

# Hazelwood Junior School

## Inspection report

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<b>Unique Reference Number</b>	101996
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335816
<b>Inspection dates</b>	14-15 July 2010
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	361
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Sims
<b>Headteacher</b>	Sue Bigio
<b>Date of previous school inspection</b>	July 2007
<b>School address</b>	Hazelwood Lane London N13 5HE
<b>Telephone number</b>	020 8886 3216
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<b>Email address</b>	office@Hazelwood.enfield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Hazelwood Infant School was inspected at the same time. The inspectors visited 16 lessons and saw 10 teachers teach. Meetings were held with senior and middle leaders, governors and pupils. Inspectors observed the school's work and looked at the written records for tracking pupils' progress, the school improvement plan, local authority reviews and a range of other school documents. The inspection team analysed questionnaires completed by 229 parents and carers, 82 pupils and 36 staff. They also held discussions with several individual parents.

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

- the quality of pupils' learning and progress
- whether teaching provides suitable challenges for all groups of pupils
- the impact of the federation on improvements to pupils' learning and well-being.

## Information about the school

The school is much larger than the national average. It is situated on a large site which it shares with an infant school. Almost three quarters of pupils come from a wide variety of minority ethnic backgrounds. A minority speak English as an additional language and very few are at the earliest stages of learning English. A very small minority are known to be eligible for free school meals. The proportion of pupils who need support for their behavioural, language or physical needs, or who have a statement of special educational needs, is below that typically found. The school has National Healthy Schools Status and holds a number of other awards in recognition of its work promoting the arts and partnerships with parents and carers.

The school entered a hard federation with Hazelwood Infant School in January 2004, under a single governing body and leadership team led by two headteachers. Since January 2008 there has been one headteacher leading both infant and junior schools.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Hazelwood Junior school is a satisfactory school and there has been significant improvement since the last inspection, particularly in the quality of teaching and the rates of pupils' progress. The federation is successful and has been strengthened under the leadership of the very experienced headteacher. Morale is high and there is tangible whole-school momentum in the drive to improve. Closer working across the two schools is leading to a shared approach to expectations of pupils' behaviour and particular strengths are the personal development of all pupils and the high quality of care, support and guidance. Pupils clearly enjoy school and appreciate what it provides; their behaviour is good and on occasions excellent. Communication between home and school has significantly improved and there are now good quality facilities for pupils to learn and play safely.

Pupils leave at the end of Year 6 with attainment that is broadly average, except in writing, where attainment is below average, and in mathematics, where it is above average. Most pupils make the progress expected of them, although progress is better in Years 5 and 6 and in mathematics. The exception is writing, where pupils make slower progress and few reach the higher levels. Effective action is being taken to improve the quality of teaching and the use of assessment and new tracking systems mean that teachers are now clearer about what pupils can achieve. However, not all teachers take sufficient account in their planning of the needs of those pupils who find learning more difficult. Similarly, some of the more able pupils are not challenged enough to work to their full capability; this is especially the case in writing. Lessons observed during the inspection were mainly good, and this reflects the recent improvements. However, it is too soon to see the full impact on achievement. That is why the quality of teaching is satisfactory overall.

Pupils know how to stay safe and healthy. They make an excellent contribution to school life and the wider community. They are broadening their horizons through projects and links with schools nationally and globally. Their spiritual, moral, social and cultural development is good and this is noticeable in the way pupils get on well together at work and play. High quality musical performances and displays of creative work celebrate pupils' achievement and support the good curriculum.

A number of factors indicate the school's good capacity to improve further. The school has successfully addressed the key issues raised at the previous inspection and there is ample evidence of significant progress in a number of areas over the past two years since the federation came under the leadership of one headteacher.

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## What does the school need to do to improve further?

- Raise pupils' attainment in writing by:
  - making better use of progress data to plan effectively the next stage in pupils' learning, especially for those who could do challenging work at a higher level
  - developing pupils' editing skills.
- Improve all teaching to the quality of the best by ensuring that teachers make better use of assessment to plan lessons that meet the needs of all pupils, especially those who find learning difficult.

About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils' attainment and rates of progress are improving. They show interest in their work and are keen to learn. Inspectors observed this in several lessons, for example in a Year 5 class where pupils worked very well together to develop their writing skills, adding exciting words to make simple sentences more interesting. Pupils with special educational needs and/or disabilities mostly make the same satisfactory progress as their classmates, but a minority of those who find learning difficult are not doing as well as their peers. The same is true for more able pupils whose writing should be much better.

Pupils have developed good strategies to keep safe, healthy and fit. The achievement of the National Healthy Schools Status marks the effort the school has made to ensure pupils develop a healthy lifestyle. Pupils relish responsibility and are proud of the contribution they make to school life. Their contribution to the community is outstanding. For example, pupils take on a wide range of leadership roles such as peer mentors, play leaders, sports leaders and house captains. They were keen to talk about their work as gardeners in the wildlife and centenary gardens in the school grounds. Year 6 pupils work regularly with children in the infant school. A considerable contribution is also made to the wider community through musical and sporting activities and by raising substantial funds for charities. Pupils from all backgrounds mix well and the school is racially harmonious. Pupils show care towards one another, respecting the different cultures and faiths within their school and recognising the similarities. Their good personal skills, along with their satisfactory progress in basic literacy and numeracy, prepare pupils satisfactorily for their future.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The school has successfully tackled inadequate teaching and a greater proportion of good teaching is evident than at the time of the last inspection. Good, supportive relationships characterise all lessons. Classrooms are bright and welcoming places in which to learn. In the best lessons teachers plan thoroughly and match work well to the different abilities in the class. Clear explanations, high expectations and a good pace to lessons successfully support learning. However, most of these developments are very recent and have not yet had much impact on outcomes.

The new inclusive curriculum is more creative, relevant and interesting to pupils, and extends their understanding of topics. Provision for information and communication technology has improved. Pupils enjoy the rich range of experiences that enhance the good curriculum including visits, visitors, after school clubs, sports and the wealth of musical experiences provided. However, arrangements for developing pupils' literacy across the curriculum are underdeveloped. Reading is well supported and the school is now providing additional opportunities for pupils to write in different styles and for longer periods of time.

All staff ensure that the care and well-being of pupils are given a high priority. Pastoral care is effective in supporting the needs of all pupils. This is an inclusive school where families are well supported through good links with external agencies.

*These are the grades for the quality of provision*

<sup>1</sup> 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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<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management

The school's leaders and managers have an ambitious vision for the school as they steer it through a continuing period of change and growth. Governors are fully involved in evaluating the school's performance and influencing its development. Good-quality leadership, which has established a strong team with a clear sense of direction and purpose, has placed the school on an upward trend. There is a view amongst the school community, and inspectors agree, that a corner has been turned. Teachers, staff, governors and parents confirm how much the two schools have improved under the current leadership, not least because of the regular monitoring of teaching and learning.

The school is successful in tackling discrimination and thoroughly committed to the promotion of equality of opportunity and ensuring all pupils make the best progress possible. Leaders promote community cohesion well in school and this leads to a harmonious community, with pupils from different backgrounds getting on well together. There is good engagement with a range of community groups beyond the school and its immediate community. The arrangements made by the school for safeguarding and protecting children are satisfactory and meet government requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for</b>	<b>3</b>

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## Views of parents and carers

Overall parents and carers are supportive and say their children enjoy school, feel very safe and are well cared for. One parent spoke for many, commenting, 'I think that the headteacher and her staff have worked really hard to change this school after the last inspection. This is a very vibrant and interesting school, full of exciting activities and opportunities.' Inspectors agree with their positive comments.

Some parents and carers expressed concern that the inspection took place when Year 6 pupils and some teachers were out of school on a residential trip. However, the school provided the inspectors with a substantial base of evidence from which they were able to judge the effectiveness of the school. A few concerns were raised about the school's meeting of pupils' individual needs, the slow progress of some pupils, the help they receive to support their child's learning and the account taken of their suggestions and concerns. Inspectors found that progress has been slow for some pupils in the past but that there are signs that it is improving. Inspectors also found that the school has regular consultations with parents and carers and is willing to liaise with, and accommodate the wishes of, parents and carers wherever possible. Several parents commented that communication between school and parents and carers had significantly improved. The inspectors judge that the school works very well with parents and carers.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazelwood Junior 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 229 completed questionnaires by the end of the on-site inspection. In total, there are 361 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	128	56	89	39	4	2	0	0
The school keeps my child safe	137	60	82	36	3	1	0	0
The school informs me about my child’s progress	89	39	113	49	18	8	3	1
My child is making enough progress at this school	75	33	109	48	28	12	7	3
The teaching is good at this school	76	33	123	54	16	7	4	2
The school helps me to support my child’s learning	62	27	127	55	28	12	5	2
The school helps my child to have a healthy lifestyle	92	40	122	53	10	4	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)	83	36	107	47	20	9	3	1
The school meets my child’s particular needs	70	31	112	49	32	14	5	2
The school deals effectively with unacceptable behaviour	67	29	118	52	22	10	7	3
The school takes account of my suggestions and concerns	61	27	117	51	22	10	5	2
The school is led and managed effectively	80	35	100	44	21	9	10	4
Overall, I am happy with my child’s experience at this school	99	43	108	28	12	5	3	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 July 2010

Dear Pupils

### **Inspection of Hazelwood Junior School, London N13 5HE**

The time my colleagues and I spent with you was most enjoyable and we would like to thank you for making us feel so welcome. The purpose of our visit was to find out how well your school is doing and we think you receive a satisfactory standard of education. We found that many things have got better and that the quality of your work is continuing to improve, especially in mathematics. All the adults in the school are very caring and supportive, but some of you are not doing as well as you might.

You know how to stay safe and keep yourselves fit and healthy. In lessons you behave well and you are polite and kind to each other. We were also impressed with the many ways you contribute to school life and how you look for ways to help others. I know that many people in and around the area enjoy hearing you sing and play your musical instruments. It was a real treat for us to hear you perform so well. You have lots of other opportunities that help you enjoy your time at school. I know how some of you are enjoying gardening!

Your headteacher and staff make a good team. They know your personal development is good but they want you to make faster progress and do better in your school work. We have asked the school to concentrate on improving your writing by making sure teachers give you tasks that make you think a bit harder, especially those of you who find learning easy. They can also make better use of the information they have about what you can do to plan your lessons. This is especially for those of you who need more support.

We hope you will all try very hard to do your best work at school and especially to improve your writing.

Yours sincerely

Susan Thomas-Pounce  
Lead inspector

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