



# Hazelbury Infant School

## Inspection Report

**Unique Reference Number** 101995  
**LEA** Enfield LEA  
**Inspection number** 276632  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** Kath Beck AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Haselbury Road
<b>School category</b>	Community		London
<b>Age range of pupils</b>	3 to 7		N9 9TT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02088075677
<b>Number on roll</b>	450	<b>Fax number</b>	02088037444
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Karen Mautner
<b>Date of previous inspection</b>	22 May 2000	<b>Headteacher</b>	Mrs Lillian Sanders

<b>Age group</b> 3 to 7	<b>Inspection dates</b> 5 July 2006 - 6 July 2006	<b>Inspection number</b> 276632
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Hazelbury infant school is situated in a diverse community with significant levels of deprivation and a high number of children eligible for free school meals. Many children are from asylum-seeking and refugee families who have arrived recently and are placed in temporary accommodation close to the school. Most children speak Turkish, Somali and Bangladeshi as their first language; many are at the early stages of learning to speak English. More children than usually found are identified as having learning difficulties or disabilities, but few have a statement of special educational need. A nursery caters for children aged four months to four years. Staff turnover is very high and it is difficult to recruit new teachers.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Hazelbury is a school where every child matters. The strong leadership team faces the school's very significant challenges in a resolute and determined manner. To cater for the rapid movement of children in and out of the school, high priority is placed on innovative approaches that ensure the school is a calm and happy place. Children are cared for well and develop good behaviour and attitudes. Initiatives within a broad, practical curriculum, with a good range of extra-curricular activities, make learning meaningful and are raising the rate of achievement, especially for boys and the more able. Because of the high turnover of staff, the quality of teaching is checked rigorously, bringing about improvements. There is some good and outstanding teaching, but a significant amount remains satisfactory as not all teachers use the detailed assessment information they have to provide appropriate work, especially for those at an early stage of learning English. As a result, children's achievements overall are satisfactory. For these reasons the school is right to say that its effectiveness and value for money are also satisfactory. Good teaching and an engaging curriculum enable children in the Nursery to achieve well. Few children reach the goals set for them nationally at the end of the Reception Year, especially in communications, language and literacy, because of their low starting points. The school has rightly identified that children's experiences in outside play are not as challenging as they should be. In spite of the skilful efforts of the leadership team to raise achievement, disruption to children's education, their limited language skills, and high numbers of children with learning difficulties means standards are exceptionally low. Low attendance levels also influence standards and the school needs to take a more robust approach to ensure children attend. Good progress in securing a strong leadership team since the last inspection gives the school a good capacity to improve.

### What the school should do to improve further

- \* ensure all teachers make effective use of assessment data to provide work that meets needs, especially for those starting to learn English
- \* improve the quality of outside play in Reception to develop children's communication skills more effectively
- \* take a more robust approach to ensure children attend regularly.

## Achievement and standards

### Grade: 3

Achievement is satisfactory overall. A good range of initiatives to raise standards for the more able, and to improve boys' achievement in literacy, are proving successful. They are not reflected in the exceptionally low standards children reach because of a significant increase in the number of children joining and leaving the school, arriving with little experience of schooling, limited English language skills or with learning

difficulties. This also means the school does not always reach its challenging targets as children have so much ground to make up.

Good achievement for children who start in the Nursery stems from good teaching, some in their home languages. Children progress well in their personal and social development but few meet the goals expected of them at age five, especially in communications, language and literacy. This is because of their lack of familiarity with English and the lack of challenge in tasks in the outside play area.

Children who stay for three years do better than those whose learning experiences are interrupted. Achievements of those who are more able, speak English as an additional language or have learning difficulties and disabilities are satisfactory overall, but vary too much. This is because of inconsistency in the suitability of the work they do in lessons.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is good because they enjoy school and participate fully in everything it has to offer them. They show a high level of maturity, are polite and friendly to each other and to visitors. Despite their previous experiences they are confident, show good attitudes to learning, behave well and are proud of their school community.

Very good spiritual, moral, social and cultural development means children have a clear view of right and wrong, coupled with a sense of tolerance and fairness. Parents and carers appreciate the way children celebrate their own cultures and religious traditions.

Children readily make healthy choices in their eating and parents confirm that these preferences have influenced a healthier lifestyle at home. Children know the benefits of sport and exercise. Group work and problem solving activities contribute effectively to the development of children's future economic well-being. However, high levels of absence, often for extended family holidays, hinder the achievements and personal development of the children concerned.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching is satisfactory. Some good teaching in all year groups enables children to do well, but too much of the teaching is satisfactory and does not help children to make up lost ground fast enough. Not all teachers use the good quality assessment information available to them effectively to provide suitable work that meets precise needs. The overuse of worksheets, that do little to take children's learning forward, hinders progress in some classes. Marking is good and gives children a clear idea about what they do well and what they need to do to improve.

Good teaching in the Nursery and some Reception classes helps children to become confident learners. However, activities in the outside Reception play area lack the necessary challenge to enhance achievement, especially in spoken English and communication skills.

An outstanding lesson in Year 2 enabled all children, whatever their ability, to learn quickly. Dynamic ideas and presentation were used to grab their interest in spoken and written English skills. Children worked really well with their classmates to enhance their spelling and imaginative writing.

## **Curriculum and other activities**

### **Grade: 2**

Children are motivated to learn through a good curriculum with many interesting features that capture their interest. Rightly, the school concentrates on literacy, numeracy, and physical education and promotes children's personal and health development successfully. Its strong focus on art gives many children opportunities to express their ideas successfully. A lively and engaging practical curriculum in the Nursery sets a good foundation for the children's future learning. Outdoor learning is valued, although provision for children in the Reception Year is not as challenging as it should be.

The curriculum for children with learning difficulties and those learning English as an additional language is good in some, but not all, classes. The school is addressing the literacy needs of boys well and this is improving progress. Specific activities in the 'Brain Box' club challenge the more able well.

Children gain a great deal from visitors, trips to places of interest and from the clubs available to them. These activities bring learning to life. However, in some classes, an over-use of undemanding worksheets hampers creative thinking.

## **Care, guidance and support**

### **Grade: 2**

The school takes good care of its children. Parents and carers are delighted with the excellent induction arrangements for their children. They confirm that each child is seen as an individual. Children's individual needs are promptly identified and the right care and support are put into place effectively. Parents, often through family learning sessions, receive good information and personal support to help them work closely with teachers to enhance their child's achievements. Robust child protection procedures help to keep children safe.

The implementation of an innovative personal effectiveness programme (PEPI), designed to drive forward improved levels of achievement and foster lifelong learning, is proving beneficial to children's personal development. Good support, through 'circle time' enables children to express and share their thoughts and feelings. They know that there is always someone they can go to if they have problems or are upset.

There are very good systems to assess and track how well children are progressing but some teachers are not using this valuable information to its full potential.

## **Leadership and management**

### **Grade: 2**

Since the last inspection, the headteacher has established a strong senior management team. The school is right to consider its leadership, management and capacity to improve as good. All the school's leaders share an ambitious vision for the school. Together, they work resolutely to raise standards within an increasingly challenging local context. The individuality of each child and the richness of cultures, languages, religions and traditions represented by the community are valued and respected fully.

Good, imaginative strategies to bring improvement are funded wisely. Innovative approaches enable children new to schooling to understand the best ways to learn. Good leadership and management have influenced significantly children's personal development, care, guidance and support, and the curriculum. They are raising achievement of the more able and of boys in literacy, but the impact is not reflected in the overall standards reached because so many children with multiple needs start and leave the school throughout the year.

The school knows itself well because it has clear strategies to assess its effectiveness. Senior staff check the quality of teaching meticulously and take determined and successful action to bring about improvements to enhance achievement. Data from assessments is analysed thoroughly to track children's progress, identify strengths and areas for development. Challenging targets are set for children to achieve at the end of Year 2, but often they have left the school when it is time to take the tests. The views of parents and children are listened to and acted upon.

Governors are well-informed, supportive and hold the school to account. All leaders need a more robust approach to ensure good attendance.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Children

We enjoyed coming to your school recently and meeting you in lessons and in the playground. You told us that you like coming to school and we can see why! Hazelbury is a calm and happy school. Most of you behave well and work hard in lessons. Your teachers know you very well and help you when you are not happy, or slipping behind in your work. They are kind, and look after you well. There are lots of interesting things happening in lessons and we enjoyed your 'Mad Hair Day'. You also go on exciting visits to places like the London Aquarium and visitors often come to school to show you their special skills. Some of you miss out on these interesting things because you do not come to school often enough. You need to play your part and ask your parents or carers to make sure you come to school every day.

You are fortunate to have such good leaders in the school. They know about all that happens. To make the school better, we have asked the headteacher and governors to make sure that: \* all your lessons are good ones; \* you can all do the work you are given; \* outside play in the Reception classes helps you to improve your English.

We hope you continue to enjoy your time at Hazelbury. Carry on working hard and behaving well.

Yours truly,

Kath Beck

Lead Inspector