

Inspection of a good school: Hazelwood Junior School

Hazelwood Lane, London N13 5HE

Inspection dates:

26 and 27 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive here. They enjoy coming to school, work hard and achieve well. The school's widely promoted character values such as kindness, responsibility and ambition are evident across all year groups. Pupils behave very well; they respect each other, and they take pride in their work. Pupils are kept safe. They know they can speak to staff about anything that is worrying them.

Pupils benefit from a rich and ambitious curriculum which prepares them well for their next steps in education. The seamless transition from the infant school ensures that pupils build upon earlier learning and acquire new knowledge at pace. The school has made sure that this curriculum is accessed by all pupils, including those with special educational needs and/or disabilities (SEND), for whom provision is strong. Teachers know the pupils very well. This means that pupils who need more help are quickly identified and well supported.

Leaders work hard to ensure parents and carers are involved in the life of the school. Parents appreciate the regular communication and say that the school listens to their concerns.

What does the school do well and what does it need to do better?

Leaders have thought carefully about what pupils need to learn and when. This results in a well-considered curriculum that helps pupils to build on their earlier learning and make strong links between subjects. For example, when pupils learn about ancient Egypt in history, they readily draw upon their knowledge of the River Nile learned in geography. Similarly, in mathematics, pupils revisit important concepts each year. This gives them knowledge and the confidence to tackle more complex work by the time they get to Year 6, preparing them well for secondary school. The school has enriched the curriculum

further through activities and educational visits. For example, visits from a local artist and outings to a white-water centre help pupils to broaden their experiences.

Teachers have very strong subject knowledge. They are skilled at making sure pupils learn more and remember more over time. Teachers regularly check for understanding and make suitable adaptations for pupils who need more support. This helps pupils develop a strong body of knowledge in different subjects. Pupils with SEND are identified quickly. These pupils benefit from the same rich curriculum as their classmates.

The teaching of reading is prioritised. Staff are quick to identify those pupils who need extra help. Targeted support for these pupils means they are well supported to read with increasing confidence. As pupils get older, they read and analyse carefully chosen books that help them develop an understanding of literature and of the wider world. The routines for learning in reading are replicated across other subjects. This supports pupils to achieve very well.

The school is committed to developing pupils beyond the academic. The widely promoted and well understood character values are evident in the way that pupils conduct themselves. Pupils enjoy taking on responsibilities such as looking after younger pupils at playtime. They behave very well in lessons and at social times. Positive attitudes to learning are evident in the high rates of attendance. Pupils learn important life skills such as keeping themselves safe, including when online. They learn about healthy relationships in an age-appropriate way. A wide range of additional activities, including skateboarding, crafting, dance and a newspaper group, help pupils to develop new talents and interests.

Governors know the school very well. They are well placed to provide support and oversight of important functions such as safeguarding. Governors and school leaders at all levels share the same vision and ambition for pupils. Leaders have made sure that staff are well supported to carry out their roles. This includes high-quality training and carefully selected resources. Staff are proud to work in the school and feel their workload and well-being are carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in July 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101996
Local authority	Enfield
Inspection number	10289828
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair of governing body	Sarah Naughton
Headteacher	Josh Newham
Website	www.hazelwoodschoools.org.uk
Date of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of a hard federation with Hazelwood Infant School, which is on the same site. Both schools have the same leadership team and a shared governing body.
- The school does not use any alternative education providers.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- This inspection took place at the same time as the inspection of Hazelwood Infant School.
- The inspector carried out deep dives in reading, mathematics, and history. For each deep dive, he discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. Other subjects were considered as part of this inspection.

- The inspector held meetings with the headteacher, members of the leadership team, and with members of staff, as well as a range of pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with parents, and considered the survey responses from parents, pupils and staff.
- The inspector met with members of the governing body including the chair of governors. He also spoke with a representative of the local authority and with the school's improvement adviser.

Inspection team

Bob Hamlyn, lead inspector

His Majesty's Inspector

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