Hazelwood Junior School Profile

Hazelwood Junior School

Hazelwood Lane
London, Middlesex, N13 5HE
Telephone: 020 88863216
http://www.hazelwoodschools.org.uk

Children's Service Authority:	Enfield
Age range:	7-11
Number of pupils:	360
Head teacher:	Mrs Sue Bigio
Chair of governors:	Ms Pat Sims

What have been our successes this year?

2009-2010

• Standards at the end of Key Stage 2 have improved in Maths, Science and Reading, particularly at level 5

• The schools music provision continues to be a strength.

• The children continue to access a creative and stimulating broad and balanced curriculum

• The children continue to enjoy attending the extra-curricular clubs availabe at Hazelwood & St Anne's Playing Field.

• An outdoor classroom has been built and the new wildlife garden enhances learning

• The children have successfully participated in a wide range of activities, for example, 6-a-side football, dance festival, gymnastics competition, national chess tournament and the LA science and technology challenge, where we won the Year 3/4 prize and came second in the Year 5/6 section.

• Work on our disability equality scheme 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

• Family learning opportunities are supported with after school access to the library and ICT facilities of Planet Hazelwood

• The establishment of a nurture group hass enabled better support of children with emotional and behavioural needs.

What are we trying to improve?

2009-2010

• 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

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To introduce the new behaviour management rules

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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

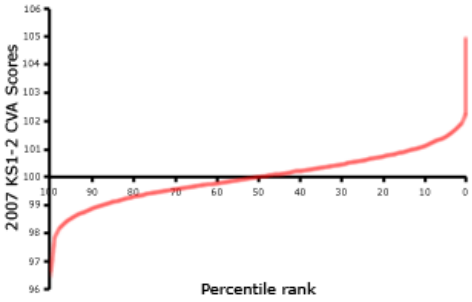
• To develop and implement the provision for Gifted and Talented and the More Able_

• 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 much progress do pupils make between age 7 and 11?

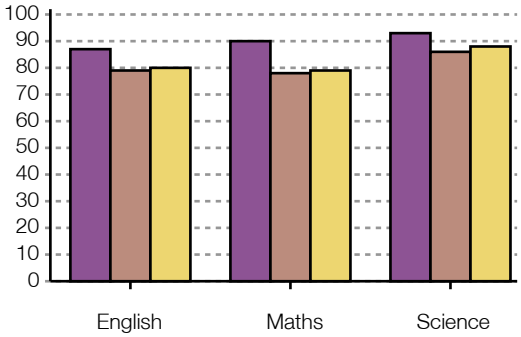


• Our school I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Children continue to make good progress in Key Stage 2 in maths, science and reading, particularly at level 5.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2009. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

Our school Local schools (Local Authority) All schools

2009-2010

Children achieve above average in Maths, English and Science when compared locally and nationally with other schools.

High Science results reflect the training staff have received to develop their delivery of science lessons and the greater emphasis on understanding the investigative aspect of learning about science. 93% level 4 and above

Reading SAT results are very good at Hazelwood, with 93% getting a level 4 or above. However, writing SAT results are less strong with 62% getting a level 4 or above, so that the combined score is 86%,which is above both local and national schools.

Maths SAT results show 90% getting level 4 and above.

SEN pupils achieve well

How have our results changed over time?

The following tables show the English, Maths and Science SATs in percentages for the Year 6 cohorts over the past 6 years.

English

Year	Level 4+	Level 5
2000	83 %	29.8%
2001	83.2%	32.6%
2002	83.2%	37.9%
2003	85.4%	31.3%
2004	81.3%	43.8%
2005	91%	41.6%
2006	82.8%	46%
2007	84%	33%
2008	86%	24%
2009	86%	24%

Maths

Year	Level 4+	Level 5
2000	78.7%	21.3%
2001	82.1%	35.8%
2002	82.1%	40%
2003	76%	34.4%
2004	70.5%	36.8%
2005	82%	38.2%
2006	86.2%	48.3%
2007	81%	43%
2008	82%	37%
2009	90%	46%

Science

Year	Level 4+	Level 5
2000	93.6%	36.2%
2001	97.9%	37.9%
2002	87.4%	42.1%
2003	89.6%	45.8%
2004	85.3%	42.1%
2005	94.4%	41.6%
2006	83.9%	36.8%
2007	91%	43%
2008	92%	51%
2009	93%	44%

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, Catch Up, FLS and Springboard.

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.

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 2008

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 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 Nuture 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

Use of house meetings

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

What activities and options are available to pupils?

Breakfast Club

After school club

Holiday Play Scheme

Y2 Choir and Junior choir sing at several venues

String group, Brass group, Recorder Group and wider opportunities instrument teaching for Y5 develop children's musical talents

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

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

School Journey to Isle of Wight for Year 6

Wide programme of educational visits for every year group.

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

What do our pupils do after leaving this school?

Children move on to a variety of Secondary Schools both inside and outside Enfield, foundation, denominational, community and private. They are:

Alexandra Park 1

Ashmole 9

Broomfield 18

Dame Alice Owens 2

East Barnet 2

Enfield County 3

Greig City Academy1

Highlands 5

Southgate 24

The Latymer 5

Winchmore 31

Ofsted's view of our school

Hazelwood Junior provides its pupils with a satisfactory education. It has a number of good features but also some weaknesses that need tackling in order for it to be more effective.
The school successfully enables pupils to maintain the above average standards they have when they start in Year 3. By the time they leave the school, their standards remain high, particularly in English and mathematics. They make satisfactory progress and, given their starting points, their achievements are also satisfactory. There are some barriers to pupils making better progress, which is uneven across the school. Teaching, while satisfactory overall, is inconsistent. Some is outstanding, but not enough is of the good quality needed to enable all pupils to progress well and evenly. In a few classes, there is insufficient challenge for pupils, particularly for the more able.
Nevertheless, most pupils display good attitudes to learning, work hard and enjoy school. Their personal development is good and most are demonstrating the skills and qualities needed to be responsible citizens. For example, they are keen to take responsibility in the school and know how to keep themselves safe and healthy. The way that pupils contribute to the school and wider community is excellent, with music being an important vehicle for this.
Behaviour across the school is satisfactory. Most pupils behave well but there is a small number of pupils whose behaviour is unacceptable. It gets in the way of their learning and that of others in the class as well as making some pupils feel unhappy. This is of concern to several parents who feel that the problem is not dealt with effectively enough.
The curriculum is well designed and provides pupils with a rich range of experiences both in and out of the classroom. Music provision is excellent and opportunities for singing and instrumental work enable pupils to achieve very well and make a major contribution to their spiritual and cultural development. Learning a foreign language and a variety of visitors and visits further enrich pupils' learning. The school also works well with other agencies to promote pupils' personal development and learning. For instance, links with a local secondary school enhance sport provision through the sports co-ordinator scheme.
Leadership and management are satisfactory. Strong partnership with the infant school has led to significant benefits for pupils, most notably in curriculum continuity and enrichment. The school has correctly identified its strengths and some of its weaknesses but over-estimates the quality of provision, particularly in teaching. The partnership with parents is not good enough. Too many parents lack confidence in the way that their views are heeded and express dissatisfaction with some aspects of the school's work.
The school, in conjunction with the infant school, has restructured its management teams to work across both schools. The impact of these on standards and achievement is beginning to show, for instance in science. The school has a satisfactory capacity to improve.

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 Junior 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.

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:

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null http://www.hazelwoodschools.org.uk