

Hazelbury Infant School

Hazelbury Road, Edmonton, London, N9 9TT

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils are extremely considerate of each other, valuing and celebrating each other's differences, and behaviour is exemplary. This is because the development of pupils' spiritual, moral and social skills is exceptionally good. It is given a high priority by the school, which very successfully encourages parents and carers to be fully involved in their children's education.
- Pupils achieve well, and at times outstandingly well. Progress is good for all groups because leaders and teachers know how well pupils are doing and check none is falling behind.
- The school's promotion of equality and diversity is excellent. Staff make sure that there is absolutely no discrimination between groups so that all pupils have the same excellent opportunities to flourish individually and achieve well.
- The school uses additional funding from the government extremely effectively to support pupils and their families, including those eligible for free school meals. As a result, these pupils do well, and exceed similar pupils nationally in reading, writing and mathematics.
- The outstanding leadership by the headteacher, deputy headteacher and assistant headteachers is acknowledged by parents, carers, staff, governors and the local authority alike. Their drive for improvement is described as 'relentless'. Together with other staff they constantly strive for ways to improve teaching and children's achievement. Raising levels of achievement and securing a culture where pupils are really keen to learn and supported by families have been their priorities.
- Governors are particularly good at finding out for themselves how well the school is doing. They use such information extremely effectively to challenge leaders and hold them to account.

It is not yet an outstanding school because:

- Not enough teaching is outstanding. In some lessons teachers talk for too long and pupils are not involved quickly enough in learning that is well matched to their abilities. This hinders their progress.
- In some lessons pupils who show they can do the work are not always moved on quickly enough to harder things, which slows their progress.

Information about this inspection

- Inspectors observed 30 lessons or part lessons and were accompanied by the headteacher, deputy headteacher or one of the assistant headteachers for over three quarters of these.
- The inspectors took account of the 24 responses to the online Parent View survey and several letters received during the inspection as well as talking to parents and carers informally and reviewing the school’s own parental surveys.
- They held meetings with pupils, staff, school leaders, a member of the governing body and a representative of the local authority. The views of staff were also taken into account from 45 responses to the staff questionnaire.
- Inspectors observed groups of pupils reading with adults and also listened to pupils read individually.
- Inspectors observed the school’s work and looked at documentation such as policies, including those relating to safeguarding, information on pupils’ progress, attendance figures, the school’s development planning and records of checks carried out by leaders on the quality of teaching. They scrutinised work in pupils’ books, looked at the school’s website and visited playtimes and an assembly.

Inspection team

Jacqueline Marshall, Lead inspector	Additional Inspector
Stephen Fletcher	Additional Inspector
Mirella Lombardo	Additional Inspector

Full report

Information about this school

- This is a larger-than-average size infant school. It shares its site with a children's centre which was not part of this inspection.
- The school has agreed with Hazelbury Junior School, which also shares the site, to become part of a federation, the Hazelbury Learning Community, from September 2013. The headteacher of the infant school has been acting headteacher at the junior school from September 2012 and was recently appointed executive headteacher for the federation.
- The vast majority of children are from a wide range of minority ethnic heritages. Approximately three quarters of the children speak English as an additional language. When they join most are at the early stages of learning English.
- Half the pupils are eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families. This is double the national average. The school currently has no pupils from service families.
- The proportion of disabled pupils and those who have special educational needs and receive support through school action is double the national average. The proportion being supported through school action plus or who have a statement of special educational needs is also above average.
- The proportion of pupils who join the school after the Early Years Foundation Stage is broadly average. Of these most join at the early stages of learning English and a significant proportion have had no previous schooling.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding so that pupils' progress is accelerated and standards rise by making sure pupils are:
 - actively engaged and involved in work appropriate to their ability at all times and especially when teachers are talking to the whole class
 - quickly moved on to more challenging work once they have demonstrated their secure understanding of what is being taught.

Inspection judgements

The achievement of pupils is good

- Pupils from all backgrounds make good, and often better, progress across the school from starting points well below those expected in all areas of learning. Their progress is most rapid in those lessons where teachers check regularly how well pupils are doing and promptly adapt activities to increase the challenge or provide support where needed. Some inconsistencies remain however, and this means progress is not yet outstanding.
- Pupils read from a wide range of texts and are successfully encouraged to draw on a range of strategies to help if they are stuck. Leaders and lead teachers are focusing on raising the quality of phonics (the sounds letters make) teaching. This is having a beneficial effect both in early reading and writing across the school. As a result, a larger proportion of pupils than previously is set to reach the national average scores in the Year 1 phonics check.
- Standards pupils reach by the end of Year 2 have risen steadily because teaching is good overall and expectations are usually high. As a result, those Year 2 pupils who started in the Nursery and Reception classes are currently reaching broadly average levels in all subjects. Those pupils who join the school during Key Stage 1 make similar progress to their peers but generally start with lower levels of skills than would be expected for their age. Consequently, the overall trend remains significantly below average in reading and writing and average in mathematics.
- Close links between the school and families from different ethnic heritage ensure attitudes to learning are good. The school use information on pupils' progress extremely well to identify any groups at risk of falling behind. For example, pupils from Somali heritage had previously been achieving less well than other groups. After working closely with families and pupils to raise their aspirations this group now achieves very well, performing better than their peers in school and nationally.
- Based on their average point scores, pupils receiving the pupil premium funding were broadly in line with their peers in the 2012 national tests in reading, writing and mathematics and almost a term ahead of the national average. These pupils are making similar progress to their peers as a result of the particularly effective use of assessment information to target support from teachers and other adults both in class and in small groups. This accelerates their progress and helps narrow any gap.
- Disabled pupils, those with special educational needs and those at the early stages of learning English receive particularly good support. This allows families to play an important part in their children's education and ensures these pupils make the same good progress as their peers and at times better progress.

The quality of teaching is good

- Good, and at times outstanding, teaching ensures pupils make at least good progress. The use of information from regular checks ensures all teachers have an accurate knowledge of pupils' levels and their rates of progress. As a result, in meetings with senior leaders, teachers are able to identify any individuals at risk of falling behind and additional support is immediately planned.
- The very strong partnership between staff means teaching assistants and other adults have a very good understanding of what needs to be done because planning is shared and expectations are made clear. They support pupils of all abilities and are confident in their approach. Very focused small-group sessions and specific programmes, taught well, are highly effective in helping pupils to catch-up or build confidence and good attitudes towards learning.
- In the best lessons, teachers use assessment very effectively to match work closely to individuals' needs and add additional challenge where needed as pupils demonstrate their understanding. However this is not always the case and sometimes opportunities for pupils to make even better progress through the teacher adapting an activity during the lesson are missed. Similarly, occasionally, teachers spend too long talking to the whole class without taking

account of the different abilities of pupils and this also slows their progress.

- Pupils regularly receive advice on how to improve, both through marking in their books and comments from teachers during lessons. In some classes this is used particularly effectively to make sure pupils know just how to improve their work. For example a Year 2 teacher working with a group of more-able pupils very effectively marked their writing as they worked, posing questions such as 'How can you make that simile even better?' As a result pupils edited their work and made rapid progress in their use of language and story structure.

The behaviour and safety of pupils are outstanding

- Pupils are extremely positive about the many interesting learning activities that are on offer both during lessons and after school. Pupils are eager to work and have positive attitudes to learning which can be seen in the quantity and quality of the work in their books. They really enjoy coming to school and, as a result of this, attendance among all groups has risen steadily over the last three years.
- A consistent approach to managing behaviour across the school means pupils in and out of lessons behave extremely well even when the teaching is less engaging. The wide range of support the school provides for those pupils who find difficulty in behaving well, has been particularly effective in reducing the time they spend out of lessons and ensuring they do not fall behind in their learning.
- Incidences of bullying, such as name calling or unkind behaviour, have fallen dramatically and are now rare and dealt with quickly. Pupils agreed they feel very safe, know who to go to if they need help and are proactive in looking after others and reminding each other how to behave. The overwhelming majority of parents and carers feel any problems are dealt with positively.
- The school works hard to ensure pupils develop a good understanding of their own personal safety. For example the importance of using the internet safely helps make sure pupils have a good understanding of risk and how to keep safe. The vast majority of parents and carers agree the school keeps the pupils safe.

The leadership and management are outstanding

- The outstanding headteacher, supported exceptionally well by the deputy headteacher and team of assistant headteachers, has driven forwards the improvements seen in behaviour and leadership at all levels since the last inspection. They share an extremely clear vision of how the school can build on its success and high standing in the community and local authority. Along with the governing body they are determined to make sure that this continues as they become part of the Hazelbury Learning Community.
- The school and its leaders have really gone the extra mile to include families from all communities in their children's learning and development. From the highly successful coffee mornings, family learning sessions or dads and kids events to targeted support for different ethnic groups to promote learning, the school has very effectively built a community with learning at its core. Parents and carers wholeheartedly agree.
- The headteacher has fostered a very positive atmosphere where all staff willingly rise to the challenges that are asked of them. Consequently, leaders are able to focus rigorously on continually improving the quality of teaching, setting improvement targets for teachers' performance and providing many opportunities for staff training. All staff know their targets and how these fit with the school's overall priorities. A range of support, including team teaching, support from lead teachers and intensive targeted support, is successfully increasing the proportion of outstanding teaching in the school though not enough teaching has yet reached this level to ensure pupils make rapid and sustained progress consistently.
- Thorough reviews on the school's effectiveness provide leaders with information about any areas of the school's work that might be further developed and they take action swiftly. At the time of the previous inspection less than 2% of children reached the expected levels at the end of the

Reception Year. Following a rigorous review of early years practice and effective support from the local authority this figure rose steadily and in 2012 over 60% reached the expected levels. This matched the national figures.

- Within the local authority the school is held in high regard and used to disseminate best practice. The school has very strong links with other schools, which enable staff to share resources and to learn from others. Leaders and staff work extremely closely with a wide range of services and professionals to ensure that children's needs as learners can be met, both within and beyond school.

■ **The governance of the school:**

- Governors are fully involved in checking the progress the school makes in addressing its priorities for development. They provide excellent challenge to leaders, holding the headteacher to account very effectively for how well the school is doing because they have an excellent working knowledge of information about pupils' progress. They use this, and their knowledge of how well the school is doing in relation to other schools nationally, to regularly evaluate the school's performance. They have a very clear understanding of the strengths and weaknesses in teaching, how the management of staff performance is used to improve outcomes for pupils and that promotion and pay are related closely to teachers' effectiveness. Governors know funding and resources are allocated to support particular children. They know what the money is spent on, and how effective it is in ensuring the pupils involved do not fall behind their peers. Safeguarding checks are rigorous and governors take considerable care to ensure government requirements are met and the whole site is a safe place to work and learn.

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

Unique reference number	101995
Local authority	Enfield
Inspection number	413406

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	570
Appropriate authority	The governing body
Chair	Karen Mautner
Headteacher	Victoria Salomon
Date of previous school inspection	9–10 June 2009
Telephone number	020 8807 5677
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