

Hazel Wood Infant School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 116243 |
| Local Authority | Hampshire |
| Inspection number | 363849 |
| Inspection dates | 15–16 June 2011 |
| Reporting inspector | Laurie Lewin |

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

| | |
|--|---|
| Type of school | Infant |
| School category | Community |
| Age range of pupils | 4–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 237 |
| Appropriate authority | The governing body |
| Chair | Paul Wright |
| Headteacher | Cathy Davies |
| Date of previous school inspection | 15 October 2007 |
| School address | Hazel Farm Road Totton Southampton SO40 8WU |
| Telephone number | 02380666767 |
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons and nine teachers were seen. The inspectors met with pupils, staff, parents and carers and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies; they also scrutinised samples of pupils' work. The inspectors analysed 147 questionnaires from parents and carers, 100 questionnaires from pupils and 27 questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well more-able pupils progress in writing and mathematics.
- The impact that subject leaders have on helping the school to improve the attainment and progress of pupils.
- The extent to which the school has developed opportunities for pupils to contribute to the local and wider community.
- The extent to which the pupils have awareness about how people from other ethnic backgrounds live their lives.

Information about the school

This is an average-sized school. It serves the local area, but with about 50% of pupils coming from outside of the immediate catchment area. The overall proportion of pupils with special educational needs and/or disabilities is below average as is the proportion of pupils known to be eligible for free school meals. Nearly all of the pupils are of White British heritage, with a very small number coming from other ethnic backgrounds. The school has eight classes and has also established a nurture group class to support pupils with social and emotional difficulties. The school is accredited with the Healthy Schools Award, the Active Mark and the Eco Schools Green Flag Award.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. All of the parents and carers are happy with their children's experiences here. Typical of their comments received were: 'I cannot speak highly enough about the school . communication is fantastic . it's a school where every child really does matter.' Inspectors agreed with these comments.

Pupils enjoy school and their attendance is above average. Children get off to an excellent start in the Early Years Foundation Stage, where outstanding teaching enables them to make rapid progress. Throughout the rest of the school, outstanding teaching results in pupils achieving high levels of attainment by the end of Year 2. Staff have excellent relationships with pupils and use these very well to help all groups of pupils, including those with special educational needs and/or disabilities, to become confident and enthusiastic learners. Lessons are interesting and incorporate a wide range of practical activities to boost pupils' learning. There is a very lively and positive working atmosphere throughout the school. Pupils are very healthy and fit. As part of the drive to sustain the Healthy School and Active Mark status, pupils are involved in a wide range of extra sports activities, and health promoting activities such as gardening. Pupils make a very strong contribution to the immediate and wider community. For example, as part of the work in sustaining the Eco Green Flag School status, pupils act as 'eco-warriors' in helping to improve the school and local environment. They are very proud of the attractive and well-laid-out garden, pond and conservation areas, which, along with parents and carers, they have helped develop. The school's excellent curriculum is matched very well to pupils' interests and needs and ensures pupils experience a genuine sense of awe and wonder as they discover and explore new activities and ideas. The school has a very good range of links with other schools and organisations to help boost pupils' learning. However, pupils have a limited understanding about the lives of people from cultural backgrounds different from their own.

The excellent provision for care, guidance and support ensures that all pupils feel completely safe. They have no hesitation about seeking help should they need it. Pupils like their school very much. Those spoken to all agreed with one who said 'Everyone's friendly .it's always easy to talk to the adults .our teachers and teaching assistants are lovely.' Staff are very good at encouraging good behaviour. As a result, pupils' behaviour is good, and sometimes exemplary, and they show an excellent level of moral and social awareness. The very strong support provided for pupils with social and emotional difficulties, including the excellent support for those attending the nurture group, ensures the individuals concerned progress very well and become confident learners.

The headteacher, very well supported by her senior leadership team, does an outstanding job of leading the school. All staff feel highly valued and are fully involved in all aspects of the school's development. New and innovative ideas are constantly pursued to sustain

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improvement programmes. Excellent communication with parents and carers ensures they are fully involved in supporting their children's learning. Through robust monitoring, the governing body has a very clear overview of the effectiveness of all school provision. It does an outstanding job of supporting the headteacher and staff as well as holding them to account to ensure that all new initiatives work successfully. The school's accurate self-evaluation and success in maintaining and pursuing outstanding performance, along with the energetic and proactive approach of the staff and the governing body, mean there is excellent capacity to keep improving.

What does the school need to do to improve further?

- By July 2012, improve pupils' awareness and understanding about how people from different cultural backgrounds lead their lives by giving pupils a wider range of opportunities to link with people from cultural backgrounds different from their own.

Outcomes for individuals and groups of pupils

1

When they start school, children mainly attain levels that match those expected for their age. However, their attainment in communication, language and numeracy and personal and social development on entry is often significantly lower than in other areas. They make outstanding progress in the Early Years Foundation Stage and attain above average levels by the time they start Year 1. This rapid progress continues across the school. All groups of pupils, including those who are more-able or gifted and talented, as well as those with special educational needs and/or disabilities, achieve very well and, by the end of Year 2, they develop excellent basic skills to help them progress in the future. Pupils learn to write very well, often using a wide range of vocabulary in an imaginative way. For example, Year 2 pupils wrote enthusiastically to capture their thoughts about conditions on the Titanic, using good descriptive words such as 'frantic' and 'distressing'. Pupils learn to present their work neatly, with fluent and attractive joined-up writing. They gain a very good command of using letter sounds in reading and happily work with new and challenging texts, confident in their skills to 'sound out' words where needed. Pupils gain confident calculation skills in mathematics. For instance, Year 1 pupils used number lines very effectively to work out addition and subtraction problems up to 20, with some of the more-able pupils confidently tackling problems up to 50. Much of the work pupils do is supported by the very good skills they develop to articulate their thinking. For example, in a personal, social and health education lesson for pupils in Years 1 and 2, pupils confidently expressed their opinions about who should have been allowed to evacuate the Titanic first.

Pupils gain an outstanding knowledge about what constitutes a healthy lifestyle and apply this knowledge very well in their everyday lives such as in the very healthy eating choices they make at lunch and snack times. Pupils are very friendly, and behave and support each other well. They carry out a wide range of jobs they are given such as being playground buddies in a sensible and responsible way. They have an excellent understanding about how to stay safe, and play a full part in designing the guidelines for safe and sensible ways of working and playing. Through the work they do, pupils gain a very clear awareness of the need to respect the rights of other at all times.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers use an excellent range of strategies to accelerate pupils' learning. For example, in a Year 2 English lesson, the teacher made extremely good use of interactive whiteboard prompts, class and group discussions, and role-play to fully engage all pupils. Teachers make excellent use of all assessment information to inform their planning. They have a really precise understanding of the progress of all individuals, are alert to any who may be slipping behind and are quick to provide extra support where needed.

Staff work very closely with teaching assistants, who provide first-class teaching support in all classes. Teachers make excellent use of the school's open-plan design to maximise the potential for pupils to move classes occasionally and work with pupils of a similar ability level. In this way, they very effectively accelerate the learning of more-able and gifted and talented pupils. Pupils with special educational needs and/or disabilities receive excellent support so that they cope with all tasks and make outstanding progress. Through precise target-setting, teachers set high expectations for pupils of all ability levels and are successful in getting individuals to achieve these. Staff are very innovative. For example, the opportunities for pupils to brainstorm ideas about newly introduced topics mean that they have ownership of, and enthusiasm for, the work right from the outset. Pupils enjoy the excellent variety of activities in lessons, the inclusion of lots of practical work and the frequent opportunities for them to work outdoors. For example, mathematics lessons seen for Year 2 involved excellent opportunities for pupils to carry out mental and oral

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calculation work through physical education games in the playground at the start of the lessons.

The curriculum planning provides work that has a wide appeal for the pupils. The involvement of pupils in 'learning walks' at this and other local schools is another of the school's innovative strategies that helps pupils gain a very clear insight into what constitutes excellent learning and also shows the very proactive way in which the school works with other partner organisations. The school's curriculum provision is substantially enriched through the good range of trips and visitors, the wide range of extra-curricular activities and the extremely good use of outdoor facilities.

Staff have an excellent understanding of pupils' pastoral needs and cater for these fully and sensitively. All staff, including the administration team, kitchen staff and school caretaker contribute strongly to ensuring the well-being of the pupils. This strong teamwork, set alongside the excellent communication between all parties, ensures the very best possible support and guidance for all pupils. Where needed, full use is made of external agencies to support pupils' needs. The school has done a very good job of improving pupils' attendance.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 1 |
| Taking into account: The use of assessment to support learning | 1 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

A strength of this school is the way in which the headteacher fully enables all staff to become very effective leaders. As a result, they all have a voice in evaluating the school's performance and in creating very clear plans to sustain high quality provision in the future. This and the strong teamwork across the school are the driving forces that help sustain the high quality teaching and the year-on-year strengthening of pupils' attainment and progress. Staff and members of the governing body work closely together. An excellent example of this cooperative working approach is the creation of the nurture classroom, which has been a resounding success in terms of supporting the needs of pupils with social or emotional difficulties. The school has established very robust procedures to monitor the quality of provision and pupils' attainment and progress. The senior leadership team make excellent use of all information gained to help staff constantly improve the quality of their work and to check that all groups of pupils meet their potential and that no discrimination occurs. Subject leaders carry out their roles very well and ensure that excellent practice is constantly shared between staff.

All staff work hard to maintain the excellent relationships with parents and carers. For example, the presence of staff on the playground at the start of the day and the very friendly approach of the administration staff are typical examples of the school 'going the

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extra mile' to facilitate a strong partnership with parents and carers. The views of parents and carers are regularly surveyed and acted on where appropriate. They are very well informed about their children's progress.

The governing body is exceptionally well organised and fully involved in all self-evaluation and strategic planning. Members of the governing body regularly survey and, where appropriate, act on the views of parents and carers. The governing body ensures that the outstanding provision for safeguarding is underpinned by very clear risk assessment, top quality site security and training provision for staff and governors in safeguarding that goes far beyond the basic level required. The school has excellent links with other schools and partner organisations and uses these well to boost pupils' learning. The school has good quality plans to promote community cohesion and carefully evaluates the impact of its work in this area. Through its work, the school has established some very good community links. However, links with other schools or establishments further afield which would widen pupils' awareness about how people from other ethnic communities live their lives are not sufficiently developed.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

Extremely well organised induction processes and very good links with pre-school organisations ensure that children make a strong start when they begin school.

The Reception classrooms are lively and attractive areas and the excellent curriculum provision ensures that children are provided with a rich range of interesting resources and activities laid out to engage their interest and inspire an enthusiastic approach to learning. The classrooms have excellent access to a spacious and well laid out outdoor area where the children work and play happily and safely. Staff provide excellent care, guidance and support for all individuals. As a result, children are happy and confident learners who fully

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enjoy all activities. For example, children very much enjoyed exploring all of the outdoor facilities as part of their work to identify the school's 'main features'. Other children enjoyed 'exciting times' riding tricycles around the playground track and splashing the wheels through the puddles, creating bubbles, following treasure maps and making and testing small boats. Excellent opportunities are provided for pupils to explore and investigate independently, as was seen with a group of children who explored different ways of completing electrical circuits to light up bulbs. The outstanding teaching enables children to make rapid progress in all areas of learning. They do very well in their reading, gaining a good command of letter sounds to help them read simple sentences. They acquire good skills in mathematics, with a confident ability to carry out simple addition and subtraction calculations. They acquire good speaking and listening skills and confidently talk about what they are doing. Staff have high expectations for children's behaviour. As a result, behaviour is excellent and children usually show full concentration on all tasks. Teachers use assessment information very well to inform their planning so that tasks match children's needs precisely. The Early Years Foundation Stage is extremely well led and managed. Self-evaluation is accurate and clear action plans are established to keep provision improving at a very good pace. Staff work together as a very strong and efficient team so that the day-to-day operation of the Early Years Foundation Stage runs very smoothly.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

There was a high return of questionnaires. Almost all parents and carers who completed questionnaires indicated that they are happy overall with their children's experience at school. The level of negative responses was very low.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hazel Wood 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 116 | 79 | 30 | 20 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 135 | 92 | 12 | 8 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 91 | 62 | 54 | 37 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 100 | 68 | 46 | 31 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 122 | 83 | 23 | 16 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 116 | 79 | 30 | 20 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 124 | 84 | 23 | 16 | 0 | 0 | 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) | 108 | 73 | 36 | 24 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 112 | 76 | 32 | 22 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 80 | 54 | 58 | 39 | 3 | 2 | 1 | 1 |
| The school takes account of my suggestions and concerns | 99 | 67 | 44 | 30 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 127 | 86 | 19 | 13 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 128 | 87 | 19 | 13 | 0 | 0 | 0 | 0 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 June 2011

Dear Pupils

Inspection of Hazel Wood Infant School, Southampton SO40 8WU

Thank you for making us feel so welcome at your school. We have judged that yours is an outstanding school. Through talking to you and through the questionnaires you completed, we know that there are many things that you like about your school.

Here are some of the excellent things that we found in your school:

- You make an excellent start to school in the Early Years Foundation Stage.
- We can see that you enjoy school a lot, and the very well-planned curriculum makes sure you get lots of interesting activities to take part in.
- You are very fit and healthy and know a lot about how to stay this way.
- Outstanding teaching helps you to do very well and your teachers work hard to make sure your lessons are always interesting and fun.
- Your behaviour is good and often excellent, and you have very good attitudes towards learning.
- You all have an excellent understanding about how to stay safe. The adults in the school do an outstanding job of taking care of you.
- The headteacher, staff and governing body have done a top quality job to improve your school and they work very hard to make sure it keeps improving.

This is what we have asked the school to do now:

- Provide more opportunities for you to learn about how people from other cultural backgrounds lead their lives.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin

Lead inspector

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