

Inspection of a good school: Hazlewood Community Primary School

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

Inspection dates: 13 and 14 March 2023

Outcome

Hazlewood Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils at Hazlewood Community Primary are confident, friendly and well-mannered. They love coming to school. Relationships between staff and pupils are very positive. Leaders are passionate about all pupils having the best possible start in education. They recognise the challenges as a result of the pandemic and continue to support all pupils, both academically and socially. Staff know pupils well, including pupils with special educational needs and/or disabilities (SEND). They successfully adapt the learning to meet pupils' needs effectively.

Most pupils behave well and respond to the high expectations set by teachers. A very small number of pupils struggle to manage their behaviour. Leaders develop thoughtful plans to help these pupils. A welcoming nurture room provides a calming space for pupils. Staff deal with disruptions sensitively and quickly. This minimises any impact on pupils' learning or daily routines.

Pupils are safe in school. Bullying is rare. Leaders are vigilant. They check closely any incidents that might indicate bullying. Leaders work sensitively with pupils, parents and carers to address any issues that arise. In lessons, pupils learn how to recognise and report incidents of bullying. Pupils are confident that adults will help and support them.

The curriculum extends well beyond the classroom. Pupils benefit from a broad range of experiences, including educational visits to the theatre and museums. Pupils enjoy after-school activities such as football, dance and theatre performances. Regular forest school sessions enrich the curriculum. These additional opportunities widen pupils' experience and nurture their talents.

What does the school do well and what does it need to do better?

Over time, the number of pupils attending the school has increased significantly. Leaders have successfully reorganised the curriculum and staffing to meet this increase.

Leaders have designed an ambitious curriculum. Subject leaders have given thought to the important knowledge that pupils need to learn. Leaders have sequenced small steps in learning so that pupils' knowledge builds progressively over time. They have mapped out what they expect pupils to learn and by when. In a few subjects, some teachers have gaps in their subject knowledge. At times, they struggle to implement the planned curriculum as leaders intend.

Leaders have prioritised the teaching of reading. They have introduced a phonics programme which starts in the Reception class. Staff deliver the scheme with consistency. Teachers provide pupils with books that match the sounds they have learned. This helps to develop pupils' reading fluency and accuracy. Leaders check pupils' learning to identify pupils who have fallen behind with their reading. These pupils receive daily support. This additional support helps pupils to catch up with their learning.

Leaders have fostered pupils' love of reading. Leaders ensure that pupils listen to a wide range of stories and poems. Teachers often read to pupils in class. Pupils speak enthusiastically about the books their teachers choose for them.

Teachers use ongoing assessment successfully in English, mathematics and science. They use these checks well to adapt the learning. This helps pupils to know more and remember more. However, assessment is in the early stages of development across the wider curriculum. Sometimes, in subjects such as music, teachers do not check pupils' learning effectively.

Pupils with SEND are well supported in this inclusive school. Leaders are focused on accurately identifying any additional needs pupils may have. Leaders carefully check that the right support is in place to help the pupils access their learning. As a result, pupils with SEND achieve well from their starting points and enjoy learning alongside their classmates.

Children enjoy their time in the early years. Leaders have developed a strong curriculum. Expert staff model learning effectively. Staff provide children with many opportunities to practise the skills taught by their teachers. For example, two children worked cooperatively together following a recipe to make bread. In early years, children thrive. They quickly become confident and independent learners.

Pupils behave well in lessons and around school. They treat each other with respect. Older pupils take good care of younger children. If any conflict arises, leaders support pupils to talk to each other and restore positive relationships.

Leaders prioritise pupils' personal development. They have implemented a curriculum which prepares pupils well for life in modern Britain. Pupils learn about different religions and cultures. They know about and celebrate the different backgrounds of pupils and staff in the school. They learn how to form healthy relationships. Pupils also access lessons that help them understand how to stay safe and to be responsible citizens. Pupils are proud of the responsibilities they hold, for example as curriculum ambassadors.

There have been several changes in governance. Many governors are new to the school. Governors are supportive and passionate about the school. However, they rely too heavily on leaders' evaluation of the strengths and weaknesses of the school rather than checking for themselves.

Leaders prioritise staff well-being. Staff feel valued. They appreciate the time and support that they receive so they can carry out their roles effectively.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' well-being and safety are priorities for everyone in school. Leaders provide regular, effective safeguarding training for all staff. Staff know pupils very well, which helps them to notice when pupils may be at risk of harm. Staff know the procedures to follow if they have a concern. Leaders act quickly to seek additional support from outside agencies when needed. Governors are clear about their role in safeguarding. Leaders make sure that all staff and volunteers are suitable to work with children.

Leaders ensure that the curriculum includes important information about how pupils can keep themselves safe. For example, pupils learn about online safety and road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the planned curriculum has not been implemented as leaders intended. This is due to gaps in some teachers' subject knowledge. Some pupils do not learn the important subject knowledge that they need. Leaders should provide additional training to further improve some teachers' subject knowledge so they can successfully implement the planned curriculum.
- The checks on pupils' learning in some foundation subjects are not as helpful as those seen in the core subjects. This means that some teachers do not consistently gather the right information about what pupils have learned over time. Leaders should support staff in their use of assessments so that gaps in learning are identified and pupils are able to build on prior learning with success.
- Governors rely too heavily on leaders' evaluation of the strengths and areas to improve rather than checking these for themselves. This means they do not always have an accurate understanding of the school's effectiveness. Governors need to ensure their expertise is used to rigorously check progress towards the key priorities and to secure further school improvement.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108610
Local authority	North Tyneside
Inspection number	10228286
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	Local authority
Chair of governing body	Keith Oliver
Headteacher	Stephane Bommel
Website	www.hazlewoodprimary.co.uk
Date of previous inspection	7 June 2017, under section 8 of the Education Act 2005

Information about this school

- Over the last five years, the number of pupils on the school's roll has risen. The school has increased key stage 1, from a one-form to a two-form entry.
- The school currently does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator, the school development partner as well as members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, music and science. During the deep dives, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened to a sample

of pupils read to a familiar adult. The inspector also looked at pupils' work in mathematics and spoke with the mathematics leader.

- As part of the inspection of safeguarding, the inspector reviewed the school's safeguarding arrangements. The inspector scrutinised the school's single central record and the systems in place for recruitment. The inspector spoke with staff and pupils in relation to behaviour, bullying and safeguarding.
- The inspector spoke with pupils about their experiences of school life, as well as observing the behaviour of pupils across the school.
- The inspector considered parents' responses to Ofsted's questionnaire, Ofsted Parent View, including the free-text responses. No responses were received for Ofsted's staff survey and pupil survey.

Inspection team

Alison Stephenson, lead inspector

Ofsted Inspector

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