

Hazelwood Infant School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 101997 |
| Local Authority | Enfield |
| Inspection number | 335817 |
| Inspection dates | 14–15 July 2010 |
| Reporting inspector | June Woolhouse |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|-------------------------------------|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 270 |
| Appropriate authority | The governing body |
| Chair | Pat Sims |
| Headteacher | Susan Bigio |
| Date of previous school inspection | 4–5 July 2007 |
| School address | Hazelwood Road London N13 5HE |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons and all nine teachers were observed at least once. Meetings were held with governors, the headteacher, senior leadership team, phase leaders and groups of pupils. Inspectors observed the school's work, and looked at documents including the school development plan, policies and the tracking of pupil progress. In addition, inspectors looked at minutes of governors' meetings, pupils' books and displays. Parents and carers returned 245 questionnaires, and inspectors also looked at questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teaching meets the needs of different ability groups in the key subjects of English and mathematics
- the effectiveness of the use of outdoor areas and the involvement of adults in children's learning and progress in the Early Years Foundation Stage
- the extent of leaders' capacity to improve provision for all pupils and assure that all make sufficient progress
- the impact of federation on improving pupils' learning and well-being.

Information about the school

This large school became part of a federation with the adjacent junior school in 2004. A headteacher to lead both schools was appointed in 2008. Pupils come from a wide range of different ethnic backgrounds, and 22 languages are spoken. About half the pupils are bilingual and the majority are considered to be fluent in English. The proportion of pupils believed to be eligible for free school meals is below average, as is the proportion who have special educational needs and/or disabilities. Their needs include speech, language and communication and emotional, social and behavioural difficulties, moderate learning and physical difficulties. Very few have a statement of special educational needs. The school has a breakfast club, which is organised by the governing body. The school gained the Leading Parent Partnership award and Healthy Schools status in 2008.

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?

2

The school's capacity for sustained improvement

2

Main findings

Hazelwood Infants is a good school. It has improved since the time of the last inspection because of the headteacher's skilled and informed leadership of how young children learn and thrive. In addition, pupils and staff are benefiting from its federation with the junior school because there is now a common purpose and direction, well led by the headteacher and ably supported by her two deputies. As one parent explained, 'I am very happy with the school, the teachers, the atmosphere - enough to say I wish I went to school.' Almost all parents and carers agree that their children enjoy school, and the much improved links with them have resulted in the Leading Parent Partnership Award.

The school's hard work in reaching out to the local community shows in the harmonious way pupils work and play together. This is a fully inclusive school, where all pupils have equal access to all its resources. Pupils say they feel safe at school and know who they should talk to if they have a problem. Pupils' contributions to the wider community are outstanding and the school is justly proud of its excellent music provision which enables them to sing, dance and play musical instruments to a much wider audience than is normally the case. Add to these opportunities good teaching, the school's increasingly well planned curriculum and the good levels of care and support, and the result is pupils who say they really like coming to school and who enjoy their learning. They behave well in class and show confidence as they move around the school, completing jobs or accessing resources such as computer or musical equipment.

Children get off to a flying start in the Early Years Foundation Stage, where the drive and knowledge of the phase leader has resulted in a rich and stimulating learning environment, indoors and outside. Although the creative outdoor facilities are separate from two of the three classrooms, children have very good opportunities for independent activities because of thoughtful and well-organised access. Pupils' progress in Key Stage 1 is increasing, and although attainment is still broadly average, they are now more skilful readers, writers and mathematicians. This good progress, the result of improved teaching, shows in the quality of work in books and on display but also in the way they speak when articulating their thinking and what they understand as they learn.

School leaders are evaluating teaching and learning more accurately because of effective training that has focused on how to assess pupils' work, although judgements are not yet entirely consistent. Staffing has undergone a number of

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changes in the past two years and not all staff have had time to consolidate their understanding of these recent developments. Phase and subject leaders' increased involvement and the introduction of a more sophisticated tracking system have improved the school's self-evaluation procedures. The school has adopted a new approach to teaching reading, with a greater emphasis on phonics. Senior leaders recognise that to raise attainment further in reading and writing, pupils must regularly consolidate their knowledge of sounds and letters when they read and write. Nonetheless, all groups, including those with special educational needs and/or disabilities, those whose first language is not English and the more able, are now making good progress because their individual needs are identified earlier and appropriate support given sooner. Governors are knowledgeable and informed about the school's weaknesses, and robustly challenge, whilst still providing good support. The school has managed resources well following federation, and staff expertise is used effectively across both schools. Together, all these features mean that the capacity for further improvement is good.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics by:
 - ensuring greater precision in planning lessons to teach the key skills of reading and writing across the ability range within the thematic approach to teaching and learning
 - providing more regular opportunities for pupils to use and apply their knowledge and understanding of letters and sounds to improve further their reading, writing and spelling skills.
- Improve the consistency of assessment judgements made by staff at all levels, by using further focused training to embed all teachers' knowledge and understanding of pupils' attainment.

Outcomes for individuals and groups of pupils

2

Pupils are making more progress because of improved teaching and a fundamentally different approach to the content and structure of the curriculum. They enjoy working in pairs or small groups, for example when they planned a poster to accompany their project on film festivals. They shared resources and discussed what they would include, negotiating the colours and designs before recording their first attempts using whiteboards. Later they completed excellent musical accompaniments to match the category of film they had chosen. Their behaviour and sensitivity to each other were noteworthy as they composed and then performed together a relevant piece of music suited to their choice of film. In another lesson, pupils enthusiastically exchanged views on what they would write in a book review of one of their favourite authors. This resulted in well-structured sentences, often correctly punctuated. It was followed up later with an enjoyable craft session making models of their favourite characters. Other pupils used the computer to represent their favourite character ideas, developing important information and communication technology (ICT) skills at the same time. In less successful lessons, pupils did not

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have opportunities to record their initial ideas on whiteboards or time to rehearse their thinking through talking to a partner. The focus on first-hand collaborative learning has a very good impact on pupils’ attitudes, self-confidence and the inclusive ethos within each class. Pupils also contribute to decisions on what they will learn next and know how to be team players. The ability to express themselves clearly prepares them well for more complex work in the junior school. They understand how to stay healthy, enjoy sports and know they can access drinking water throughout the day. Their spiritual, moral, social and cultural development is good because they are fully engaged in active and interesting learning activities. Attendance is average but improving because the school is tightening up its tolerance to lateness.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 3 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| 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 | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 3 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Lessons are well planned and clearly state what pupils will be taught. They include well-chosen focused tasks that actively engage pupils in their learning. Learning makes sense because lessons link subjects together and also give pupils a context for them to apply their reading, writing and mathematics skills. Teachers explain what they will be teaching and engage pupils early on with good questioning that links to previous learning. Good use of interactive whiteboards often enhances lessons with visual stimuli and give pupils further reference points when they are talking together or recording their ideas. Sometimes lessons have insufficient pace because teachers talk for too long and pupils have too much to remember all at once. The increasing use of national assessment materials to judge pupils’ attainment has improved the

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

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way teachers plan for the precise needs of different groups. At present there is some inconsistency across the key stage because of staff changes. Teaching assistants support groups effectively as well as assisting in one-to-one instruction. Good quality marking informs pupils of what they need to do next in order to make good progress.

The curriculum is broad and planned well to address the learning needs and styles of younger children. The thematic approach to teaching through topics, influenced by pupils’ views and interests, means that they are motivated and keen to learn. Music plays a prominent and highly successful part in pupils’ learning, resulting in them taking part in productions, playing instruments and singing joyfully. Very good extra-curricular activities for sport enhance provision and pupils know that when they move into the junior school, as a result of federation, there will be opportunities for chess, mathematics and science days.

Care, guidance and support are at the core of the school’s ethos and every child really matters in this school. The breakfast club provides pupils with a calm start to the day and there is good support for those with special educational needs and/or disabilities, including a nurture class for the most vulnerable. Pupils whose first language is not English are well supported to develop their English in dedicated group sessions. The tracking system now more accurately identifies able pupils, and lessons increasingly include appropriate challenges for them. Effective partnerships with a wide range of other agencies contribute well to pupils’ learning and development.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| 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 | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher has succeeded well in spearheading a drive to refocus energy into planning a curriculum that is ‘active, creative, personalised and skills based’. Federation with the junior school has resulted in a whole-school approach to leadership and management at all levels. The formation of one leadership team – a senior management team which includes phase leaders across three key stages, and expert curriculum leaders – has led to better learning opportunities for pupils and more progress. At present, attainment is average but improving and the senior leadership team recognises that more stable staffing and further training in assessing pupils’ work are necessary to raise standards further. Senior leaders have a good understanding of links between the quality of teaching, professional development needs and accountability for pupil outcomes. The school development plan is well

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organised, with appropriate priorities and challenging targets for all pupils. Good monitoring and evaluation of teaching have resulted in sharper planning, better questioning, more pupil involvement and good quality marking. Planned involvement of outside agencies has had a good impact on provision and outcomes for vulnerable pupils, those with special educational needs and/or disabilities, and those who speak English as an additional language. Community cohesion strategies are developing well because the school has analysed its context carefully using its ethnic diversity positively to promote multicultural understanding and religious tolerance. Good community links at local, national and international levels contribute to pupils’ understanding of what happens in the world beyond their school. Governors are diligent in discharging their statutory responsibilities. Discrimination is tackled swiftly. Equality of opportunity is good and early intervention for all groups leads to more effective learning and progress. All appropriate safeguarding policies and procedures are in place and are being developed through regular monitoring, and pupils’ safety is paramount. Financial management is good and resources are deployed at all times to enhance provision for pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter their Reception classes with skills and understanding that are broadly at the levels expected for their age. They make good progress and achieve well by the time they reach the end of the Early Years Foundation Stage. They settle quickly because of good induction procedures involving parents and carers at every stage. Parents and carers are very happy with provision. These good links continue as experiences at home and school are recorded in attractive individual personal learning journey books. Children thrive in a stimulating, attractive, safe and well-resourced learning environment. A particular noteworthy feature is the way children

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are involved in planning what they will learn next. In one class, they wanted to continue learning about the World Cup and this was skilfully translated into activities about Spanish culture. Children enjoyed making paella and experiencing food different from their own. Adults understand how to support learning that children have decided on for themselves, and do so well. For example, they joined in a tea party during the outdoor session and engaged in conversations to promote good language structures. Children behave well because they are able to engage in interesting activities. They enjoyed using large tweezers to pick up very small beads and successfully place them into bottles of water. They were very pleased to get the beads into the bottles but also to wonder why these had all floated to the surface! The Early Years Foundation Stage leader is effective in managing a team of committed adults. Regular and accurate assessments result in detailed and personalised planning for the next topic. Adults promote children’s health, well-being and safety well through high levels of care and support. This is a very inclusive setting with children’s well-being at the heart of its work. As a result, children are happy, healthy and confident as they learn and play together.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Most parents and carers returned the questionnaire. The vast majority are happy with their children’s experiences at school. A few parents thought their children were not making enough progress and they were not informed enough about it, but the inspectors judged these aspects to be good. The school informs parents three times a year about rates of progress. Work in books and other significant evidence indicates that children are making good progress across the curriculum in music, physical education and personal, social and emotional development as well as in key skills of reading, writing and mathematics.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazelwood Infant 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 245 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 167 | 68 | 76 | 31 | 0 | 0 | 1 | 1 |
| The school keeps my child safe | 159 | 65 | 83 | 34 | 2 | 1 | 0 | 0 |
| The school informs me about my child’s progress | 91 | 37 | 126 | 51 | 26 | 11 | 1 | 1 |
| My child is making enough progress at this school | 81 | 33 | 123 | 50 | 33 | 13 | 4 | 2 |
| The teaching is good at this school | 94 | 38 | 128 | 52 | 16 | 7 | 2 | 1 |
| The school helps me to support my child’s learning | 69 | 28 | 142 | 58 | 21 | 9 | 5 | 2 |
| The school helps my child to have a healthy lifestyle | 85 | 35 | 145 | 59 | 8 | 3 | 1 | 1 |
| 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) | 86 | 35 | 131 | 53 | 12 | 5 | 1 | 1 |
| The school meets my child’s particular needs | 76 | 31 | 129 | 53 | 26 | 11 | 3 | 1 |
| The school deals effectively with unacceptable behaviour | 64 | 26 | 152 | 62 | 15 | 6 | 3 | 1 |
| The school takes account of my suggestions and concerns | 64 | 26 | 140 | 57 | 23 | 9 | 2 | 1 |
| The school is led and managed effectively | 73 | 30 | 138 | 56 | 16 | 7 | 4 | 2 |
| Overall, I am happy with my child’s experience at this school | 108 | 44 | 118 | 48 | 12 | 5 | 2 | 1 |

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 | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



16 July 2010

Dear Pupils

Inspection of Hazelwood Infant School, London N13 5HE

I am writing to tell you how much my team and I enjoyed being with you in school recently. We would like to thank you for helping us to complete the inspection and giving up your time to talk to us. We were very impressed with your good behaviour and how well you work together in class. We think you are very good at all the musical activities you take part in, both in school and when you do performances with other schools. We enjoyed listening to your expert singing.

You are making good progress because your teachers usually plan the right kind of work for you. We think you could make more progress if you work even harder at your reading and writing. I have asked your teachers to concentrate on showing you how to use your letters and sounds when you have to work out new words, and then spell them correctly in your writing. This means you will have to practise reading, writing and spelling every day. I hope you can read with your parents at home to show them how well you are improving. Maybe they will practise some spellings with you too!

I have also asked your headteacher to make sure that all teachers check really carefully that you are getting your work right. Then they can plan exactly what you should be doing next. I was impressed to hear that you help them to decide on some of your lessons. I hope you carry on being involved with your learning because it will be a very important part of your time in school for a long time to come.

And finally, I hope you have a really lovely holiday so that you will be refreshed for the new term in September. Please remember to arrive at school before 9 o'clock because being punctual is important and something that you will need to be when you go to the next school and eventually to work.

Yours sincerely

June Woolhouse
Lead inspector

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