

# Hazelwood Infant School Profile

---



## Hazelwood Infant School

Hazelwood Lane

Palmers Green, London, N13 5HE

Telephone: 020 8882 0557

<http://www.hazelwoodschoools.org.uk>

Children's Service Authority:	Enfield
Age range:	4-7
Number of pupils:	270
Head teacher:	Mrs Sue Bigio
Chair of governors:	Ms Pat Sims

---

## What have been our successes this year?

- The children achieve at relatively high levels and above the LA and national average in Reading, Writing and Maths
- The schools' music, dance and arts provision continues to be a strength
- We have been able to provide extra after school clubs for Infants
- An outdoor classroom has been built and a new wild life garden enhances learning
- Many children travel to school using their scooter which they park in the cycle shed
- The children have successfully participated in a wide range of activities, for example, football, dance festival, gymnastics competition, national chess tournament and the LAscience and technology challenge where we won the Reception prize and the Year 1/2 prize
- Work on our disability equality access has seen the use of a pupil questionnaire for our SEN pupils to gauge their views of their needs
- Effective procedures in place to identify and support SEN children's needs
- The children continue to access a creative and stimulating broad and balanced curriculum
- Family learning opportunities are supported with after school access to the library and ICT and

library facilities of Planet Hazelwood

- The Shining Stars nurture group has enabled better support of children with emotional and behavioural difficulties

---

---

## **What are we trying to improve?**

Priorities for development are :-

- To continue to improve writing standards throughout the schools through the implementation of Wow writing, clear differentiation providing challenge and feedback
- To develop the use of APP to move the children to the next step-good moderation across all year groups
- To introduce a creative cross-curricular approach to the curriculum placing the child at the centre of their learning by teaching the Hazelwood Learning Journey based around the national curriculum
- To introduce the new behaviour management rules
- To further develop the Early Years child initiated learning both inside and outside
- To continue to develop the teaching and learning roles of phase leaders and curriculum leaders through the effective use of data and classroom observations.
- To update teachers' knowledge of SEN through the Inclusion Development Programme
- To develop and implement the provision for Gifted and Talented and the More Able
- To extend effective communication and liaison with parents, governors, staff and children
- To develop extended schools activities
- To support the governing body in developing their role, in particular their critical questioning and further developing their relationship with children, parents and staff.

## How have our results changed over time?

The following data shows the English, Maths and Science Teacher Assessment scores in percentages for the Year 2 cohorts over the past 5 years.

Level 2+	2004	2005	2006	2007	2008	2009
Reading	91.1	93.3	95.6	93.3	85.6	82.2
Writing	91.1	96.7	91.1	94.4	90.0	87.8
Mathematics	93.3	98.9	98.9	97.8	92.2	92.2
Science	92.2	96.7	93.3	98.9	95.6	96.7
Level 3						
Reading	56.7	37.8	32.2	30.3	24.4	24.4
Writing	36.7	21.1	24.4	19.1	20.0	10
Mathematics	47.8	33.3	22.2	19.1	23.3	18.9
Science	38.9	33.3	28.9	36.0	22.2	27.8

---

## How are we making sure that every child gets teaching to meet their individual needs?

The curriculum is very broad and balanced and contains an "arts entitlement" for all children. The schools are Investors In People and are holders of the Basic Skills Quality Mark and the Healthy Schools Standard.

We develop the "whole" child - intellectually, physically, emotionally, socially and spiritually. We run an extensive range of extra-curricular activities. A great deal of emphasis is placed on building partnerships with parents.

Strategies for individualised learning include:-

- Revised learning behaviour expectations
- Regular in-formal and formal assessments
- Differentiated curriculum- using 'must, should and could.'
- Targeted support for individual needs
- Involvement in LA Gifted and Talented programme
- Teaching Assistants and Nursery Nurses supporting children in all classes

- Teaching Assistants deliver a range of interventions to support personalised learning including: ELS, 15 Minutes a day

- 

Our Inclusion Team, led by our Deputy Head Inclusion, and our Leadership Team, work to ensure the progress of SEN, EAL, Vulnerable and More Able children, as well as children at risk of underachieving.

---

---

## **What have pupils told us about the school, and what have we done as a result?**

The children are consulted through the Junior House meetings and the Infant circle times. The children have discussed what makes them feel safe in and around school. As a result the school behaviour policy is being reviewed to take account of these, playground signs have been installed to act as positive reminders. We have reorganised the lunchtimes by employing Lunchtime Teaching Assistants who interact with the children and with whom the children have good relationships. The children also have a say in the equipment used at lunchtimes.

The children helped to design the Wildlife Garden. They also spoke to the Governors about various aspects of school- a quiet place, somewhere to calm down. We have provided this in the plans for the Wildlife Garden as well as the creation of the Inclusion Base.

The Hazelwood Learning Journey enables the child to have a voice in the direction and manner of their learning and will make it more engaging and enjoyable. This approach provides challenge for all children especially those who are gifted and talented. It also provides a chance to involve ethnic minority children

---

---

## **How do we make sure our pupils are healthy, safe and well-supported?**

Commitment to ensuring the physical safety and emotional well being of **all** our pupils

Commitment to Every Child Matters

Procedures for monitoring the progress of all learners are in place and appropriate support and interventions are targeted for vulnerable pupils and those at risk of underachieving. Inclusion Base and proposed Nature Group support the children in most need.

Clear child protection procedures

Effective welfare structures and processes

Well-established induction procedures for children & parent helpers CRB checks

The anti-bullying policy addresses all forms of bullying and accurately reflects the steps taken in school to eliminate and tackle bullying behaviour.

Lunchtime play enhanced by activities with Lunchtime Teaching Assistants

Hold the Healthy Schools standard and school meals meet the highest standards of healthy food

Fresh fruit available daily

Access to water as and when required

Two hours of quality physical education each week

Take part in a wide range of extra-curricular physical activities

Effective PSHE curriculum & use of circle time

Risk assessments are carried out for all school visits and staff visit all venues before assessing the risks

---

---

## **What activities and options are available to pupils?**

Breakfast Club

After school club

Y2 Choir sing at several venues

String group, Brass group, Recorder Group help to develop children's musical talents

Clubs such as :Gymnastics, Indian Dancing, Football training, Athletics, Hockey, Rounders and Netball support healthy living.

Chess coaching for Year 2 pupils during school time.

Puzzle club, French and Spanish, Drama, Art activities, Technokids and 2 Chess clubs support learning outside school hours.

Greek School and Turkish School run in the evenings and on Saturdays and support the local community including many of our own pupils.

Wide programme of educational visits for every year group.

Arts entitlement for each year group enriches curriculum eg shows, visiting artists and theatre groups.

## How are we working with parents and the community?

The schools are strongly committed to working in partnership with parents and wider communities and we gained the prestigious Leading Parent Partnership Award in December.

There is a wide range of opportunities to work with parents, listen to concerns and engage in a dialogue about the direction in which the schools are moving, including: Parents' Forum, Open Schools, "Meet the Leadership Team", information sheets, curriculum afternoons, feedback from school events, consultation relating to SEN provision, revised website with access to newsletters, policies and consultation documents.

We have, with wider parental consultation, reviewed our Home-School Partnership.

We provide many opportunities for parents to support children's learning in school. We provide a Full Core, Sustainable Offer as an Extended School. We have established links with the local community eg a breakfast and after-school club, holiday play schemes, the provision of facilities for Greek and Turkish language schools.

The school participates in a range of borough led community activities, for example, dancing, singing, gymnastics, football, athletics, science and technology challenge and chess.

---

## What do our pupils do after leaving this school?

The vast majority of our pupils transfer to the Junior school. Class groupings are maintained and there is a comprehensive Year 2 to Year 3 programme for passing on information about the children, enabling the children to experience aspects of "junior life", induct parents and give them relevant information and ensure continuity in the curriculum.

---

## Ofsted's view of our school

Hazelwood Infants School provides its pupils with a satisfactory education. It has many good features but also some weaknesses that need tackling in order for it to be more effective. Standards are above average by Year 2. Provision in the Foundation Stage is good. Most children begin school with skills that are in line with what is expected for their age. As a result of good teaching, they are well prepared for more formal learning when they enter Year 1. Over the time they are in the school, most pupils achieve well. Rates of progress are variable, however. Pupils make the best progress in Reception and in Year 2 where there is consistently good teaching. Achievement in Year 1 is more variable, with some pupils not building well enough on their previous learning. This is linked to unevenness in the quality of teaching. Although teaching is good overall, not enough of it in Year 1 is of the good quality needed to enable all pupils in that year group to progress well and evenly. Senior managers have not acted swiftly enough to eradicate these weaknesses. Neither have they calmed parents' anxieties about this issue, expressed in a significant number of inspection questionnaires.

Most pupils attend school regularly, work hard and enjoy lessons and other activities. This enthusiasm for learning is engendered because the school provides a rich curriculum which motivates pupils to achieve. The provision for music and art is excellent, for example. Behaviour is satisfactory. There is a small amount of unacceptable behaviour, mostly in Year 1, that gets in the way of learning and is making some pupils feel unhappy. This is of concern to a significant number of parents who feel that the school is not dealing with this problem effectively enough.

Leadership and management are satisfactory. The school, in conjunction with the junior school, has restructured its management teams to work across both schools. The impact of this partnership on

standards and achievement is beginning to show, in curriculum continuity, for example. The school has a satisfactory capacity to improve. Senior leaders have correctly identified its strengths and some of its weaknesses but over-estimate some key aspects of provision such as the quality of teaching. Too many parents feel that their views are not listened to and express concerns about important aspects of the school's work. More needs to be done to make them feel that they are active partners in their children's learning; at the moment, this is not the case for a significant minority of parents.

---

Date of last inspection: 05-Jul-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Hazelwood Infant School](#)

---

## What have we done in response to Ofsted?

The OFSTED report (July 2007) noted the following areas for improvement:

- Improve the consistency with which behaviour is managed:

Clear playground rules and review of behaviour management with staff.

Ofsted behaviour management criteria used by leadership team during classroom observations.

New lunchtime structure introduced in September 2008

Review use of equipment during break and lunchtimes

Lunchtime club for Infants introduced

Establishment of Inclusion Resource Base to support pupils with emotional difficulties

Ensure SEAL materials are firmly embedded in the curriculum

- Ensure that the quality of teaching is more consistent and weaknesses eradicated

Introduced the literacy and numeracy frameworks

Extended the use of Assessment for Learning

Review the curriculum and planning to improve differentiation for all children and increase challenge

for the Gifted and Talented- leading teacher appointed

- Improve the partnership with parents

To provide more opportunities for feedback and consultation

Gained the Leading Parent Partnership Award in December 2008

To keep parents up to date with school developments and achievements.

These issues are being adressed through our current post-OFSTED action plan

---

---

## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

null 020 8882 0557

null <http://www.hazelwoodschoools.org.uk>

---

---