



INDEPENDENT SCHOOLS INSPECTORATE

HAZELWOOD SCHOOL

INTEGRATED INSPECTION

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Hazelwood School

Full Name of School	Hazelwood School
DfE Number	936/6252
EYFS Number	EY279641
Registered Charity Number	312081
Address	Hazelwood School Wolfs Hill Limpsfield Oxted Surrey RH8 0QU
Telephone Number	01883 712194
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Email Address	schoolsec@hazelwoodschool.com
Head	Mrs Maxine Shaw
Chair of Governors	Mrs Jo Naismith
Age Range	0 to 13
Total Number of Pupils	503
Gender of Pupils	Mixed
Numbers by Age	0-2 (EYFS): 105 5-11: 253 3-5 (EYFS): 95 11-13: 50
Head of EYFS Setting	Mrs Lynn Weeks
EYFS Gender	Mixed
Inspection dates	15 Jan 2013 to 18 Jan 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in March 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors and chair of directors for The Larks, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Jan Preece	Reporting Inspector
Mrs Sarah Counter	Team Inspector (Former Head, IAPS school)
Mr Adrian Downie	Team Inspector (Director of Studies, IAPS school)
Mrs Elizabeth Garner	Team Inspector (Former Head, IAPS school)
Mrs Pam Simmonds	Team Inspector (Former Head, ISA school)
Mr Chris Manville	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Hazelwood is a co-educational school for pupils from 3 months to 13 years. It was founded in 1890 as a boys' boarding school, and changes since then have included the establishment of a pre-preparatory department, the admission of girls, the cessation of boarding and the merger with a girls' school in 2009. The school is now arranged in three departments on two sites. The Early Years Foundation Stage (EYFS), The Larks, is situated in the centre of Oxted, and comprises a Nursery for children aged three months to four years, and three Reception classes. The Lower School (Years 1 to 5) and Upper School (Years 6 to 8) are situated in Limpsfield, just outside Oxted. The school is an educational trust, administered by a board of governors. The Larks has its own board of directors, some of whom are drawn from senior staff. The current head was appointed in September 2010. Since the previous inspection, all EYFS classes have been re-located to The Larks site, and the school leadership has been re-structured to include the post of head of early years.
- 1.2 At the time of inspection there were 503 pupils on roll, of whom 200 were in the EYFS. Of these, 105 were aged under 3, and 57 were 3 to 4 years, the majority of whom attend part-time. The 38 children in Reception attend full-time. There are 69 pupils in Years 1 and 2, and 234 in Years 3 to 8. The school has identified 101 pupils as having special educational needs and/or disabilities (SEND) and provides specialist support to 38. Two of these have a statement of special educational needs. None of the 23 pupils for whom English is an additional language (EAL) requires specialist support. Most pupils come from professional and business families who live locally, and the majority are of white British origin. Pupils' ability overall is above the national average, although there is a fairly wide spread of abilities throughout the school and the ability of each cohort varies.
- 1.3 The school sets out its aims as 'promises'. It seeks to encourage pupils to achieve their highest academic standards and to provide excellent care and guidance. The school sets out to inspire its pupils with passion and determination, and a desire to participate fully. It aims to work in partnership with parents to ensure that all pupils' time at Hazelwood is happy and enriching, preparing them fully for the life they choose.

- 1.4 National Curriculum (NC) nomenclature is used by the school from Years 1 to 8 and throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Wrens	Nursery (3 to 12 months)
Wagtails 1	Nursery (12 to 18 months)
Wagtails 2	Nursery (18 months to 2 years)
Robins	Nursery (2 to 3 years)
Skylarks	Nursery (3 to 4 years)
Oak	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils of all ages, including those with SEND or EAL and those who are particularly able or talented, achieve very well in relation to their ability. They make good and often rapid progress in their learning, successfully fulfilling the school's aims. Throughout the school, pupils' achievement in both curricular and extra-curricular activities is as a result of good teaching that is usually planned to take into account pupils' different needs, and a broad and innovative curriculum. Pupils' excellent and motivated attitudes to learning contribute significantly to their high quality educational experiences.
- 2.2 The personal development of pupils is of high quality as a result of their excellent spiritual, moral, social and cultural development and the equally strong pastoral care they receive. They show considerable confidence and self-esteem, which are sensitively promoted, and a well-developed moral sense that enables them to be aware of how their actions affect others. Their social development is exceptional due to the emphasis placed in school on collaborative working, fund raising for charity and involvement in the community. Since the previous inspection, pupils' awareness of cultural diversity has much improved through visits to other countries and the study of major world faiths, as well as their experiences of the creative and performing arts. The pupils' relationships with staff and each other are excellent and result in the high levels of satisfaction noted in pre-inspection questionnaire responses and interviews, as well as in their exemplary behaviour. The school ensures that on a day-to-day basis the welfare, health and safeguarding of its pupils are assured through thorough risk assessments and safety procedures.
- 2.3 Governance of the school is good. Governors are strongly committed to the school's aims and ethos, and maintain strong oversight of almost all aspects of its operation. They frequently visit the school and provide good support and advice to the leadership. Whilst they have made conscientious efforts to fulfil their regulatory responsibilities, they have not been sufficiently rigorous in ensuring that appointment checks are carried out at the correct time. The quality of leadership and management is good and ensures that the school has a clear direction, and that teaching and learning are well monitored by senior leaders. The role of middle management in monitoring planning, teaching and providing advice to non-specialist teachers is developing, but not yet consistently established. Links with parents are excellent; responses to the pre-inspection questionnaire were overwhelmingly positive. The school has successfully addressed all but one of the recommendations of the previous inspection, which related to ensuring compliance with regulatory requirements for the appointment of staff.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- ensure that all appointment checks on staff are completed before they start work [Part 4, paragraphs 19.(2)(a) and 22.(3)(b), under Suitability of staff and proprietors, and, for the same reason, Part 3, paragraphs 7.(a) and (b), under Welfare, health and safety].
- 2.5 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.6 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Ensure that existing good practice in planning and teaching to meet pupils' varied needs is shared, so that all teaching matches the quality of the best.
 2. Strengthen the impact of middle management to ensure dissemination of the key skills required for best teaching, and consistency of marking across all departments.
 3. Ensure that the governors receive training to enable them to monitor their regulatory responsibilities effectively.
 4. In the EYFS, ensure that all children have access to a range of experiences across all areas of the curriculum outside of the classroom.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 This high standard accords with the school's aims. Pupils of all ages express themselves confidently and clearly. They listen to each other and their teachers well, and many read fluently for their ages. They are keen to develop their skills, which are effectively promoted through regular sessions in the well-stocked school library. Pupils demonstrate considerable skills in both factual and creative writing as they mature. They display excellent standards of creativity in music and drama lessons, as well as in the many eye-catching displays around the school. Pupils make similarly good progress in the development of their mathematical skills, and are able to apply concepts effectively. They are confident in their use of information and communication technology (ICT) to support work in many subjects. As they mature, pupils develop cogent reasoning strategies to help their understanding of abstract concepts. Pupils of all ages successfully extend their learning through cross-curricular links, such as when they read a text about corporal punishment, researched using ICT and then held an ethical discussion. By Year 8, pupils can efficiently apply their scientific knowledge to a design and technology project. Pupils of all ages have well-developed physical abilities due to the many opportunities provided for sport.
- 3.3 Many pupils who learn a musical instrument or take speech and drama lessons pass external examinations with merit or distinction. School instrumentalists successfully take part in a local music festival, and the chapel choir has sung in Bayeux Cathedral as part of a tour. Several pupils have won when representing their classes in a local public speaking competition and many attain success in dance examinations. Each year pupils perform to a very high standard in musical productions, older ones managing technical backstage roles independently. Some of the school's swimmers have reached the finals of a national swimming competition. The school's teams have also been successful in local sports competitions and tournaments, such as in rounders, netball, football, athletics and cross-country.
- 3.4 Pupils' attainment cannot be measured in relation to performance in national tests. However, on the evidence available it is judged to be high in relation to national age-related expectations. This is supported by evidence from pupils' work and interviews with them. Standardised test results and information from the school's tracking of individual performance suggest that pupils' progress is higher than pupils of similar ability. Pupils' contributions in lessons indicate that they make good and often rapid progress in relation to their abilities. They follow a broad and demanding curriculum, and almost all gain a place at their first-choice senior school, mostly independent day and boarding schools. The most able pupils and those with specific talents generally receive suitable challenge both within and outside of the curriculum, so that each year a good proportion of pupils gain academic and other scholarships to their senior schools. Pupils with EAL and those with SEND make good, consistent progress according to their abilities, due to effective specialist assistance and the ability-appropriate activities provided to them in most lessons. As a result, they similarly often achieve results in excess of national expectations. The school makes suitable provision for pupils who have a statement of special educational needs, so that they make progress in line with their abilities.

3.5 Pupils' attitudes, observed both in lessons and around the school, are excellent and support their achievements very effectively. Their learning is successful because it is underpinned by their exemplary behaviour and positive approach. They generally concentrate well, persevere and take care with their written work. Their excellent relationships with each other result in highly effective collaborative work, and they respect and value their teachers.

3.(b) The contribution of curricular and extra-curricular provision

3.6 The quality of curricular and extra-curricular provision is excellent.

3.7 The high standard of provision is in accordance with the school's aims. The broad and innovative curriculum is highly stimulating and strongly supports the development of the pupils' individual abilities. It exceeds the requirements of the National Curriculum. Pupils in Years 1 to 5 work mainly with class teachers and benefit from specialist teaching for French, sport and music, and, from Year 3, for drama. Pupils move to subject-based teaching in Years 6 to 8. The pupils' literacy skills are very well promoted by the excellent library, which they appreciate, and they are actively supported by the two librarians. Facilities for ICT are well used to support learning across the curriculum. The focus on a creative cross-curricular approach in Years 1 to 5 enables pupils to make connections in their learning, to solve problems and to employ critical thinking skills. This approach is further reinforced through themed weeks such as National Science and Engineering Week, and drama, music and arts projects. Strong provision for games and physical education enhances pupils' physical development, and the school aims to give all pupils from Year 3 onwards the opportunity to represent the school in matches.

3.8 Pupils' linguistic skills are enhanced by excellent language provision. French is offered throughout the school and Spanish and/or Greek from Year 7. Pupils who do not continue with Latin, which is introduced in Year 6, study classical civilisation from Year 7. The programme for personal, social, health and citizenship education is comprehensive, and encompasses topics that further the pupils' personal development and prepares them well for adult life. Excellent opportunities, such as the many choirs, foster pupils' accomplishment in creative and performance skills. The increased emphasis on thinking skills, with discrete lessons from Year 3, ensures that pupils are able to express their opinions and support their point of view, in addition to testing and consolidating their ideas in successful discussion with 'talk partners'. The recent introduction of Think, Explore and Discover (TED) activities provides specific creative thinking homework assignments.

3.9 Since the previous inspection the school now identifies pupils with specific talents or skills, and they receive appropriate extension within lessons and through clubs such as chess and enrichment, as well as through the National Association for Able Children in Education challenge framework. The school employs efficient systems to identify pupils with SEND who need additional help. Those who receive support outside of the classroom have their needs met extremely well. Pupils with SEND are generally well supported in class, although on occasions the teaching does not provide for their needs successfully. Setting in mathematics from Year 3 allows pupils to work at an appropriate level for their ability.

3.10 The extensive range of extra-curricular opportunities for all ages, a significant development since the previous inspection, encourages pupils to further their talents and interests. In addition to sports, drama, art and music, more eclectic pursuits include a popular outdoor club involving such activities as conservation work with the

Downlands Trust in Surrey. A wide range of visits to theatres and places of interest, in addition to residential trips for Years 4 to 8, expands and enriches learning. Pupils' social contribution within the local community is well promoted through musical activities, considerable fund raising and participation in events such as Limpsfield in Bloom. Many trips nationally and abroad, as well as support of charities locally and internationally, further broaden the pupils' social and spiritual awareness. Both parents and pupils express overwhelming appreciation for both the range of experiences offered within the curriculum and the extra-curricular activities provided by the school.

3.(c) The contribution of teaching

- 3.11 The quality of teaching is good.
- 3.12 This supports the school's aim to inspire all pupils with the ambition to achieve their highest academic standards. Overall, teaching enables pupils to develop a secure understanding of all subjects and allows them to make good and often rapid progress. Teachers work from departmental documents that are uniform and well organised, and have clear schemes of work. Lesson planning is very detailed and indicates pupils who require additional support and those who are working at a higher level. Teachers show a thorough understanding of their subjects and convey to pupils a genuine enthusiasm.
- 3.13 In the many cases seen of excellent teaching, teachers used a wide range of strategies to stimulate pupils' interest and foster their application. Pupils are often actively involved in their learning. They are given opportunities to reason for themselves and think creatively through open questioning and challenges from the TED programme. The best lessons proceed at a good pace and utilise resources imaginatively. Teachers use ICT effectively to complement work in many subjects. A strength of teaching is the frequent opportunities given to pupils for collaborative learning. The teachers know the pupils well and have positive relationships with them, which results in pupils' exemplary behaviour and a genuine desire to meet the teachers' expectations.
- 3.14 In many lessons, teachers' thorough understanding of pupils' needs is reflected in activities that are varied to match the range of ability. Targeted assistance supports less able pupils, and learning support staff, particularly those who work with younger pupils, complement teachers successfully, and help pupils sensitively. In the most successful lessons, more able pupils are extended through varied and challenging activities. Occasionally, however when all pupils are expected to undertake the same task, progress is slower. A small minority of pupils expressed dissatisfaction with homework in pre-inspection questionnaires. However, in interviews pupils did not raise this as a concern, and inspectors found that the website provides good support for homework and that teachers often give several days for its completion.
- 3.15 In many lessons, the aims are regularly referred to so that pupils may evaluate their own learning; particularly good use is made of 'talk partners' and peer assessment. In response to the previous inspection, the staff have agreed and adopted a whole-school marking policy, but it is not yet consistently followed. In the best examples of marking, clear targets are set and comments offer not only praise but advice for improvement. The school collects useful information on pupils' literacy and numeracy levels, in addition to measures of ability. Since the previous inspection, there has been a substantial increase in the use of this to track pupils' performance. This is rigorously analysed by the senior leadership team and reviewed by the

educational sub-committee of the governors. Staff are therefore able to ensure that pupils are progressing appropriately and to take action should performance dip. Occasionally, assessment information is not fully taken into account in lessons so that less able pupils rely too much on support from their teachers to access the tasks and consequently make less good progress.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of pupils' spiritual, moral, social and cultural development is excellent.
- 4.2 The high standards identified at the previous inspection have been maintained and successfully reflect the school's aims. Pupils show considerable self-confidence and courage in their willingness to perform on stage or speak in public. They demonstrate a thoughtful response to assembly themes. In many lessons, pupils listen responsively to each other and value one another's achievements. As a result, they develop self-esteem and a sense of self-worth which enable them to be at ease with themselves. Pupils were seen to show great empathy in their gentle and caring treatment of those new to the school. Their aesthetic sense is seen in the creative artwork on display around the school. The pupils' well-developed understanding of inter-dependence is evident in their many mature dramatic performances in which all work together towards a common purpose.
- 4.3 Pupils have an extremely well-developed moral sense and distinguish right from wrong at an early age. They are aware of how their actions can affect others, and carefully considered how to co-operate in a challenging task in an assembly. They respect each other's needs, interests and views, and are aware of moral dilemmas. This was highlighted in a recent moving remembrance service and their exploration of concepts such as fairness. Moral issues are debated thoughtfully, and pupils expressed how much they enjoy raising money for charity.
- 4.4 Pupils' social development is exceptional. The school community is enhanced through frequent opportunities to work in pairs and small groups, and the high value placed on teamwork in producing an outstanding level of choral singing. Pupils contribute to the wider community through activities such as picking up litter with a National Trust warden. Younger pupils visit the elderly in the locality and all pupils participate in raising considerable sums of money for local and international charities. Throughout the school, pupils are given responsibilities and some stand for election to the Eco-Schools council. This has resulted in the school receiving the bronze award and given them a greater understanding of the democratic process.
- 4.5 At the time of the previous inspection, the school acknowledged a need to extend pupils' opportunities to learn more about cultural diversity. This has been largely achieved. Pupils now regularly travel abroad, with recent choir, sports and academic tours to Iceland, France, Belgium and Malta. A clear understanding of mutual respect and tolerance is developed within the curriculum, for example through the study of major faiths represented in the United Kingdom, enhanced by a visit to their places of worship. Some of the youngest children experience a multi-cultural week where parents of different faiths and cultures share their music, foods, stories, language and art.
- 4.6 Responses to the pre-inspection questionnaires indicated a high level of pupil satisfaction with school life. From their earliest days in the school pupils are encouraged in their personal development, so that they leave as mature citizens with a firm grasp of fundamental British values of democracy, respect and tolerance.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The school's arrangements for pastoral care are excellent.
- 4.8 Class teachers take their responsibility for the welfare of their pupils very seriously, and relationships between members of staff and pupils, and amongst the pupils themselves, are exceptionally strong. An effective 'buddy' system pairs older pupils with younger ones as they move to Year 3, to ensure that they settle happily. Pupils are given individual attention and feel well supported and safe. They say that they are well cared for, and know whom to go to if they have a concern. Pupils are encouraged to eat healthily and are provided with nutritious lunches and fruit snacks. They take regular exercise and have numerous opportunities to participate in many sporting activities. The school is highly effective in promoting good behaviour. Any unacceptable behaviour is addressed through a suitable range of sanctions, and these are rarely necessary. Anti-bullying procedures are robust, and pupils are taught what to do if they become aware of any bullying. They say that incidents are very rare, but are confident that they would be speedily addressed.
- 4.9 The school has a suitable plan to improve educational access for pupils with special educational needs and/or disabilities. It has developed effective methods for pupils to communicate their opinions and suggestions. Prefects represent the views of the pupils about school issues at their regular meetings and suggest activities, such as a recent 'pyjama day' in support of a charity. A recently formed school council, attended by representatives from Year 3 to Year 8, meets regularly to discuss possible improvements, and a number of its suggestions have been implemented, such as the introduction of a school quiz. In responses to the questionnaire, the vast majority of pupils said that they like being at the school.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.10 The quality of arrangements for welfare, health and safety is good.
- 4.11 The school's safeguarding policies provide clear guidance on procedures to be followed by members of staff, and the designated child protection officers maintain useful links with local welfare agencies. Training in child protection procedures is provided for all members of staff at the appropriate level and required intervals. The school has a suitable policy on safe recruitment, and all staff are appropriately checked. Relevant members of staff have undergone training; however, this policy has not been implemented with full regard to regulatory requirements.
- 4.12 On both school sites, robust procedures are in place to reduce risk from fire and other hazards, and a fire risk assessment has recently been carried out. All members of staff are trained in fire evacuation procedures, and regular drills are practised efficiently and recorded clearly. Arrangements to ensure health and safety are thorough, and the health and safety policy provides for the regular testing of appliances and equipment. Maintenance records are kept efficiently. Suitable risk assessments promote the safety of pupils and staff in all areas of the school and also for external trips. Following a compliance audit the school now has a health and safety committee, attended by staff with particular responsibility in this area to ensure careful monitoring of provision.
- 4.13 The school makes suitable provision for the dietary and medical needs of pupils, and for the needs of those with SEND. Medical treatment is clearly recorded and parents are informed. Sufficient members of staff are trained in first aid at the

appropriate level for their duties and the first-aid policy has now been improved in terms of offering practical guidance to staff.

- 4.14 The school's admission and attendance registers are suitably maintained. They are stored electronically and the admission register is backed up appropriately.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is good.
- 5.2 Governors, many of whom are parents of current or former pupils, are loyally committed to promoting the aims and ethos of the school, and maintain strong oversight of almost all aspects of its operation through an effective structure of sub-committees that inform their termly meetings. Individual governors provide particular support in areas such as child protection, education, property and finance. Prudent financial management has supported the school through its merger and facilitated the successful growth and development of The Larks. Governors and the school's leadership share a clear vision of how the school should develop in the future.
- 5.3 The useful range of professional expertise represented on the governing body, together with a close working relationship with the school's leadership, results in governors having an excellent perception of the school's strengths as well as a clear understanding of future challenges. The education committee regularly reviews the school's self-evaluation, action plans and assessment results, and finalises the school improvement plan in collaboration with the leadership. Governors visit the school frequently, supporting functions, hosting termly social evenings with parents and holding an annual governors' day that provides them with an in-depth view of school life. Minutes of committee meetings indicate that governors have a clear understanding of their monitoring role and offer appropriate support and challenge to the school.
- 5.4 New governors receive suitable induction training and all governors attend regular safeguarding training. The safeguarding policy and procedures are appropriately reviewed annually by the whole governing body. In response to a recommendation of the previous inspection, governors established a compliance committee to monitor regulatory policies and procedures. This committee considers health and safety, welfare and safeguarding with members of the leadership on a termly basis, and reports to the full board. However, regulatory guidance for recruitment checks has not been consistently followed.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management is good.
- 5.6 Highly committed senior leadership dynamically demonstrates the school's aim to engage staff who demand excellence from themselves and their pupils. The high quality of the educational experience offered and pupils' excellent achievement and personal development demonstrate that the school is making significant progress towards its aim to encourage pupils to achieve their highest academic standards, and to provide excellent care and guidance whilst encouraging independence, inner confidence and mutual respect.
- 5.7 Since the previous inspection, and with the arrival of new leadership, the school has been re-organised and the senior leadership team augmented and re-structured. This has improved transition and liaison between the three departments of the school. Self-evaluation and development planning have also developed well, and

enable staff at all levels to identify where the school is strong and where improvement is necessary. The comprehensive five-year improvement plan is the result of an audit to which all staff have contributed. This plan is refined annually into action planning that sets out clear objectives and outcomes for each area of the school's operation. It is regularly reviewed and modified by the senior leadership team and governors, and provides effective impetus to the school's development. Senior staff regularly undertake formal monitoring of teaching and learning, as well as engaging in informal 'learning walks'. The role of middle management has been clearly defined since the previous inspection, and departmental action plans are now linked to whole-school planning. Many heads of department systematically monitor the implementation of schemes of work and discuss best practice with colleagues. However, their provision of advice and training to non-specialist staff is not yet fully established.

- 5.8 The rigorous appraisal process enables staff to evaluate their practice and develop their professional skills. After lesson observation and discussion with a senior leader, job descriptions are modified to reflect any changes in responsibilities. Training needs are identified and addressed, either through whole-staff training or individual professional courses. All staff are encouraged to attend professional training and increasing numbers avail themselves of this opportunity. New staff receive thorough induction on appointment, particularly to inform them of their responsibilities in relation to pupils' well-being. A comprehensive staff handbook provides all staff with useful guidance about policies and routines. Policies are regularly reviewed and staff receive suitable update training for their roles and responsibilities in safeguarding, welfare, health and safety. Most recommendations from the previous inspection have been addressed. Whilst all staff have the necessary employment clearance, and personnel records are carefully maintained, necessary checks on several staff, including some in the EYFS, have not always been completed before they started work.
- 5.9 Links with parents are excellent. Parents' response to the pre-inspection questionnaire was overwhelmingly supportive about all aspects of the school's operation. Parents are particularly appreciative of the standards of behaviour, the breadth of both curricular and extra-curricular activities, and how well their children are looked after. A very small minority of parents were less happy about homework. Inspectors found that the school, aware of this view, has held a parents' forum, in which opinions differed between there being too much or too little homework set.
- 5.10 Parents report that any concerns are dealt with swiftly, without the need to invoke the complaints procedure. Close relationships with parents are established in the EYFS. These are successfully maintained throughout the school, in line with the aim to work in partnership with parents to ensure that every pupil's time at Hazelwood is happy and enriching. The school values the views of parents and regularly seeks their opinions through questionnaires, form representative meetings and parents' forums, to identify strengths and areas for development.
- 5.11 Parents have good opportunities to be involved with the life of the school. They provide backstage help with productions, assist with school trips and may take part in a parents' choir. The Hazelwood Parents' Association organises a variety of social and fund-raising events that are extremely popular and enable substantial sums to be raised for additional resources and to support nominated charities.
- 5.12 Well-attended information evenings provide valuable guidance on topics such as curriculum content and supporting emergent readers. High quality information,

including policies, is readily available for parents of current and prospective pupils on the school website, in addition to a detailed parents' handbook and regular updates in the weekly *Nutshell* newsletter, available in hard copy and on the website. Useful feedback on pupils' progress is provided half termly, either through direct consultation with parents or in a short report that gives an effort and attainment grade for each subject area. At parents' evenings, targets to take pupils' learning and development further are discussed and agreed. An informative written report is provided at the end of each academic year.

What the school should do to improve is given at the beginning of the report in section 2.

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision to meet the needs of the range of children who attend. Spacious, imaginatively resourced and well-planned classrooms meet the developmental needs of each age group. Most rooms allow direct free flow access to vibrant outdoor areas providing stimulating and engaging resources that promote learning across all areas of the curriculum. For classrooms without direct access outside, a large hall provides opportunities for large motor play but little to support learning in other areas of the curriculum. All children, including the very youngest, spend time outside every day, with excellent use made of the natural environment for exploration and critical thinking, such as investigating ice on a very cold day. All staff make excellent use of regular ongoing assessment, through observations and photographic records, to inform next steps in children's learning and to monitor progress. Activities are carefully adapted to provide appropriate support and challenge for all children, including those with SEND or EAL. Planning is flexible and reflects children's individual needs and interests.
- 6.2 Sensitive adults support infants' explorations and make excellent use of language, gesture and facial expressions to encourage early communication skills. They use good questioning skills to initiate conversation and promote early speaking and listening skills in children under the age of three. They regularly join in role play activities, expertly guiding and developing children's ideas. At other times, children are free to link ideas and follow their own lines of enquiry, becoming independent learners. For older children, an excellent range of adult-guided and self-directed activities across all areas of learning and development allow the children to explore imaginatively and express their creativity.
- 6.3 Information, including policies, is readily available to parents in a very detailed parent handbook and dedicated section of the school website. Accurate and informative learning journals and regular reports keep parents well informed about their children's progress and suggest ways of supporting their learning at home. Parent observation sheets encourage them to be involved in their children's learning and to record progress.

6.(b) The contribution of the early years provision to children's well-being

- 6.4 The contribution of the early years provision to children's well-being is outstanding. Children are extremely well cared for in a well-run setting. A highly effective key person system, particularly for children under the age of three, helps infants to settle quickly and gives older children the confidence to explore, make friends and develop their independence. Children's safety and welfare are paramount, and staff adhere strictly to policies and procedures to ensure children's well-being. Risk assessments are robust and regularly reviewed. Daily checks ensure that any potential hazards are removed without delay.
- 6.5 Personal hygiene routines and the importance of exercise are re-inforced from a young age, and the well-balanced, freshly prepared lunches encourage children to try new foods and promote a positive attitude to healthy eating. Staff liaise closely

with caterers to ensure that children's dietary needs are fully met. Throughout the setting, high quality resources support children's all-round development and as a result they are extremely well prepared for the next stage of their education. Excellent communication between staff in the EYFS and Year 1 ensures smooth transitions.

6.(c) The leadership and management of the early years provision

- 6.6 Leadership and management in the EYFS are good. Governance is effective and has been instrumental in the rapid growth and development of the setting. However, although all staff have the required clearance, there has been insufficient rigour in ensuring that they do not start work prior to all checks being complete. A good induction programme and regular training updates ensure that staff are well versed in safeguarding procedures. Staff are enthusiastic; they feel very well supported and have many opportunities for training. Regular meetings with senior managers provide valuable supervision and identify areas for personal and professional development.
- 6.7 The setting's leadership monitors the provision extremely well. Detailed analysis of foundation profile scores and weekly staff meetings promote reflective practice and identify areas for improvement. Provision for children with SEND or EAL is co-ordinated extremely well, and the setting has developed close, effective links with parents and agencies to secure appropriate support. In their responses to the pre-inspection questionnaire, parents were almost unanimous in their praise of all aspects of the setting.

6.(d) The overall quality and standards of the early years provision

- 6.8 The overall quality and standards of the EYFS are good. Personal, social and emotional development is outstanding, and children, including those with SEND, make at least good and often excellent progress in relation to their abilities and needs, across all areas of learning and development. Infants demonstrate confidence and close attachment to familiar adults. They communicate enthusiastically using gestures and sounds so that by the age of three, children have developed effective communication skills and begin to express their ideas imaginatively, for example in role play with dolls. They are happy and confident; their behaviour is outstanding and they readily share resources and take turns.
- 6.9 Older children use number lines to add numbers to ten, and a well-managed phonics programme, supported by imaginative activities such as a rhyming word treasure hunt, results in good progress in reading and writing. More able children achieve a high standard of independent writing. They develop good ICT skills through regular access to computers, and demonstrate critical thinking and problem-solving skills as they plot and enter instructions into a programmable toy. Independence and co-operative skills are highly developed due to the high expectations of adults. Children put on and take off their shoes and socks for dance class, select from a range of healthy snacks and manage their personal hygiene independently.
- 6.10 Good links with the local authority, including participation in a quality assurance scheme, provide training and support to enhance the quality of provision. Staff are committed to the well-being and welfare of the children, but all the required checks have not always been made on staff prior to appointment. Since the previous inspection, the Reception classes have been relocated to the Larks site, creating greater cohesion across the EYFS, and significant developments have been made

to the provision and accessibility of the outdoor areas, adding greatly to the children's experiences. The setting has produced a detailed development plan, demonstrating a clear commitment to continuous improvement.

Compliance with statutory requirements for children under three

6.11 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:

- implement effective systems to ensure that practitioners and any other person who is likely to have regular contact with children are suitable.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision other than take the action specified above.