

Inspection of a good school: Hazelwood Infant 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 get off to an excellent start to their education at this school. There is a strong, caring and nurturing ethos that permeates through the school's values. Pupils are happy and kept safe. This is because there are always teachers there to help. Pupils' behaviour is strong in the classroom, when moving around the school and outside in the playground. Care and concern for others is expected, encouraged and realised.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is broad and ambitious and helps pupils to deepen their knowledge and understanding. Pupils work hard and produce work of a high quality in different subjects; they talk confidently about their learning. This means they are extremely well prepared for the next stage of their education.

Pupils are given opportunities to have a say in their school. For example, pupils vote on a range of classroom decisions. This prepares them well for further work around democracy in the juniors.

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

Early reading is prioritised from when pupils first join the school. All staff have been trained to deliver the phonics programme with precision. Reading books are carefully matched to the sounds pupils know. This provides daily opportunities for pupils to practise and develop fluency. Those at risk of falling behind are identified and supported to catch up quickly. A strong culture of reading is evident across the school. Pupils are actively encouraged to read at home each day. They enjoy earning daily reading points, entering the weekly draw and the chance of winning a golden coin to use in the school's book vending machine.

All pupils follow an ambitious curriculum that matches, and sometimes exceeds, expectations nationally. The curriculum sets out the knowledge, skills and vocabulary that pupils need to know in every subject. Meticulous consideration has been given to how the content is sequenced, to help pupils know and remember more over time. These small steps are delivered with consistency, in line with the leaders' expectations.

Teachers regularly check pupils' understanding and address any errors or misconceptions before moving on to more complex ideas. This helps pupils to build their knowledge systematically and make connections between what they are learning now and what they have learned before. For example, in geography, pupils learn how to use a compass. They apply this knowledge when identifying the location of London landmarks, to the north or south of the river Thames. Similarly, in mathematics, children in early years practise sorting and counting to identify patterns. This prepares them well for more complex learning about number sequences later on.

Oversight of the curriculum is robust. Regular professional development and opportunities for coaching ensures that expectations are realised and the learning offer is consistent for all pupils across the school.

Pupils with SEND are swiftly identified and well supported. Appropriate intervention means that they typically access the same curriculum as their peers. Those in the school's specialist provision (The Orchard) receive a curriculum tailored to their specific needs. These pupils also access learning opportunities alongside their peers, as appropriate.

Routines for learning are embedded. Pupils know what is expected, and they rise to this. As a result, behaviour in lessons is excellent. There is no disruption to learning, and pupils settle quickly. Effective systems are in place for ensuring that pupils attend school regularly.

Pupils' broader development is well considered. For example, the school's 12 values are promoted extensively. These include respect, kindness, resilience and responsibility that culminate in the 'Believe and Achieve' ethos. The curriculum is designed to help pupils understand and respect different faiths. Visits to local places of worship further enrich their learning. Pupils appreciate the range of additional activities that are on offer, including art, drama, chess, dance, choir and running club.

Staff are overwhelmingly positive about the support they receive to manage their workload. They appreciate the regular opportunities given to share their views and feel their well-being is given careful consideration

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	101997
Local authority	Enfield
Inspection number	10293230
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair of governing body	Sarah Naughton
Headteacher	Josh Newham
Website	www.hazelwoodschoools.org.uk
Date of previous inspection	27 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of a hard federation with Hazelwood Junior School, which is on the same site. Both schools have the same leadership team and a shared governing body.
- The school offers a breakfast and after-school club.
- The current headteacher was appointed in September 2021.
- 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 school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the members of the senior leadership team and the members of staff. They also spoke with a

representative of the local authority, the school's improvement advisor and met with six governors, including the chair of the governing body.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspector also considered the curriculum in other subjects.
- The inspector considered early mathematics in the Nursery and Reception classes.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 looked at a range of documents, including leaders' priorities for improvement.
- The views of pupils, parents and staff were gathered through discussions and Ofsted's surveys were considered.

Inspection team

Samantha Ingram, lead inspector

His Majesty's Inspector

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