

# Hazelwood Infant School

Hazelwood Lane, Palmers Green, Enfield, N13 5HE

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Strong leadership from the headteacher, senior leaders and governors has brought about significant improvements in teaching and pupils' achievement.
- Good teaching has ensured that all groups of pupils make good progress.
- Standards have improved and are now average and rising in reading, writing and mathematics.
- Pupils' attitudes to their learning are very positive and they are keen to do well.
- Pupils feel safe in school and enjoy attending because there is an interesting range of activities. Attendance has improved.
- Parents, carers, staff and pupils all agree that behaviour in classrooms and around the school is good.
- Educational visits and visitors contribute well to pupils' spiritual, moral, social and cultural development.
- Governors are well informed and support the school well. They hold leaders to account for the progress pupils make.
- The school links well with partnership schools and the community.

### It is not yet an outstanding school because:

- Teachers do not always set the more-able pupils sufficiently challenging work.
- Teachers' marking is not as helpful across all subjects as it is in English. Teachers' comments do not always ensure pupils understand what they need to do to improve their work.
- Teachers do not always check how well pupils have acted upon their marking.
- The presentation of work and handwriting are sometimes too untidy.
- Subject leaders' skills in improving the quality of teaching across the school are not yet fully developed.

## Information about this inspection

- Inspectors observed 20 lessons, five of which were jointly observed with the headteacher or a member of the senior leadership team.
- Short visits were made to classrooms to observe behaviour and to look at pupils' books.
- Inspectors looked at a range of documents, including the school's self-evaluation and school improvement plan, external evaluations of the school, minutes of meetings of the governing body, and records relating to behaviour, attendance and safeguarding.
- Inspectors listened to pupils read, met with different groups of pupils and spoke to members of staff. They also considered the 24 responses to the staff questionnaire.
- Inspectors spoke to three members of the governing body and a representative from the local authority.
- Inspectors took account of the 101 responses to the online Parent View survey. The views of parents and carers were sought at the beginning of the school day.

## Inspection team

Gillian Bosschaert, Lead inspector

Additional Inspector

Tusha Chakraborti

Additional inspector

Christopher Crouch

Additional Inspector

## Full report

### Information about this school

- Hazelwood Infant School is larger than the average-sized infant school.
- It is federated with Hazelwood Junior School occupying the same site.
- The proportion of pupils from minority ethnic backgrounds is well above average. Twice the national average proportion of pupils speak English as an additional language.
- The proportion of pupils eligible for the pupil premium, the additional funding for pupils known to be eligible for free school meals and children looked after by the local authority, is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion of pupils who are supported at school action plus or with a statement of special educational needs.
- Since the previous inspection there have been significant changes in staff including the appointment of a new headteacher.
- The senior leadership team, consisting of the headteacher, deputy headteacher and three assistant headteachers, works across both the infant and junior schools.
- The deputy headteacher, assistant headteachers and whole-school subject leaders took up their posts in September 2013.

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

- Improve the quality of teaching by making sure that:
  - all teachers regularly provide challenging and stimulating tasks for pupils, particularly those who are more able, to ensure they concentrate at all times
  - the guidance teachers provide in their marking in all subjects makes clear to pupils what they need to do next to improve their work
  - teachers check how effectively pupils act upon the advice given in their books
  - pupils take more care with their handwriting and how they present their work.
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- Develop the role of teachers who lead different subjects by giving them more responsibility for improving the quality of teaching in their areas.

## Inspection judgements

### The achievement of pupils

is good

- Pupils' achievement in reading, writing and mathematics has improved rapidly in the last year. School information about pupils' progress and the quality of work in pupils' books indicates that these improvements have continued to improve.
- In 2013 pupils reached average standards for the first time. Assessment information for 2014 shows that standards are above last year's national averages in reading, writing and mathematics.
- The number of pupils who reached the required standard in the phonics (the sounds that letters make) screening check rose in the past two years to be above average. This is because phonics is well taught.
- Children join the Reception classes with some skills at below the levels typical for their age, particularly in communication, speaking and listening. Many of the children are learning English for the first time. Great emphasis is placed on developing these skills with the result that by the time they reach the end of Key Stage 1 they have made good progress to reach average standards.
- From their different starting points, all groups of pupils achieve well and are ready to enter junior school well equipped in reading, writing and mathematics skills. Pupils' progress is very carefully checked each half term. Any pupil in danger of underachievement is quickly identified and extra help given.
- Pupils supported by the pupil premium make good progress. This is because they are carefully monitored each half term and given additional help if they do not make enough progress. The gap between these pupils and their classmates has narrowed in reading, writing and mathematics to be less than a term behind by the end of Year 2.
- Pupils from minority ethnic groups and those who speak English as an additional language make good progress. This is because there is a strong focus on developing speaking and listening skills throughout the school and because of improved teaching overall.
- Pupils who read to the inspectors showed real enjoyment in their books. They were able to understand what they were reading and used their knowledge of phonics to tackle unfamiliar words.
- The sports funding is appropriately used to enhance both the pupils' skills and those of the teachers. A sports coach is employed to increase the physical activity of children. A wide variety of sporting activities is offered to encourage cooperative skills and build self-esteem, for example, learning multi-skills to increase eye and hand coordination or eye and foot coordination. These skills are designed to help pupils in a mixture of different competitive games, as they get older. Pupils enjoy increasing success in local sporting events.
- More-able pupils are sometimes insufficiently challenged by the activities they are offered. The difference between these pupils and the rest of the class is often the amount of work achieved and not the difficulty or complexity of the tasks given.
- Pupils' books show a growing quality and quantity of work. However, this is too often untidily presented and, for some pupils, handwriting is not neat enough.

### The quality of teaching

is good

- Teaching has improved in the last two years. Pupils' books and improved rates of progress show that teaching is typically good over time.
- Children settle quickly to well-established routines in the Reception classes. Teachers provide interesting activities, which help them develop their reading, writing and number skills well. For example, in the shared outside area, boys are encouraged to write in a specially constructed den, or find 'dinosaur bones' to write about. This gives children the opportunity to discuss size, shape, colour and the environment and speculate how the bones got to where they were found.

- These stimulating activities promote pupils' spiritual, moral, social and cultural development. They generate a great sense of excitement, cooperation and awe and wonder.
- Teachers across the school have good subject knowledge. They give clear explanations which enable pupils to start work quickly. Teachers use learning time efficiently and pupils make good progress because teachers pick up common mistakes during the lesson and discuss them with the class.
- The school has rightly focused on improving writing which is having a good effect. In one class pupils were learning about adjectives and making their sentences more descriptive. A child in Year 1 offered an example to the class of a simile: 'as yellow as a ripe banana' ;another gave, 'as cold as ice', showing good understanding and bringing depth to their writing.
- Teachers plan together well. Among other approaches, they use displays or 'working walls' as prompts for pupils. They draw pupils' attention to them frequently. Pupils were seen searching these walls independently to help their own learning.
- Teaching assistants play a valuable role in pupils' learning. There is very effective liaison between teachers and the teaching assistants with the result that pupils of all abilities are well supported during lessons. This has helped to ensure all groups of pupils make good progress.
- Parents and carers agree that appropriate homework is set for the age of the pupils.
- Although work is planned for different levels of ability, it is not always sufficiently challenging, especially for the most able. Sometimes teachers only expect these pupils to produce a greater quantity of work or use slightly higher numbers rather than tackle harder tasks that will enable them to use the knowledge and skills they have learnt.
- Teachers have rightly concentrated on improving what pupils are writing and how much writing they manage to produce. However, their handwriting and presentation of work is often not neat enough.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is good. They are polite to each other and to adults. They say they love learning and this is clearly seen in classrooms.
- Pupils from different backgrounds play and learn well together because the school does not tolerate discrimination. It encourages pupils to care for each other and the world around them well.
- In the playground, older pupils support the younger ones. In the lunch hall, pupils wait in an orderly queue for their lunch. There is no disruption or hassle. They are able to discuss what to eat to be healthy and choose wisely what they want to eat.
- Pupils say that they feel safe in school and that there is no bullying. Parents and carers who responded to Parent View or spoke to inspectors agreed with this. Staff and parents and carers agree that behaviour is consistently good and well managed. Relationships between adults and pupils are warm and supportive, giving pupils a real sense of security.
- Parents and carers and pupils were involved in producing the new behaviour policy for the school. This has ensured that everyone is aware of the expectation for behaviour.
- Pupils like to take on responsibilities. They are involved in the gardening club, have a school council and become 'transition buddies' to help ease Reception pupils into Key Stage 1.
- The school council met with the local Member of Parliament to discuss road safety and the volume of traffic outside the school. It is too soon to see the impact of this discussion.
- The school's work to keep pupils safe and secure is good. All leaders, including governors, are committed to ensuring that all pupils are kept safe at all times. Trips out of school are well researched to ensure the pupils will be kept safe whether on public transport or in the local park.
- Occasionally, when pupils do not have enough to keep them occupied, a few lose their concentration with the result that their learning slows. Not all pupils take enough pride in presenting their work neatly.
- Attendance is improving and is now average. Rewards and certificates have contributed to better

attendance.

## **The leadership and management are good**

- The headteacher, senior leaders and governors have a very clear vision of where they want the school to be and how to get there. They are very ambitious and together they have created a culture where teaching and good behaviour can flourish. They have moved the school forward rapidly to raise standards.
- This new effective leadership structure has created a highly collaborative team, which has had a positive impact on teaching and learning. There is proven capacity to maintain improvements.
- The Reception class leader and one of the teachers share their expertise with other schools. This builds the good partnership the school has with its neighbouring schools.
- Subject leaders have contributed to raising standards. They are well aware of their roles and responsibilities. However, they have not had enough responsibility for improving the quality of teaching and learning in their areas.
- The school's view of its effectiveness is accurate and links well to the school improvement plan and training for teachers.
- Each half term senior leaders hold meetings to discuss pupils' progress. Any underperformance, including by pupils eligible for the pupil premium, disabled pupils and those who have special educational needs, is highlighted and immediate action is taken. This has guaranteed that these pupils have made good progress.
- Subjects and topic themes are carefully linked to reading, writing and mathematics. Themes are chosen to excite and stimulate pupils. For example, 'dragons' eggs' were found in the community garden. Pupils watched over the eggs, kept them warm and became excited when cracks appeared. Then, overnight, a gecko 'dragon' hatched. This created an excellent stimulus for developing writing, especially for the boys.
- Specialist teachers are employed to develop music, drama and the creative arts. The impact of this is that pupils sing well and as they get older become part of an orchestra for drama productions. Pupils willingly share knowledge about their religions and cultures with the others. One day they wore national costumes, which contributed well to their spiritual, moral, social and cultural development.
- The community garden is well maintained by the parents and carers and children. Novelty hanging baskets made from old footballs make a positive contribution to the environment. These do not go unnoticed by the pupils, many of whom have joined the community gardening club.
- The local authority has supported the school well. A new school improvement advisor has supported the school this year. Individual advisors have contributed to improving the quality of teaching and raising standards.
- **The governance of the school:**
  - Governors bring a wide range of expertise and skills to the school. They include people with a teaching background and those from industry and with accounting skills. This ensures that all aspects of governance are fully covered. Governors understand the strengths and weaknesses of the school and challenge leaders effectively as a result. They understand how the school's performance compares to that of other schools nationally.
  - Governors visit the school regularly and gain a first-hand understanding of pupils' achievement, not just from the regular updates by the headteacher or subject leaders. They talk to pupils, look at books and look at learning in the classrooms. They are aware of any groups of pupils who may be underperforming and track their progress carefully. Governors manage the performance of the headteacher very effectively. They ensure the school's systems for the performance management of staff are robust and that the performance of teachers is reflected in decisions about their pay progression.
  - The governing body ensures that legal requirements are met, including regulations for pupils with special educational needs and those for safeguarding.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101997
<b>Local authority</b>	Enfield
<b>Inspection number</b>	442645

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Smith
<b>Headteacher</b>	Nicky Ross
<b>Date of previous school inspection</b>	14–15 July 2010
<b>Telephone number</b>	020 8882 0557
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