

Hazel Wood Infant School

Inspection report

Unique Reference Number	116243
Local Authority	Hampshire
Inspection number	312229
Inspection dates	15–16 October 2007
Reporting inspector	Graham Stephens

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 on roll	
School	233
Appropriate authority	The governing body
Chair	Mrs J Hodgson
Headteacher	Miss S Peters
Date of previous school inspection	23 June 2003
School address	Hazel Farm Road Totton Southampton SO40 8WU
Telephone number	0238 066 6767
Fax number	0238 086 0199

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is larger than many infant schools. It is oversubscribed. Pupils come from a variety of backgrounds about half of which are advantaged and a similar proportion come from homes in the immediate area. Very few pupils are from minority ethnic groups. Two are at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is average. The school has received national awards including Investors in People, Basic Skills and Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hazel Wood Infant School is a good school. The vast majority of parents are supportive. 'This is a very caring school. There is a strong academic focus but the staff make learning fun,' said one parent. The headteacher and senior leaders form a dedicated team that accurately assess the needs of the school and establish very clear priorities to effect improvement. They have identified the need to raise standards in writing further and are striving to implement strategies that will help them achieve this goal. They have established excellent systems of care, guidance and support and these encourage pupils to work hard, cooperate well and rise to the challenges presented to them. From broadly average starting points, pupils achieve well and gain above average standards by the end of Year 2.

Adults are good role models. They know the pupils' strengths and weaknesses well and plan together effectively to meet their learning needs. As a result, all pupils, including those with learning difficulties and the very few from minority ethnic groups or with English as an additional language, achieve well. In some lessons, a few pupils receive insufficient attention from the teacher after they have started their work. This hampers progress for a few when they are not sure what to do. Teaching assistants play a very active part in planning and reviewing progress especially for those pupils requiring additional support. Recent changes of staff have been managed well and the impact on progress has been minimal.

The school presents a calm and welcoming ethos where work is valued and displayed to good effect and where pupils feel secure and enjoy learning. Pupils' personal development and well-being is outstanding. They speak confidently and know how to improve their work. 'I have to use whizzy words to improve my writing,' said one pupil. Behaviour is excellent, with effective systems in place to support pupils with either behavioural or emotional difficulties. The broad and interesting curriculum engages pupils well and clubs are well attended. Pupils talk and live a healthy lifestyle. The extensive grounds, large playgrounds and the wide range of equipment available at break and lunchtimes encourages activity ensuring plenty of physical exercise and opportunities to cooperate and play together.

Under the good leadership of the headteacher, supported very well by her leadership and management teams and outstanding governing body, the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. Children's progress is closely monitored and identified needs, especially those relating to writing and calculation, are well met by teachers and teaching assistants. The large outdoor space is organised, well resourced and used effectively. Activities encourage independent thinking and decision-making as well as encouraging cooperation with others. Consequently, children are developing very positive attitudes to learning. Induction procedures are good and children quickly settle. Behaviour is outstanding. A curriculum, based securely on the six required areas of learning together with good teaching ensures that most children achieve the required standard before they enter Year 1 and several exceed it. Leadership and management are good.

What the school should do to improve further

- Improve writing skills for all pupils by giving them more opportunities to write at length in subjects across the curriculum.
- Consistently give pupils sufficient support during the course of lessons to ensure that they all know what to do, remain on task and are encouraged to work independently.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. The majority of pupils achieve well in relation to their broadly average starting points. For the past two years, test results indicate that by the end of Year 2 standards are above average in reading and mathematics and average in writing. Standards in writing have remained satisfactory because of the need to improve monitoring systems and target help where needed. The school has also identified the need to give pupils more opportunities to write in subjects across the curriculum. Pupils' progress is now tracked very well and the school recognises that standards in writing need to improve. Challenging targets are set and revised in the light of progress made. Pupils with learning difficulties make good progress because their needs are quickly identified and good support is given. Gifted and talented pupils are being further challenged in an attempt to increase the number of pupils attaining at the higher levels. The very few pupils learning English as an additional language achieve at a similar rate to their peers.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. The teaching of core values and basic skills underpins all aspects of school life and prepares pupils very well for life in the wider community. Opportunities for role-play, where pupils are encouraged to co-operate and play well together, are valued. 'I like the role-play areas because they have exciting things to do,' said one pupil. Behaviour is outstanding and pupils feel secure knowing that 'teachers will sort things out if there's a problem.' Pupils' enjoyment is reflected in their enthusiasm and in their above average attendance. Pupils respond very well to the outstanding provision for spiritual, moral, social and cultural development. Pupils learn about and to respect different beliefs and traditions. They collaborate very well and know what makes a good citizen. Adults listen very carefully and value not only what pupils say but also the work that they do. Pupils support and care for each other well and are sensitive to peoples' needs in the wider community. They willingly accept the many responsibilities offered. They speak confidently about what constitutes a healthy life-style.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Behaviour is managed well and children learn in harmonious environments. Pupils are keen to learn because teachers provide them with interesting activities supported by stimulating resources. Adults question pupils well to deepen their understanding and to challenge them to think and make decisions. Most lessons move along at a brisk pace because teachers plan for pupils to be actively involved in their learning in both whole class

and group work. Teachers and teaching assistants plan and work effectively together to ensure that pupils with learning difficulties achieve well. In most classes, teachers regularly check on pupils' progress so that they can deal with any misconceptions immediately but this is not consistent throughout the school. On some occasions, too little time is spent at the end of a lesson checking on pupils' progress and in giving them opportunities to evaluate how well they have done.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and interesting and links subjects well so that it is meaningful, enjoyable and motivating for pupils. Adjustments ensure that pupils with learning difficulties are included and achieve well. The school has successfully encouraged pupils to develop their thinking skills. It realises that more opportunities to write for a purpose in a broader range of subjects should be provided to raise standards in writing further. A new way of teaching phonics has recently been introduced but it is too soon to judge its impact on progress. The mathematics curriculum is being developed to provide more opportunities for problem solving. Personal, social and health education is good and consequently pupils develop into well-rounded individuals. A well-planned programme of visits and visitors make a valuable contribution to pupils' learning. A rich curriculum ensures that pupils have good opportunities to learn about other people's religions, cultures and countries.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Pupils' welfare is a top priority throughout the school. Safeguarding and risk assessment procedures are very robust. Very good links with specialist agencies ensure very good support for vulnerable pupils. Effective intervention groups provide very good support for pupils who need extra help. The work of the emotional literacy support assistant is having a very positive impact on pupils who need help managing their feelings and behaviour. Attendance is above average as a result of vigorous monitoring. Pupils value the way that teachers mark their work and take notice of the helpful comments made. Target setting and opportunities for pupils to make decisions about how well they are learning are well established. As a result, clear learning targets are set in English and mathematics and pupils talk confidently about what they need to do in order to improve. Pupils in most classes are becoming independent learners, successfully making judgements about their own progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has a clear vision and continually encourages all staff to review their practice in her drive to raise standards still further. The recently constituted senior leadership team has made a good start in establishing a clear overview of the school and in ensuring that it continues to provide good value for money. Clearly stated objectives in the well-structured school development plan guide the larger management team. It meets regularly and has established good systems to monitor and review progress made. It has identified the need to raise standards in writing as a priority. The governing body is outstanding in its determination to support the school in its pursuit to drive up standards. It

is very well led and has a clear understanding of how to hold the school to account. Governors are very frequent visitors to the school and are very supportive of all that it does.

The school's self-evaluation is an accurate appraisal of the schools' strengths and weaknesses. This and the way issues were successfully tackled from the last inspection indicate that the school has a good capacity to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	1
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

2 November 2007

Dear Pupils

Inspection of Hazel Wood Infant School, Southampton, SO40 8WU

I would like to thank you for being so polite, friendly and helpful when inspectors came to visit your school. We enjoyed meeting you, looking at your work and hearing about all the interesting and exciting things that you do.

We think you go to a good school and this is why.

- Your teachers plan really exciting and challenging things for you to do.
- You work hard and do well.
- You care about each other and help each other when you can.
- You play very well together and your behaviour is very good.
- All the adults work very hard to make sure you are well looked after.
- Your headteacher and all the other people who help run your school are doing a good job.

Every school, even yours, has something that could be better. We have asked your headteacher, staff and governors to make sure you have plenty of opportunities to write about the things you see, do and imagine. We have also asked your teachers to make sure that you all know exactly what work you have to do from the beginning of the lesson to the very end. Remember if you are not sure, you can always ask.

With very best wishes for your future success

Graham Stephens (Lead inspector)