

Hazel Community Primary School

Address: Hazel Street, Leicester, Leicestershire, LE2 7JN

Unique reference number (URN): 120071

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Published data does not reflect how well pupils currently achieve at this school. The school is relentless in ensuring that it does all it can for pupils to be ready for their next steps. This is particularly the case for those pupils who have not been at the school since the early years. Pupils consistently achieve well from their starting points, particularly pupils who are most disadvantaged.

The school focuses on enabling pupils to be able to read and be numerate. This means that pupils get off to a really positive start here and can fully access the whole curriculum. The early years provision ensures that children develop resilience and solve problems. The school is highly effective at teaching the foundations for learning. This sets pupils up well for future success. The school has established robust systems to check how well pupils remember what they have learned across all subjects. Pupils show a strong recall of learning from all areas of the curriculum. This ensures that they are ready for secondary school.

Attendance and behaviour

Strong standard ●

The school has established an environment, where pupils love to come to school. Activities such as 'Talk about it Tuesday' and the 'reading café' encourage parents to bring their child to school. Staff do not shy away from challenging conversations, when the attendance of individual pupils falls below the school's expectations. Leaders make sure that staff do all that they can to encourage pupils to attend more regularly. Consequently, pupils' attendance rates have increased. Pupils' attendance is above national averages. Attendance levels for the most disadvantaged pupils and for pupils with special educational needs and/or disabilities is well above average.

The school has established a welcoming, warm and supportive environment. Pupils develop highly positive attitudes to learning. Older pupils set the best example to others. Incidents of poor behaviour are very rare.

The school's values guide pupils' behaviour. Pupils do not need reminders about rules. They report that they feel safe, supported and really enjoy the school day. Pupils genuinely care for one another. The school teaches pupils to take control of their own behaviour. Staff swiftly support pupils with bespoke adjustments when they struggle with their emotions. Pupils flourish at this school.

Curriculum and teaching

Strong standard ●

The school has established a highly effective and ambitious curriculum. It makes sure that all teachers have the knowledge they need to teach it well. Leaders demonstrate an astute understanding of the quality of curriculum. They routinely check how well the curriculum is taught. They make sure that teachers carefully refine learning activities to suit the needs of pupils, in all subjects.

The school ensures that the curriculum, and the teaching of it, focuses on developing deep learning. Leaders adapt content to suit the needs of pupils and to reflect the community the school serves. Teachers consistently enhance learning opportunities, for example, through trips and visits. This ensures that pupils develop solid subject knowledge alongside a broader understanding of the world around them.

The school's training programme ensures that staff have a robust understanding of each subject. Teachers routinely make highly effective choices about what to teach and when. This includes for pupils with special educational needs and/or disabilities.

The school places a deliberate focus on the early reading, writing and mathematics skills that pupils need. Staff carefully select detailed vocabulary to enable pupils to explain what they learn. They provide extensive opportunities for pupils to write in detail and at length. Pupils share their thinking and learning well about all subjects taught.

Early years

Strong standard 

The school ensures that children settle very quickly into the early years. Teachers have high expectations of them. They are ambitious for them to have the skills they need for their next steps as soon as possible. The focus on early reading and number skills enables children to rapidly grasp the basics.

Leaders have thought carefully about the experiences they want pupils to receive in the early years. The curriculum is ambitious. Key vocabulary is woven throughout it. This guides staff so that they have the knowledge to develop children's language. All staff routinely interact with children in high-quality conversations. Carefully designed activities support children's development. There are many opportunities for children to explore their learning. Staff and leaders regularly check how well children are doing. The information they get from this helps staff to provide individual, focused support. Pupils get off to a really positive start in the early years. They develop the skills and knowledge they need for their next stage of learning.

The school focuses on developing children's social skills. Children learn to get on well with each other. They work independently for sustained periods. Staff teach them the importance of not giving up. Children develop as resilient individuals.

Inclusion

Strong standard 

This is a highly inclusive school. It has created a mutually supportive and highly ambitious community.

The school has established highly effective systems so that pupils' needs are routinely understood. It shares this vital information appropriately with all who can help. Internal and external support consistently enhances the opportunities for pupils. This is particularly the case for pupils who speak English as an additional language, have a special educational need/and or disability, are disadvantaged or who may be known to social care. Additional funding is well used so that pupils who are disadvantaged make good progress.

Leaders work hard to ensure that pupils who are new to the country receive the support they need. This extends to their families. Everyone feels welcome. Leaders provide events such as 'New Family Friday' and one-to-one meetings to gain information about each child's needs. This enables support to be sharply focused on the help that pupils need.

The school makes sure that all staff have considerable expertise so that they can support pupils' needs. Leaders rigorously check how well pupils are doing. They swiftly provide support so that pupils catch up. Support is skilfully adjusted to the needs of each pupil.

Leadership and governance

Strong standard ●

Leaders are role models of professionalism and ambition, particularly for the most disadvantaged in its community. They act with complete clarity of purpose. Leaders are meticulous to ensure that all staff understand their role in making the school a better place. Staff say that they feel well supported in this ambition. As one member of staff typically stated: 'No-one stands alone. The school really looks after its staff.' This creates a palpable sense of togetherness.

The school has developed highly effective systems to routinely check on, and evaluate, how well it is doing. Nothing happens without a reason. All staff demonstrate resolve to get things right for their pupils. Leaders ensure that any training staff require is well considered and is in line with what needs to improve. Therefore, staff develop a real sense of purpose and are skilled at what they do.

The school ensures that governors are integral to the process of improvement. They work closely together. Governors routinely check the work of the school. They have a keen eye on the most vulnerable pupils in their community. Governors appropriately challenge and support the school. This further strengthens the work of the school.

Personal development and wellbeing

Strong standard ●

The school is highly ambitious for the personal development of pupils. The programme of personal development is extensive and tailored to all pupils' needs and aspirations. Pupils appreciate the rich opportunities available to them. Trips, such as one to Morocco, help pupils to develop confidence and face adventures with excitement. The school is meticulous in ensuring that all pupils access opportunities such as these, particularly the most disadvantaged.

The school's values, 'HAZEL PRIDE', encourage pupils to think widely about how they can make a difference in the world. Values, such as altruism and zeal, are understood and lived out through pupils' actions. As one pupil explained: 'If you give things to the homeless you also get something in return. It is not holdable; it is happiness.'

Through the school's work, pupils make compelling connections between fundamental British values and their own. Leaders provide opportunities for pupils to debate topical issues. Pupils respectfully question local religious leaders when they visit. Pupils develop an appreciation and respect for different faiths and cultures. This enables them to understand their place in the world.

The school offers a wide range of leadership opportunities for pupils to see themselves as valuable citizens. Reading leaders express the importance of helping others to read. Through the 'Hazel Helper' leadership groups, pupils take on roles that allow them to support and encourage one another. Pupils develop into caring, thoughtful individuals with a strong sense of identity.

The school offers high-quality pastoral support. When appropriate, it seeks additional expertise to enable pupils to flourish. This support enables pupils to be resilient and tackle challenges with confidence. The school prepares all pupils well for the future.

The school makes sure that pupils understand how to keep themselves safe in the community and when working online. It enables pupils to learn about changes in their bodies.

What it's like to be a pupil at this school

There is a real sense of unity at Hazel. From the moment the pupils walk through the school gate, the school considers every experience. The school is determined to make it a great place for pupils to attend. Pupils skip into school to the sound of vibrant music. Staff greet pupils with a genuine smile. They are inquisitive about pupils' wellbeing. If pupils have any concerns, staff make every effort to support them. Pupils are happy and enjoy attending this school. As one pupil, representing the views of many, stated: 'This is a school that really cares about us. It's great fun.'

The school has established a united vision for excellence. This extends beyond academic achievement. The school is relentless in its focus on pupils being well prepared for the life ahead of them. It is highly successful at this. The school's 'international dimension' enables pupils to understand their place in the world. It works with a wide range of local religious leaders. This helps pupils to develop a sense of their community and how similar we all are. Trips to museums and theatres broaden pupils' horizons. Pupils are well prepared for life in modern Britain.

The school has a warm, energetic feel, while still remaining calm and orderly. Pupils demonstrate highly positive attitudes towards their learning. The school's 'HAZEL PRIDE' values set out what leaders believe make 'great' human beings. Pupils aspire to live out these values. The 'golden ticket' award celebrates when they do. These are highly valued. Pupils enjoy their learning and attend regularly.

The school is determined to remove any potential barriers to learning. Whether it is helping pupils to speak English, providing them with additional support out of lessons or supporting their parents, no barrier is accepted. Pupils achieve well in this school. They are ready for whatever their next steps may be.

Next steps

- The school should continue to improve outcomes for all pupils, particularly at the end of key stage 2, and to sustain its work in all areas to be transformational for pupils.
-

About this inspection

The chair of the board of governors in this school is Dr Aaron Toogood.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher (who is also the special educational needs and/or disabilities coordinator), 4 members of the governing body, including the chair, a representative of the local authority and a wide range of staff, pupils and parents during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Mr Daniel Hansen

Lead inspector:

Mark Anderson, His Majesty's Inspector

Team inspectors:

Jackie Stirland, Ofsted Inspector

Phil Abbott, Ofsted Inspector

Nicola Davies, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 January 2026

School and pupil context

Total pupils

425

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

27.29%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.18%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.82%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (revised)	65%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	73%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	74%	Close to average
2024/25 (revised)	69%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	86%	72%	Above
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	46%	Above
2024/25 (revised)	65%	47%	Above
2023/24 (final)	53%	46%	Close to average
2022/23 (final)	92%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	62%	Above
2024/25 (revised)	70%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	100%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	59%	Above
2024/25 (revised)	70%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	100%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	60%	Above
2024/25 (revised)	75%	61%	Above
2023/24 (final)	53%	59%	Close to average
2022/23 (final)	92%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	68%	0 pp
2024/25 (revised)	65%	69%	-4 pp
2023/24 (final)	53%	67%	-14 pp
2022/23 (final)	92%	66%	25 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	80%	-4 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	65%	80%	-15 pp
2022/23 (final)	100%	78%	22 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	78%	-2 pp
2024/25 (revised)	70%	78%	-8 pp
2023/24 (final)	65%	78%	-13 pp
2022/23 (final)	100%	77%	23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-8 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	53%	79%	-26 pp
2022/23 (final)	92%	79%	12 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.8%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	12.3%	13.3%	Close to average
2023/24 (3 term)	16.2%	14.6%	Close to average
2022/23 (3 term)	18.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright