

# Hazelwood Junior School

Hazelwood Lane, London, N13 5HE

**Inspection dates** 10–11 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement requires improvement. Pupils do not make as much progress in English as they do in mathematics by the end of Year 6.
- There is not enough teaching that is regularly good in the school. Teachers often spend too long directing sessions for the whole class and do not ensure work is at the right level so it is too easy for some pupils and too hard for others.
- Pupils do not always have time to work on their own or in groups in lessons and teachers do not check on learning regularly enough to ensure pupils make good progress.
- Leaders and managers are not all involved in improving teaching and ensuring actions can be regularly checked to make sure what is done to improve teaching is making enough difference.

### The school has the following strengths

- Attendance has improved and is above average.
- Pupils say they feel safe in school.
- Pupils have positive attitudes to learning and behaviour is good in the school.
- Standards are above national levels in mathematics when pupils leave the school.
- Leaders, managers and governors have an accurate understanding of the school's strengths and areas for development. They have ensured teaching and achievement have improved since the previous inspection.

## Information about this inspection

- The inspection team observed 24 lessons or part-lessons. Seven observations were carried out jointly with members of the senior leadership team.
- Meetings were held with the Chair of the Governing Body and the Chair of the Standards Committee, staff, pupils and a local authority representative.
- Inspectors scrutinised the 89 responses to the online survey Parent View and took account of phone calls and written responses from parents. Inspectors spoke to parents informally in the playground as they brought their children to school.
- The inspection team observed the school's work and analysed records of pupils' progress, the school self-evaluation and development plan, governing body minutes, attendance, behaviour and safeguarding documents.

## Inspection team

Susan Williams, Lead inspector	Additional inspector
Fatiha Maitland	Additional inspector
Steven Smith	Additional inspector

## Full report

### Information about this school

- Hazelwood Junior School is larger than the average-sized primary school.
- Pupils come from a wide range of backgrounds, with a small minority of pupils who are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, the additional funding for looked-after children, pupils known to be eligible for free school meals and pupils whose parents are in the armed forces is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- The school does not use any alternative provision for its pupils.
- The school meets the government's floor standards, which set the national minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of a hard federation and shares the same headteacher and governing body with Hazelwood Infants School. The infants school was not inspected at this time.
- Since the previous inspection there have been changes in leadership, with a new headteacher from September 2011, a new Chair of the Governing Body from September 2012 and two new assistant headteachers from September 2012. There have also been a number of changes of teaching staff.

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

- Improve teaching so that it is consistently good and some is outstanding by:
  - reducing the amount of time teachers direct lessons for and giving more time for pupils to take part in activities by themselves or in groups
  - teachers checking on learning regularly in lessons and adapting teaching where necessary to ensure pupils make good progress
  - giving pupils more opportunities to discuss their own and each other's work
  - ensuring work is at the right level for pupils so it is not too easy or too hard.
- Raise attainment in English so it is similar to that in mathematics by:
  - ensuring key skills such as grammar, sentence structure and punctuation are developed in all writing across the school
  - giving pupils more opportunities to write extended pieces in a range of styles.
- Strengthen leadership and management at all levels in leading on improving teaching, ensuring that actions are checked regularly to make sure they make a difference.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils do not make good progress in all year groups in school. At the end of Year 6, progress is better in mathematics than in English.
- Pupils enter the school with standards similar to those achieved by pupils of this age nationally. When pupils leave the school, standards are broadly average. In 2012, standards were maintained in English and improved in mathematics to be above those usually achieved nationally.
- Disabled pupils and those with special educational needs receive additional support in lessons and in small groups. This has been effective in ensuring these pupils progress as well as other pupils in school, and in some areas they make accelerated progress.
- Pupils known to be eligible for support from the pupil premium receive small group tuition, extra support in lessons and additional specialist teaching. This support has ensured that these pupils reach similar standards to pupils nationally and progress as well as, or better than, other pupils in the school.
- Pupils from different backgrounds and White British pupils progress as well as other pupils. One pupil proudly said, 'The school gives extra help for pupils who need it and doesn't let anyone fall behind.'
- Pupils enjoy reading and read regularly. They are able to work out how to read more difficult words and understand the meaning of the text they are reading. Additional adult support for guided reading has accelerated progress for pupils in these classes.

### The quality of teaching

### requires improvement

- Teaching requires improvement as there is not enough consistently good teaching in the school. Teachers sometimes spend too long explaining activities or teaching to the whole class for long periods of time, which does not give pupils time to work on their own or in groups. This also means that pupils do not get enough opportunities in lessons to discuss their own and each other's work. Teachers do not always check on learning in lessons and change their teaching to make sure pupils make good progress.
- Where teaching is good, such as in a Year 3 mathematics lesson, the pace of learning was good. Pupils worked on a range of activities at different levels well matched to their levels of understanding. The teacher adjusted the lesson for pupils who found the work difficult and pupils received additional teaching input from the teacher or support in their group from a teaching assistant. Different resources were used to support learning such as large number lines which pupils could write on. This meant all groups of pupils made good progress. However, work in lessons is not always this well matched and is often planned at one level so it is too easy for the more able pupils and too hard for the less able pupils.
- In literacy lessons, pupils do not always get to practise their basic skills such as sentence structure, grammar and punctuation in all their work to ensure their writing improves quickly. They do not get regular opportunities to write extended pieces in different styles to apply the skills they have learnt.
- There are positive relationships between staff and pupils in lessons. Teachers have good subject knowledge and use questioning well to support learning routinely using 'lolly sticks' to select different pupils to answer questions.
- Pupils know their targets and how to improve their work. They say teachers and teaching assistants help them with their learning.

### The behaviour and safety of pupils

### are good

- Pupils' attitudes to learning are positive. They follow instructions from teachers, focus on learning and help each other in lessons. One pupil said, 'You need good behaviour and social skills to be with others and to have a good job in the future.'
- Behaviour is good around the school site, in the playground and in lessons. Pupils are respectful of and courteous to each other and adults. Pupils from a range of different backgrounds get on very well with each other. The school behaviour log shows that there are very few incidents of poor behaviour. These positive relationships show that the school is effective in promoting equality of opportunity and good relations and in tackling discrimination.
- Pupils are aware of different types of bullying such as verbal, physical and cyberbullying. Pupils say bullying is not allowed and that staff would deal with it if it happened. They are confident staff would help them if they had a problem. The bullying log confirms there have been no recent bullying incidents.
- Pupils say they feel safe in school. The overwhelming majority of parents said that their child feels safe in school and that the school makes sure pupils are well behaved.
- Pupils enjoy the weekly achievement assembly where they celebrate achievements from pupils in different classes for their work and for other achievements in school life such as their cooperation or supporting others. Pupils particularly enjoy 'caught in the act' and all join in saying this for pupils who have been caught doing something good which has been recognised by a member of staff.
- Attendance has improved and is above average.

### The leadership and management

### require improvement

- Senior leaders have an accurate understanding of the strengths and areas for development in the school. However, the roles of all leaders and managers in developing teaching in the school have not been fully developed and actions are not always checked to make sure they make enough difference.
- The headteacher has high expectations of staff and has rightly focused on tackling weaker teaching. She is well supported by her senior team. Teaching is improving; there is now a higher proportion of good teaching in the school and inadequate teaching has been eradicated. More rigorous procedures for monitoring the performance of teachers have been introduced. These ensure teachers are only rewarded with more pay if they meet challenging targets and their pupils make good progress.
- Pupils' spiritual, moral, social and cultural development is promoted through the curriculum. This development is supported by pupils taking part in a wide range of sporting events and musical activities, including the opportunity to learn a wide range of instruments and to take part in group music making such as the 'Samba band'.
- The local authority has supported the school in monitoring its performance to ensure senior leaders have an accurate understanding of the school.
- **The governance of the school:**
  - The Chair of the Governing Body has set up a new strategic group to work with senior staff to set the long-term direction for the school. Governors have an understanding of data and know how well pupils are doing compared with other schools. They know how the pupil premium funding is being spent and receive regular updates on pupils' progress and are pleased this is making a difference. They know where the strongest teaching is in school and receive regular updates on the quality of teaching. Governors receive external support to assist them with setting targets for the headteacher. The new appraisal procedures mean that governors now sign off pay awards for staff based on clear criteria. Governors receive regular training for the full governing body and for individuals with specific roles. Safeguarding meets statutory requirements.

## 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>	101996
<b>Local authority</b>	Enfield
<b>Inspection number</b>	400519

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<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>	0208 886 3216
<b>Fax number</b>	0208 886 6472
<b>Email address</b>	headteacher@hazelwood.enfield.sch.uk

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