace of learning for some pupils is slower. Teaching assistants are not always used effectively to support children in class discussions and pupils are not always given sufficient opportunities to learn from each other.
- During lessons, adults give pupils much praise and raise points to promote further learning. Some teachers mark work in a way that helps pupils do better next time, but not all.
- Pupils who have special educational needs are given extra help, and teaching methods are especially well suited to the needs of these children and those who receive the pupil premium and help them to learn quickly.

The behaviour and safety of pupils are good

- The school succeeds in encouraging pupils to behave well, and a caring atmosphere and a love of learning prevails. The school is a 'learning family' where staff act as good role models for behaviour. As a result pupils attend regularly and arrive on time.
- Pupils get on well with each other and are typically polite and show respect and kindness to others. They enjoy school life and are proud of their school; parents, staff and pupils agree the school is calm, orderly and makes them feel safe.
- Instances of misbehaviour are rare and dealt with well by staff. Effective action has been taken to deal with bullying and older pupils showed a developing conscience and understanding about different types of bullying, including racism, homophobic and cyber bullying. Pupils are very clear about the behaviour expected of them and opportunities to reflect on their behaviour are used well.
- Pupils report that they feel safe in school and understand what constitutes unsafe situations and the basic principles of how to keep themselves safe. Break times and lunchtime are supervised well and pupils enjoy playing and interacting with each other.
- Incidents of extreme misbehaviour are dealt with well with appropriate involvement of parents and outside agencies.
- A particularly impressive feature of the school is the inclusive ethos and how well all pupils support one another through the use of 'lead learners', and playground buddies. Pupils joining the school are supported well and quickly integrate and make friends.

The leadership and management are good

- The headteacher demonstrates strong leadership and has a very clear view of how successful the school can be. The leadership team inspire staff and pupils and there is a good team spirit. Most parents are supportive of the school and the staff and pupils appreciate the headteacher's visible and caring approach.
- The leadership team have worked hard to improve pupils' progress by strengthening the quality of teaching through effective partnerships with other schools. Good progress has been made in tackling the other areas identified for improvement in the previous inspection. Successful actions, including a curriculum better suited to the needs and interests of pupils, have raised attainment in reading, writing and mathematics for all pupils including those of higher ability.
- A more accurate system has recently been put in place to check pupils' progress. The effective use of this system is evident in the accelerated progress made by current pupils. Most of their needs are identified promptly and support provided. However, this information is not yet used fully to check on the performance of particular groups and the impact of teaching strategies. Nevertheless, the school promotes equal opportunities well ensuring all learn well and take part

in school activities.

- The leadership team monitor teaching and provide astute comments on how to make it better. Training links to these needs. This has improved teaching although, as yet, minor concerns identified have not been fully resolved to raise the overall quality of teaching to outstanding.
 - The headteacher has strengthened the way teachers are appraised for their performance. Discussions about pupils' progress ensure that staff are answerable for the progress pupils in their class make. The headteacher ensures teachers are only rewarded when they are successful in helping pupils to make at least good progress.
 - The school's procedures for gaining an accurate view of strengths and areas to develop are effective in identifying the main priorities for improvement. Plans to tackle priorities are centred on teachers sharing good and outstanding practice and this is having a positive impact on attainment and consistency in the quality of teaching.
 - Links between home and school are good. The school website provides helpful information and parents are involved appropriately in pupils' learning.
 - The curriculum is adding interest and pupils say they enjoy the topics, the way that subjects are linked, and the visits to places of interest. A number of school clubs exist to meet the interests of all pupils and are well attended. Homework is also provided to extend children's interests and learning.
 - The local authority has been very effective in its support towards rapid improvement. It has a very good understanding of the school's needs and has brokered support from another school to support improvements in teaching and the Early Years Foundation Stage. However, the school is aware of the need to appoint a substantive leader for both the Early Years Foundation Stage and mathematics to strengthen leadership.
 - **The governance of the school:**
 - Governors know achievement and teaching have improved and are now good. They monitor lessons and look at work in pupils' books alongside senior leaders. They check that teachers' salary progression is linked to their appraisal outcomes and their stage of career development. Under the leadership of the headteacher governors are playing a more central role in future planning. They understand that pupil-premium funding has been allocated to provide help for pupils who are at risk of underachieving and the impact of this spending on outcomes for pupils. The governing body ensures safeguarding meet requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108610
Local authority	North Tyneside
Inspection number	400995

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	179
Appropriate authority	The governing body
Chair	Adam Bassindale
Headteacher	Ali Endean
Date of previous school inspection	17 May 2010
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