

Hazelwood Junior School

Inspection report

Unique Reference Number	101996
Local Authority	Enfield
Inspection number	286238
Inspection dates	4–5 July 2007
Reporting inspector	Michael Chisnall HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	358
Appropriate authority	The governing body
Chair	Ms Margaret Miller
Headteacher	Mrs Sue Bigio
Date of previous school inspection	11 November 2002
School address	Hazelwood Lane London N13 5HE
Telephone number	020 8886 3216
Fax number	020 8886 6472

Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Hazelwood is a larger than average school that draws its pupils from the local area. When pupils join the school in Year 3, their attainment is above average. The proportion of pupils with learning difficulties or disabilities is around average. The number of pupils eligible for free school meals is below that normally found in primary schools. About 70% of pupils are from a wide variety of minority ethnic heritages, the largest groups being Greek Cypriot, Turkish Cypriot and Turkish. A third of pupils have English as an additional language; this is higher than average, although few are at an early stage of acquiring English. The school has gained the Investors in People award, the Basic Skills Agency Quality Mark and meets the Healthy Schools standard.

The school is federated with Hazelwood Infant School and shares a governing body, a leadership team and several other staff. This inspection took place at the same time as that in the infant school and provision for leadership and management was looked at and reported on jointly.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hazelwood Junior provides its pupils with a satisfactory education. It has a number of good features but also some weaknesses that need tackling in order for it to be more effective.

The school successfully enables pupils to maintain the above average standards they have when they start in Year 3. By the time they leave the school, their standards remain high, particularly in English and mathematics. They make satisfactory progress and, given their starting points, their achievements are also satisfactory. There are some barriers to pupils making better progress, which is uneven across the school. Teaching, while satisfactory overall, is inconsistent. Some is outstanding, but not enough is of the good quality needed to enable all pupils to progress well and evenly. In a few classes, there is insufficient challenge for pupils, particularly for the more able. Nevertheless, most pupils display good attitudes to learning, work hard and enjoy school. Their personal development is good and most are demonstrating the skills and qualities needed to be responsible citizens. For example, they are keen to take responsibility in the school and know how to keep themselves safe and healthy. The way that pupils contribute to the school and wider community is excellent, with music being an important vehicle for this.

Behaviour across the school is satisfactory. Most pupils behave well but there is a small number of pupils whose behaviour is unacceptable. It gets in the way of their learning and that of others in the class as well as making some pupils feel unhappy. This is of concern to several parents who feel that the problem is not dealt with effectively enough.

The curriculum is well designed and provides pupils with a rich range of experiences both in and out of the classroom. Music provision is excellent and opportunities for singing and instrumental work enable pupils to achieve very well and make a major contribution to their spiritual and cultural development. Learning a foreign language and a variety of visitors and visits further enrich pupils' learning. The school also works well with other agencies to promote pupils' personal development and learning. For instance, links with a local secondary school enhance sport provision through the sports co-ordinator scheme.

Leadership and management are satisfactory. Strong partnership with the infant school has led to significant benefits for pupils, most notably in curriculum continuity and enrichment. The school has correctly identified its strengths and some of its weaknesses but over-estimates the quality of provision, particularly in teaching. The partnership with parents is not good enough. Too many parents lack confidence in the way that their views are heeded and express dissatisfaction with some aspects of the school's work.

The school, in conjunction with the infant school, has restructured its management teams to work across both schools. The impact of these on standards and achievement is beginning to show, for instance in science. The school has a satisfactory capacity to improve.

What the school should do to improve further

- Improve the consistency with which behaviour is managed.
- Ensure that the quality of teaching is more consistent and weaknesses eradicated.
- Improve the partnership with parents.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are above average and pupils make satisfactory progress. Given their good starting points in Year 3, overall achievement is satisfactory. In most year groups pupils meet, and sometimes exceed, the challenging targets set for them. The rate of progress through the school is inconsistent, however. Pupils in Year 4 are not building well enough on their previous learning. By the end of Year 6, pupils' attainment is above average in English and mathematics. Standards in science have improved and are now a little above average; more pupils are reaching the higher levels of attainment. More able pupils, among them some with English as an additional language, generally build well on their good levels of attainment but would benefit from greater and more consistent challenge in lessons. Pupils who are at an early stage of acquiring English make similar progress to those in other schools. Standards in music are above average due to the school's excellent provision.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They have a wealth of cultural experiences, particularly through the performing arts, and appreciate the importance of learning about other faiths. Assemblies offer moments for reflection and consideration of others and pupils respond well. They are very happy at school and, in the main, they feel safe. Attendance is average and unauthorised absence is low. Pupils are well prepared for the next stage of their education and Year 6 look forward to their trip to the Isle of Wight, which they see as helping them to become confident and independent. Older pupils help younger ones in several ways, such as reading partners and as playground buddies. Pupils are proud of their fund-raising efforts for those in the UK and overseas who need support.

Pupils have a good understanding of what they should do to lead healthy lives, knowing about the importance of diet, exercise and the dangers of drugs and smoking. Through the house system, they express their views and their comments are valued, leading, for example, to improved toilet facilities. Pupils make an outstanding contribution to the school and wider communities. The opportunities for them to perform locally, and the contact they have with local businesses and other organisations, help them to understand what it means to be a responsible citizen.

Most pupils behave well in lessons and, although boisterous, they play sensibly together during break times. However, there are some pupils whose behaviour is not good enough. This is of concern to several parents who also expressed concerns about bullying. The latter was confirmed by some pupils. They mentioned that a few pupils make racial remarks that cause upset. Pupils do not feel completely confident that such actions are sorted as quickly as possible.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Much is good but some teaching is inadequate. Lessons have clear aims and objectives so that pupils understand the purpose of their activities. Good learning is evident when open-ended questions are asked and pupils are really encouraged and challenged to think through the best way of tackling a problem. In some lessons, however,

teachers are too quick to prompt pupils, leaving insufficient time for them to think things out for themselves. Work is sometimes set at different levels to cater for the range of abilities in each class, but more able pupils often have to work through the same tasks as others before tackling more demanding 'extension' activities which could be set earlier.

Although most teachers are skilful in managing behaviour, there are weaknesses, particularly (but not only) in Year 4, where small numbers of pupils tend to disrupt the learning of the rest of the class. Teaching assistants play a useful role in supporting the learning of individual pupils. They are not always involved in introductory sessions and, at this stage of the lesson, their skills are not fully utilised.

Curriculum and other activities

Grade: 2

The curriculum is good with outstanding features. Short, focused projects are used effectively to bring subjects together so that pupils understand how to use and apply key skills. For example, Year 3 pupils proudly demonstrated the solar powered fans they had constructed during a science and technology week. Music plays an outstanding part in enriching the curriculum, developing individual talents, and promoting pupils' spiritual and cultural development. Many pupils are learning an orchestral instrument and they enjoy playing in ensembles and taking part in local festivals. Links with schools abroad and short courses in European languages provide an international dimension. A wide range of sporting and creative activities enrich pupils' school life. Setting by ability in mathematics in Years 5 and 6 is effective in meeting pupils' needs. There is more to be done to ensure that wider curriculum planning takes into account pupils' individual needs, particularly for the most able and gifted. A good start has been made on integrating computer work across the curriculum but the school acknowledges that this is not yet fully established.

Care, guidance and support

Grade: 3

Child protection and first aid procedures are fully in place. The school prides itself on the care and guidance it offers all pupils and keeps meticulous records about bullying, racial comments and poor behaviour. However, the school is not tackling pupils' feelings about such incidents with robust enough determination. Pupils with English as an additional language receive focused and effective support.

The academic and emotional progress of those with learning difficulties or disabilities is not monitored carefully enough for support to be evaluated and changed as required. Written records are not clear enough. Learning support assistants provide excellent support in several classes but in others they are not employed effectively enough to generate good progress for all.

Pupils have a general understanding about National Curriculum levels and what they should be aiming for, but little insight into what they need to do to achieve their best. Simple records, showing which pupils achieved or exceeded their targets, are not always used well enough to prepare work at different levels to match pupils' abilities. Marking does not always give pupils enough guidance about how to improve their work.

Leadership and management

Grade: 3

Leadership and management, overall, are satisfactory with some good features. The governing body is supportive of the schools and knows their main strengths and weaknesses. It is active in shaping the direction of the schools, especially in the way that they work together. It has made a good start in developing the way it acts as a 'critical friend' but there is more to do in ensuring that its monitoring of them is well organised and suitably rigorous.

The headteachers are giving good direction to the way in which the schools are federated and manage this link well. This has resulted in pupils benefiting from continuity and enrichment in the curriculum, and staff extending their understanding of pupils' progression in learning. Management structures, such as phase and curriculum leaders, are relatively new and staff are still developing their roles. The impact on pupils' learning and achievement of these structures is not yet fully apparent, although recent initiatives aimed at raising standards in science, for example, are beginning to pay off. Plans for improving the schools' work are comprehensive but there is an insufficient focus on the outcomes expected in pupils' learning, and weak strategies for checking the impact of planned action.

Senior leaders check the quality of teaching on a regular basis and provide staff with feedback on how to improve. This is not effective enough; inconsistencies in teaching have not been tackled and not enough attention is given to how well pupils are learning specific subject skills and knowledge. Partnership with parents is not strong enough. More than half the parents who responded to the inspection questionnaire, or who contacted inspectors directly, expressed significant concerns about different aspects of the school, most notably behaviour, teaching and the way that the schools respond to their views. The schools have not done enough to ensure that all parents are satisfied with their children's education.

The schools make good use of the resources available to them. They have invested well in a strong and enriched curriculum that promotes high standards of attainment and effective support for pupils with English as an additional language. The budget is planned and monitored carefully; value for money is good.

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Annex A

Inspection judgements

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

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 July 2007

Dear Pupils

Inspection of Hazelwood Junior School, London, N13 5HE

Thank you very much for the warm welcome you gave to the inspection team when we visited your school recently. We particularly appreciated the way that you shared your views with us. In return, I want to tell you about the inspection findings.

We think that Hazelwood Juniors is giving you a satisfactory education. You make reasonable progress through the school and, when you leave in Year 6, you reach standards that are higher than normal, especially in English and mathematics. Science has not been as strong but staff have worked hard to improve the way you learn science and it is now nearly as good. We think that the work you do in music is especially good and we were very impressed with the large orchestra.

Most of you are growing up as sensible and responsible young citizens who behave well and get on with learning. Unfortunately, there are some pupils whose behaviour is not as good, and this gets in the way of learning. We have asked the school to look at ways of helping all of you to behave as well as you can. Perhaps you have ideas about how to help improve behaviour that you can share with your teachers.

We have also asked the school to make sure that all your lessons are as good as the best ones. That way, your progress will be even better and those of you who find learning easy will be given work that will make you think even more! I know that these points are ones that concern some parents so we have also asked the school to look at ways of making sure that your parents feel happy with everything at school.

We think that you have a good range of activities to do, both in class and in after-school activities. The way that your school works with the infants is also good so that when pupils move from one to the other, they recognise a lot of staff and don't feel worried.

I am sure that you will continue to work hard and help to make your school even better!

Yours sincerely

Michael Chisnall Her Majesty's Inspector