

Hazlehurst Community Primary School

Inspection report

Unique Reference Number	105296
Local authority	Bury
Inspection number	377219
Inspection dates	15–16 December 2011
Reporting inspector	Moira Fitzpatrick

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	204
Appropriate authority	The governing body
Chair	Paul Bracewell
Headteacher	Mark Golding
Date of previous school inspection	7 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 lessons taught by seven teachers. They held meetings with staff, including senior and middle leaders, parents and carers, pupils and members of the governing body. They observed the school's work, and looked at pupils' work from the current year, school data tracking pupils' attainment and progress, the school improvement plan, teachers' planning, and documentation relating to governance and the safeguarding of pupils. Inspectors also took account of the views of parents and carers expressed in 62 questionnaires that were returned. Questionnaires returned by staff and pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The factors contributing to the rise in pupils' attainment and accelerated progress since the previous inspection.
- Whether the enriched curriculum has increased pupils' engagement with learning and enjoyment of school.
- How the school has developed since the headteacher took up post.

Information about the school

The school is of broadly average size for its type. The vast majority of pupils are from White British heritage and few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average; so, too, is the proportion of pupils with special educational needs and/or disabilities. The proportion of pupils with a statement of special educational needs is slightly above average. The school holds numerous awards including the Eco Schools silver, Healthy School status, the International Schools award and the Activemark.

A new headteacher was appointed to the school after the previous inspection in 2007. The deputy headteacher was appointed in 2011.

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?

1

The school's capacity for sustained improvement

1

Main findings

Hazlehurst is an outstanding school. It provides a very happy, secure and vibrant environment in which pupils thrive. Pupils of all abilities and starting points, including pupils with special educational needs and/or disabilities, make excellent gains in their learning because the headteacher and staff are determined to get the best for and from everyone. Outstanding care, guidance and support form the foundation of pupils' excellent achievement. Staff care for pupils exceptionally well and work closely with senior leaders to ensure that pupils' needs are met, and that any barriers to high achievement are removed. By the end of Year 6, pupils' attainment is high in English and mathematics and they are exceptionally well prepared for the next stage of learning. In other year groups, attainment in mathematics is good, but it is not as consistently high as it is in English. The school rightly has improvements to mathematics as its first priority in the current year.

Pupils' personal development is outstanding. Behaviour is excellent; pupils make an outstanding contribution to their own and wider communities and show an excellent understanding of how to stay safe and healthy. Frequent performances of plays, music and dance delight families and the local community. Pupils' enjoyment of school is reflected in their high attendance and their excellent attitudes to learning. Their excellent spiritual, moral, social and cultural development is captured in their sense of well-being, self-esteem and care for others. They are quick to recognise and support the needs of others, so that by Year 6, pupils show an impressive level of self-reliance, maturity and citizenship.

Teaching and the curriculum are outstanding. They inspire excitement and a love of learning in pupils, who work with great enthusiasm and determination. The curriculum is exceptionally well developed to meet the needs and interests of all pupils and is hugely enriched by the enthusiasm and expertise of staff. Enrichment through music, stage performances, film making and art, underpins pupils' excellent achievement. Teachers' excellent use of assessment to plan the correct level of challenge for all groups in English, promotes consistently rapid progress in all aspects of the subject. Their use of assessment in mathematics is less well developed, so that pupils' progress in the subject is not as rapid as that in English. Provision for children in the Early Years Foundation Stage is good and improving well. Children make good progress from their broadly average starting points when they enter the Reception class to reach slightly above expected levels when they join Year 1.

Under the inspirational leadership of the headteacher, the school has built extremely well upon existing strengths since the previous inspection. The whole school community is motivated to support the headteacher's vision and give of their best. The drive for excellence is evident in all of the school's work. Incisive and accurate evaluations of provision and the sharp analysis of pupils' performance have helped to keep attainment and progress high over a sustained period since the previous inspection. Good governance ensures that the school is well challenged and supported in its developments and that parents' and carers' views are taken into account. The school demonstrates an outstanding capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in mathematics as pupils progress to Year 6, so that it matches that in reading and writing by:
 - strengthening teachers' subject knowledge
 - improving assessment in the subject so that it is as rigorous and effective as that in English
 - increasing opportunities for problem-solving
 - ensuring that pupils show their working methods in their books, so that teachers and pupils are able to spot errors and misconceptions.

Outcomes for individuals and groups of pupils

1

Pupils' very considerable enjoyment of learning is evident in the buzz of activity found in every classroom. Pupils respond enthusiastically to challenging work because they know how to work independently and are keen to please teachers with their efforts. An excellent example was in a Year 6 writing lesson. Pupils persuaded the teacher, in exceptionally well-argued writing, that the poem they recommended would give her more pleasure than another. This was achieved after careful preparation and complete absorption in the task of writing. Pupils were rightly very proud of their excellent results at the end of the lesson. Pupils in all classes, including the youngest, are very good listeners, who respond promptly to changes in activity so that time is always well used for learning. Their excellent behaviour makes a strong contribution to their learning by creating a harmonious and supportive atmosphere in the classroom. It also contributes to pupils feeling exceptionally safe and secure in school. Pupils actively promote and adopt healthy lifestyles. They enjoy healthy food, make good use of the healthy tuck shop run by older pupils and enthusiastically take part in vigorous exercise. Pupils show an excellent understanding of the needs of others. They are excellent fund-raisers, who respond promptly to emergency appeals, as well as giving regular support to charities. The Eco club takes a lead in raising awareness about caring for the planet and leads the way in recycling. By the time they leave the school, pupils are exceptionally well prepared for the next stage of education, with excellent learning and collaborative skills and high levels of confidence in their ability to succeed.

Pupils of all abilities, including those with special educational needs and/or disabilities, make the same excellent overall progress during their time at school. Published data show that all pupils leaving in 2011 had made expected progress from

Year 2, and that a good proportion, including pupils with special educational needs and/or disabilities, exceeded this. Attainment in national tests in English and mathematics at the end of Year 6 is significantly high. While this high attainment in reading and writing is evident in all classes, in mathematics it is not consistently so. Pupils’ attainment is also notably high in music, art, and information and communication technology (ICT).

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	1
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	1
Pupils’ attendance ¹	
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is outstanding because staff share their own excitement and love of learning with their pupils. Teachers show an excellent understanding of how pupils learn best, and plan a wide variety of activities from which they can learn independently and collaboratively. This develops pupils’ confidence so that they are always ready to take on challenging tasks, organise themselves quickly for work, persevere and then enjoy success when they achieve their targets. Pupils say that learning is fun and that there is always help available when they need it. They also report that teachers’ frequent use of praise and merits to reward hard work spur them on to be even better. Teachers have very high expectations of pupils, which together with excellent relationships, drive a brisk pace to learning. In English, teaching is finely tuned to meet the diverse needs of all pupils because assessment is regular and accurate, so that in all classes pupils make excellent progress in reading and writing. Careful marking and feedback give pupils good advice on how to improve their work in English. Marking is hampered in mathematics because many pupils do not show their working in their books, but only write answers they have worked out on a whiteboard.

The curriculum provides outstanding continuity and progression for pupils’ learning. It is exceptionally well adapted to meet the needs of all pupils, including those who have special educational needs and/or disabilities, so that all make the same excellent progress in their learning. It is carefully planned to provide frequent and exciting opportunities for pupils to apply and consolidate their literacy and ICT skills,

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

for example through story writing and film making, which leads to high achievement. The curriculum provides many memorable experiences as pupils make links between subjects and follow their own lines of enquiry. The introduction of themed days has enriched pupils' experience of learning through visits and visiting experts and provided excellent opportunities for pupils from different age groups to work together. Links between subjects constantly enrich pupils' learning, as for example, when they enjoy a gymnastics lesson conducted in French. Extra-curricular activities abound and are very well supported by pupils who delight in learning even more new skills and working with different friends.

Outstanding care, guidance and support are the key to pupils' excellent achievement. They are known as individuals to staff, who make them feel safe, valued and proud to be part of the school community. High-quality, personalised provision is possible because staff with responsibility for pupils with special educational or medical needs provide outstanding, knowledgeable support for them and ensure that they are fully involved in all that happens in school. Pupils whose circumstances may place them at risk of becoming vulnerable receive sustained and expert support through the school's excellent links with external agencies. Parents and carers are delighted with the school's care for their children. In discussion, several commended the school for, 'the joyful community atmosphere, which encourages children to blossom and grow in self-esteem'. Transition arrangements for moving in and through the school and on to secondary school are meticulously planned to ensure pupils feel secure and confident about the move.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders and managers at all levels demonstrate the ambition, determination and expertise to continually improve the school. Professional dialogue and sharing good practice with colleagues are the norm in this vibrant school, where all are learners. This collegiate approach ensures that teachers are constantly upgrading their skills to sustain high attainment for pupils. Monitoring and evaluation are regular, rigorous, and provide an accurate base for further improvement. These strengths have contributed to accelerating pupils' progress, improving the quality of teaching and developing a curriculum that makes classrooms crackle with excitement.

Members of the governing body make a good contribution to the development of the school. They are highly supportive of developments, for example to the school grounds, and are proud of the school's many successes in the local community. Roles and responsibilities are well distributed so that the governing body makes good use of personal expertise in its service to the school. Members of the governing body ensure that policies are regularly updated and implemented by staff. Safeguarding procedures are excellent, with detailed and meticulous attention given to the safety,

security and well-being of staff and pupils. The overall excellent achievement of different groups of pupils is testament to the excellent promotion of equality of opportunity. Discrimination in any form is not tolerated.

Excellent links ensure that parents and carers are closely involved in their children's learning. They are kept very well informed of school activities through the school's website. Partnerships with other schools and organisations provide numerous benefits for pupils, such as links to science and mathematics provision in the nearby secondary school. Community cohesion is outstanding. The school knows and meets its own community's needs extremely well. Pupils have a very good understanding of national and international communities through links which provide them with excellent opportunities to learn about other cultures and traditions, and to allow pupils to contribute very effectively to community development.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Reception class with skills that are broadly typical for their age. They settle very well into school routines because of the exceptional care and support they receive. This helps them to quickly develop the confidence to explore the tempting activities and to learn independently. They select activities for themselves and sustain concentration for a good while. Children respond well to the signal at tidy up time and are eager to help clear away quickly so they can move on to the next exciting activity. Their behaviour is excellent; they respond quickly to changes in routines and are always ready to listen to adult-led activities. Their early reading, writing and number skills are developing well under the guidance of the new teacher in the class. By the end of the Reception Year, children have made good progress to reach at least the expected level in all areas of learning, and in personal, social and emotional development the majority exceed it. Staff know children well through direct observation of their learning. While this is not yet formally recorded, this information about children's learning is used to set the next steps for individuals and their learning is well tracked, for example by the use of target boards for early reading and writing skills. Staff make excellent use of praise, and this is copied by children, as when one cried, 'Well done!' after hearing that another child had met her target. Provision is good, with exceptional facilities for outdoor learning so that

children have plenty of opportunity to pursue their interests indoors and out. The new team in the Reception class is ambitious to develop provision further. A good example is the recent introduction of learning journals which captures the wide range of activities in which each child engages. Leadership and management are good, with a clear focus on excellent partnership with parents and carers and accelerating children’s progress to raise their attainment even further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

An above-average proportion of parents and carers returned questionnaires, amounting to about half of the families with children in the school. The vast majority were overwhelmingly positive about the school. Some made particular mention of the high levels of care for children and the good progress their children make. Of those parents or carers who were not positive there was no distinct pattern to their areas of disagreement. Any issues raised by parents or carers were investigated by the inspection team. Many of the parents’ and carers’ positive views are reflected in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazlehurst 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	85	9	12	1	1	1	1
The school keeps my child safe	66	88	8	11	1	1	0	0
The school informs me about my child's progress	48	64	23	31	4	5	0	0
My child is making enough progress at this school	52	69	23	31	0	0	0	0
The teaching is good at this school	58	77	17	23	0	0	0	0
The school helps me to support my child's learning	53	71	20	27	2	3	0	0
The school helps my child to have a healthy lifestyle	55	73	19	25	0	0	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)	46	61	22	29	1	1	0	0
The school meets my child's particular needs	54	72	19	25	2	3	0	0
The school deals effectively with unacceptable behaviour	47	63	23	31	1	1	0	0
The school takes account of my suggestions and concerns	53	71	18	24	2	3	0	0
The school is led and managed effectively	63	84	11	15	0	0	1	1
Overall, I am happy with my child's experience at this school	63	84	11	15	1	1	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



19 December 2011

Dear Pupils

Inspection of Hazlehurst Community Primary School, Bury, BL0 9PQ

Our thanks to each one of you for making our inspection visit so very enjoyable. It was very clear that you enjoy learning very much, and so, too, do your teachers! We think that they do a first class job of making your learning interesting and challenging so that you all make excellent progress. We were astonished to see and hear about all the marvellous activities you get up to, and thoroughly enjoyed looking at the films you have made. Congratulations on your 'Oscars'! Year 6 being in the first 50 schools in the World Maths Challenge was another amazing achievement – so congratulations again! You are excellent singers and musicians. It gave us enormous pleasure to listen to you singing and to watch your school brass band preparing for their performance at the Christmas market. Besides making your learning so exciting, all of the staff look after you extremely well. You told us that they make sure you feel safe and are happy at school and that you get all the help you need to be successful learners.

You work hard and try your best in all you do, which is why you reach high standards in your learning. We agree with your school that helping you to do as well in mathematics as you do in English before Year 6, would be a good area to improve next. Your excellent behaviour and your very caring and kind attitudes make your school a very happy place. You develop excellent personal qualities which prepare you extremely well for the future both as learners and good citizens. No wonder your families and teachers are so proud of you!

Your headteacher, teachers and governing body are determined to get the best education they can for you and give every one of you the chance to be the very best you can be. This is why your school is outstanding. Congratulations again! You have helped it to reach that level and can keep it there by doing as you do now – come to school, work hard and most important of all – enjoy it!

Very best wishes to all at Hazlehurst, for a very exciting and successful year

Yours sincerely

Moira Fitzpatrick
Lead inspector

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