ISI Independent Schools Inspectorate

School inspection report

19 to 21 May 2026

Hazelwood School

Wolf's Hill

Limpsfield

Oxted

RH8 0QU

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and governors ensure that all required Standards and early years requirement are met. The school has recently experienced considerable change, including a restructuring of leadership in response to a range of circumstances. Throughout this period, governors and leaders have sustained a clear vision that reflects the school's aims and ethos, placing pupils' wellbeing and achievement at the heart of decision-making. However, the roles and responsibilities within the newly established leadership team are not clearly defined. Governors and leaders are at the early stages of developing a revised strategic plan and school improvement priorities to secure the school's future direction. At present, leaders' monitoring and self-evaluation are not as developed as possible to help support continuous improvement.

2. The curriculum is extensive and well resourced with a focus on developing pupils' literacy and numeracy skills to a high level. Pupils successfully develop their aesthetic and creative skills, particularly through music and drama. A wide range of co-curricular activities enable pupils to pursue their interests, enhance their personal development, and increase their knowledge and skills. Most teaching is well planned. However, teaching does not always include a range of appropriate strategies to meet the learning, emotional and behavioural needs of all pupils.

3. Clear criteria for assessment, marking and feedback are implemented in most subjects and a suitable assessment framework and tracking system is in place. However, leaders' use of recently implemented revisions to the assessment framework to further raise pupils' progress and attainment is not yet embedded as effectively as possible.

4. All groups of pupils make good progress from their starting points with most attaining above age-related expectations. Most pupils gain entry to their first choice of senior school.

5. Personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are planned comprehensively including in the early years. Well-trained staff use detailed assessments to inform their planning and teaching in these areas. Pupils' physical development is promoted through a comprehensive range of opportunities in physical education (PE), co-curricular provision, outdoor education and active recreation breaks. Spiritual growth and reflection are fostered through the school's caring ethos, lessons in theology, philosophy and religion (TPR), and assemblies.

6. Staff are deployed effectively so that pupils are supervised appropriately at all times. Pupils' positive and negative behaviour is recorded in detail using the school's electronic system. Leaders effectively monitor behaviour. They ensure that positive behaviour is consistently rewarded and that any sanctions issued are fair and proportionate. However, although staff have received training to support behavioural needs particularly associated with the communication and interaction aspects of special educational needs and/or disabilities (SEND), these strategies are not applied consistently, particularly in the lower school. Consequently, some pupils struggle to regulate their behaviour particularly in the classroom and during unstructured play.

7. Effective systems are implemented for first aid, the administration of medicine, fire safety, health and safety, and admission and attendance. The premises are maintained to a high standard.

8. Pupils are well prepared for life in modern British society. From the early years, pupils are supported in developing social and communication skills that enable them to listen attentively and engage

confidently and respectfully with others. Older pupils assume a wide range of responsibilities that contribute positively to the school, the local community and the wider world. Pupils throughout the school show enthusiasm for supporting charities, demonstrating empathy and social responsibility. Careers guidance and economic education encourage pupils to have high aspirations and equip them with the knowledge and practical skills needed to progress to the next steps of their education.

9. Leaders implement an effective safeguarding culture throughout the school, including in the early years. They ensure that safeguarding policies and procedures are updated when required to remain in line with statutory guidance. Governors have a clear understanding of their statutory responsibilities and ensure that safeguarding arrangements are monitored and evaluated effectively. The safeguarding team responds quickly to concerns raised, works closely with external agencies and maintains detailed and comprehensive safeguarding records. Staff receive comprehensive training. They understand that safeguarding is a shared responsibility and demonstrate an understanding of the school's whistleblowing and low-level concern procedures. Pupils learn how to keep themselves safe, particularly through the PSHE and RSE curriculum. Online safety is enhanced through effective internet filtering and monitoring systems. There are clear expectations around the use of technology and mobile phones. All required safer recruitment checks are completed and recorded accurately on the single central record of appointments (SCR).

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen their monitoring and self-evaluation to support continuous improvement across all stages of the school
- strengthen the use of assessment data to inform strategies designed to further raise pupils' outcomes
- ensure the consistently effective implementation of a range of appropriate strategies to support the learning, emotional and behavioural needs of pupils during lessons, co-curricular activities and recreation times.

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Section 1: Leadership and management, and governance

10. The board of governors is made up of volunteer trustees, including parent governors and co-opted governors with professional expertise in a range of areas that support decision-making, including education, finance, law, safeguarding, human resources and property. The board operates efficiently through a series of committees, including the education committee, which oversees teaching, learning and pupil outcomes; the finance and general purposes committee, which oversees budgeting, resources and long-term financial planning; and the property committee which is responsible for buildings, maintenance and capital projects.

11. Governors provide suitable oversight of the school by conducting regular meetings with leaders, scrutinising detailed reports from leaders and staff, and analysing data relating to pupils' progress and attainment. Governors consider surveys and carry out regular visits, where they speak with staff, pupils and parents. The board draws upon the breadth of knowledge of its members and information collated by its committees to carefully evaluate strategic risk and potential unintended consequences of proposed decisions. As a result, governors ensure that leaders utilise good knowledge and skills when fulfilling their responsibilities, so that the school actively promotes pupils' wellbeing and meets all of the Standards.

12. Leaders ensure that staff receive comprehensive training so that they have the knowledge and skills to fulfil their roles effectively. Policies are reviewed regularly by leaders, ratified by governors and updated in line with statutory requirements.

13. Leaders in the early years ensure that the statutory requirements are met and that provision is well planned, developmentally appropriate and aligned with children's needs. Leaders plan and maintain indoor and outdoor environments that provide a wide range of purposeful, accessible activities, enabling children to explore, develop independence and learn across all areas of development.

14. The school has recently undergone a period of considerable change and restructuring of leadership in response to a range of circumstances. Throughout this process, governors and leaders have maintained a clear and sustained vision which promotes the school's aims and ethos and places the wellbeing and achievement of pupils at the centre of school life. However, the roles and responsibilities of the newly formed leadership team are not clearly defined. Governors and leaders are in the very early stages of developing and implementing a revised strategic plan and school improvement priorities in order to establish the foundations for the future development of the school, including consistent performance review of staff, coherent monitoring and self-evaluation processes. At present, such monitoring and self-evaluation are not embedded as fully as possible to help support continuous improvement and inform future school development planning.

15. Leaders comprehensively evaluate a wide range of school risks, including those related to safeguarding, behaviour and attendance, curriculum suitability, pupils' progress, health and safety, and digital security. Leaders make sure that appropriate training and risk assessments are in place and that potential hazards are identified systematically, evaluated and mitigated. Risk assessments are regularly reviewed, clearly documented and adapted to reflect changing circumstances, including those relating to trips and residential visits.

16. The school implements a suitable accessibility plan which includes adaptations to school information, the curriculum and physical accessibility to the premises. The school fulfils its duties under the Equality Act 2010.

17. Leaders liaise as required with other agencies, including safeguarding partners, to ensure that pupils' needs are supported effectively. Leaders communicate appropriately with the local authority regarding reviews and the use of funds for pupils who have an education, health and care plan (EHC plan). They also provide the local authority with timely information regarding any pupils who leave or join the school at non-standard transition times.

18. Parents have access to a wide range of information through the school's website and detailed newsletters. All required policies and statutory documents are published on the school's website. Parents are kept regularly informed about their child's progress and attainment, receiving short reports at the end of the autumn and spring terms, and a full report at the end of the academic year.

19. The school has an appropriate three-stage complaints policy. Leaders respond promptly to concerns raised and the required information on the number of formal complaints received in the previous year is made available as required. Records are suitably maintained, including details of actions taken and the outcomes reached. Complaints are reviewed appropriately by governors to ensure that procedures are followed consistently in line with statutory requirements.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. The curriculum is ambitious, enriched and well resourced, particularly through the provision of a wide range of practical real-life experiences designed to extend pupils' knowledge, skills and understanding. In Reception, the curriculum is planned effectively around the seven areas of learning. From Year 1, the curriculum is based on the national curriculum, entrance examinations to senior schools and pupils' needs and interests. It encompasses all of the required areas of learning, including English, mathematics, science, technology, humanities and the performing and creative arts. Learning in all subjects is enhanced by a consistent emphasis on developing pupils' mathematical knowledge, linguistic skills and digital competence. Subject leaders are enthusiastic and knowledgeable, providing consistent direction so that planning is well sequenced, ambitious, and typically aligned with pupils' needs.

22. As pupils move through the school, the curriculum extends to include French, Spanish, Latin, classics, philosophy, theology, food technology and outdoor learning. It is enriched further by a wide range of well-planned trips that deepen pupils' understanding and connect their learning to real-world contexts. For example, a geography field trip deepens pupils' understanding of coastal processes as they observe patterns in wave action, gather data and interpret what this indicates about how the coastline is shaped. A visit to the Formula 1 racing factory extends pupils' understanding of design and technology (DT) by showing how professional designers solve problems, refine prototypes and make decisions about performance, particularly linked to aerodynamics and materials used.

23. Children in Reception and the lower school develop secure foundations in mathematical thinking through exploration, talk and meaningful play. They engage in a wide range of play-based activities such as building towers, bridges and houses in construction areas, sharing food in role-play kitchens, filling and emptying containers in water play and comparing natural objects outdoors. These support children in building secure skills in counting, sorting and grouping objects, understanding shapes, creating patterns, measuring in practical contexts and using positional language.

24. Grouping strategies used in mathematics from Year 2 enable pupils to work at a pace that supports secure understanding across all areas, including number, algebra, measure, geometry and data-handling. Pupils embed their learning through creative and collaborative activities such as singing a song about how to calculate the area and circumference of a circle. Their understanding and critical thinking are enhanced through the application of their mathematical skills across the curriculum. For example, in history lessons, pupils calculate the percentage of soldiers fighting on each side during the Civil War. In science, they measure temperature changes, record results in tables, calculate averages and interpret graphs. In computing, pupils use co-ordinates, angles, sequences and logical reasoning to create algorithms that control and direct robot movements with precision.

25. A well-established culture of reading permeates the school, supported by regular library use and daily phonics teaching in Reception, where children learn to recognise sounds, blend them into words and build the early decoding skills needed for fluent reading. Older pupils enthusiastically take on the role of 'reading buddies' where they support younger pupils in enjoying reading and developing their decoding, comprehension and fluency skills.

26. Literature is used effectively to deepen and broaden pupils' understanding and creativity through meaningful engagement with a wide range of texts. For example, when learning about traditional tales, younger children develop an understanding of story structure, extend their vocabulary and

begin to use imaginative ideas in their own storytelling and play. Older pupils develop their script-writing skills through consideration of texts such as *A Midsummer Night's Dream* and explore themes of friendship, loneliness, power and equality in books such as *Of Mice and Men*. Through the study of literature, pupils are also taught the conventions of the English language, developing high-level grammar, spelling and punctuation skills as well as key writing techniques including planning, drafting, editing and proofreading.

27. Pupils develop their aesthetic and creative skills to a high level, particularly through music and drama. All pupils take part in termly concerts and the school's carol service. In addition, a large number take part in weekly lunchtime concerts, chapel and school choirs, orchestra, ensembles, wind band and rock groups. These wide-ranging musical experiences support the development of pupils' confidence, self-motivation, listening and communication skills, self-control, working and long-term memory. As well as developing performance skills, pupils also learn how to be part of an audience, developing skills such as attentive listening and showing respect and appreciation for performers. A large number of pupils learn to play a wide range of instruments including flute, clarinet, violin, cello, guitar and brass. Many are supported in successfully taking Associated Board of the Royal Schools of Music (ABRSM) and Trinity College London music examinations, with most achieving merits or distinctions.

28. Most teaching is well planned, taking into account pupils' prior knowledge and learning needs. Teachers typically communicate clear learning objectives with most using a range of effective resources and techniques to enhance learning including, when appropriate, worked examples, guided practice where pupils apply new skills before working independently, and questioning to check learning and promote further thinking. However, not all teaching features a range of appropriate strategies to meet the learning, emotional and behavioural needs of all pupils. Older pupils respond thoughtfully to the detailed feedback provided by most teachers which enables them to understand what they have done well and what they need to do to improve. They take pride in their work, demonstrating high standards of presentation and self-motivation.

29. By the end of the Reception year, most children attain a good level of development. By the end of Year 8, most pupils attain above age-related expectations across the curriculum, with most gaining entry to their first choice of senior school. A high number of pupils are typically awarded academic, sport, performing arts, creative arts and all-rounder scholarships.

30. Leaders of provision for pupils who have SEND have extensive knowledge and understanding of specific learning needs. A range of assessment information is used effectively to draw up individual learning plans (ILPs) which identify pupils' needs and support required, including individual and small-group guidance, targeted speech and language sessions, phonics and reading support and practical strategies within the classroom. A dyslexia screening tool is used effectively alongside ongoing input from teachers and parents to build an accurate picture of individual pupils' needs and any support required in relation to dyslexia, including multisensory spelling strategies, coloured highlighting to draw attention to key words or phrases and visual prompts that support organisation and comprehension. Individual learning plans are used well by most teachers to inform their planning and teaching, are reviewed regularly in liaison with parents, and updated as required.

31. The language competency of pupils who speak English as an additional language (EAL) is assessed using nationally recognised benchmarks. Where required, pupils receive additional individual or group support. Teachers make use of resources such as visual aids, simplified instructions and

structured approaches to vocabulary and grammatical development to support language learning in the classroom.

32. A suitable assessment framework and tracking system are in place, which include teachers' assessments across most subjects. Leaders are in the early stages of incorporating recently implemented standardised tests and teacher assessments in all subjects into the school's tracking system. Regular pupil progress meetings have recently been introduced to help teachers to evaluate assessment data, the impact of support provided, barriers to learning and agree targeted next steps. However, the use of assessment data to inform strategies designed to further raise pupils' progress and attainment is not yet as embedded or effective as possible.

33. Pupils have access to a wide range of co-curricular clubs and activities, including racket sports, basketball, water polo, podcasting, crochet, robotics, codebreaking and chess. These help pupils to develop creative and practical skills that benefit their learning and development.

The extent to which the school meets Standards relating to the quality of education, training and recreation

34. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

35. The PSHE curriculum is meticulously planned around the PSHE association's core themes of health and wellbeing, relationships and living in the wider world. It is delivered effectively as a core subject by form tutors up to Year 4, with specialist teaching for older pupils. Topics covered are reinforced further through assemblies, contributions from external speakers and across the wider curriculum. For example, pupils learn about oral hygiene and reproduction in science and explore healthy relationships, abuse and emotional wellbeing through English texts.

36. The RSE curriculum is encompassed within PSHE and is in line with statutory guidance. The RSE policy and curriculum overview are shared regularly with parents who are invited to give feedback through information sessions and surveys. Parents are made aware of their right to withdraw their child from sex education lessons that go beyond the statutory science curriculum.

37. Lessons in RSE enable pupils to understand the emotional and physical changes people experience as they mature and move toward adulthood. In the early years and lower school, provision includes age-appropriate topics such as the importance of using correct names for body parts, feelings, friendships and respect. As pupils enter the upper school, topics include healthy relationships, grooming, contraception, harassment, boundaries and consent.

38. Staff are well trained and receive effective ongoing guidance from school leaders. Pupils' progress in PSHE and RSE is assessed comprehensively through observations, discussions and self-assessment tasks where pupils compare their prior knowledge with their understanding at the end of a unit. Detailed analysis of pupils' outcomes informs planning and enables staff to address gaps and misconceptions promptly. Teachers create a trusting and supportive environment in which pupils feel at ease to ask questions and explore sensitive issues openly.

39. Spirituality and the development of self-knowledge are thoughtfully nurtured through the school's ethos, curriculum, assemblies and services. Pupils are encouraged to value the non-material aspects of life such as gratitude, friendship and nature, and to practise the school's values of compassion, respect and courage. Theology, philosophy and religion lessons deepen pupils' understanding of major world faiths, including Buddhism, Christianity, Hinduism, Islam and Judaism, and support pupils in reflecting on the meaning of spirituality within diverse cultural and personal contexts.

40. Physical development is promoted comprehensively. In the early years, children build core strength, co-ordination skills and spatial awareness through a wide range of indoor and outdoor activities alongside structured PE sessions that develop teamwork and co-operation. As pupils move through the school, leaders ensure that all pupils participate in a broad range of sporting activities including hockey, netball, cricket, football, rugby, athletics and swimming, supported by an extensive fixtures programme. When appropriate, outdoor learning further enhances pupils' physical development by giving them regular opportunities to climb, explore and work with natural materials such as when building fires and making dens. Pupils are supported in developing a mature understanding of maintaining a healthy lifestyle and the importance of physical activity, healthy eating, dental care, recreation, rest and sleep.

41. Effective deployment of staff ensures that pupils are consistently well supervised throughout the school day, including before and after school, at break and lunchtimes, during activities, on school

minibuses, and when participating in trips. In Reception, staffing ratios exceed statutory requirements.

42. Pupils' mental wellbeing is well supported across the school by the pastoral team, including medical staff and staff trained as mental health first aiders and emotional literacy support assistants (ELSAs). Pupils are supported in recognising their own abilities and in developing their self-esteem and self-confidence. A consistent culture of respect is promoted, supported by a clear anti-bullying policy and procedures, assemblies and PSHE lessons. Pupils of all ages develop a mature understanding of what bullying is and that it is unacceptable.

43. Staff keep detailed electronic records of pupils' positive and negative behaviour. Leaders use this information effectively to monitor patterns, including if any incidents of bullying, child-on-child abuse or racism occur. Positive behaviour and effort are recognised through praise, commendations, certificates and awards in assemblies, which pupils value because they celebrate effort and kindness to others as well as academic achievement. Proportionate sanctions are issued fairly when appropriate. The school is developing a consistent approach to behaviour management in which all staff support pupils to understand their behaviour, recognise its impact on others and take agreed steps to move forward. However, although staff training to support behavioural needs linked to SEND has been provided, including input from external specialists on co-regulation through shared play and the rehearsal of key skills such as turn-taking and managing transitions, these strategies are not implemented consistently, particularly in the lower school. Consequently, some pupils struggle to regulate their behaviour, particularly in the classroom and during unstructured play.

44. There are suitable facilities for the administration of first aid in the medical room and across the school. The school nurse, together with more than the required number of trained first aiders including those trained in paediatric first aid, ensure that pupils in all areas of the school receive prompt and sympathetic care. Leaders maintain thorough records of any accidents and the administration of medicines. Medicines are stored securely and administered in accordance with the suitable school policy. Children in the early years are appropriately supervised by paediatric first aiders during mealtimes and snacks. Early years staff are trained to respond appropriately if a child chokes.

45. Leaders ensure the admission and attendance registers are maintained in accordance with current statutory guidance. They monitor attendance diligently and put support in place without delay for any pupils whose levels of absence cause concern.

46. The school premises, including woodland areas, outdoor play facilities for younger children and recreation areas for older pupils, are maintained to a high standard. Any maintenance issues are dealt with promptly and efficiently. Staff responsible for health and safety are suitably trained, knowledgeable and diligent. The required health and safety checks, including those related to fire safety, are carried out and recorded accurately. Staff, including fire marshals in each area, are also suitably trained in fire safety. Regular evacuation drills support pupils and staff in knowing how to respond appropriately in the event of an emergency.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

47. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

48. Pupils' communication and social skills are nurtured throughout the school. This begins in the early years, where children learn to share, take turns and express their ideas with growing confidence. Lessons for older pupils are structured so that, when appropriate, they can collaborate in pairs and small groups where they practise attentive listening, turn-taking, negotiating roles and combining ideas to reach a shared outcome. These skills are further enhanced during breaks, activities and trips, which provide pupils of all ages with regular opportunities to interact, co-operate, and build positive relationships.

49. British values of democracy, respect for all, individual liberty and tolerance of those who hold different faiths and beliefs to the pupils' own are actively promoted through PSHE, the wider curriculum and assemblies. These principles align closely with the school's core values of compassion, respect and courage, creating a consistent message that pupils are expected to respect differences linked to race, religion, disability, gender and age, and to treat others with kindness, respect and consideration. Teachers provide a balanced political perspective, guiding pupils to question sources, verify facts, identify fake news and recognise bias. As a result, pupils are well supported in developing the critical thinking skills needed to evaluate information responsibly and engage thoughtfully with the world around them.

50. Through PSHE and the wider curriculum, pupils learn about the difference between rules and laws and the consequences of breaking them. They develop a mature understanding of justice, fairness, human rights, discrimination and prejudice through rich, practical experiences, such as a mock courtroom activity, where pupils take part in real-world scenarios and practise constructing fair, evidence-based arguments. In history, pupils analyse past and present examples of inequality, helping them to understand how discrimination operates and why it must be confronted. Visits from speakers such as Floella Benjamin deepen pupils' understanding by highlighting lived experiences of racism, resilience and advocacy where people have the courage to speak up for the rights of others.

51. Pupils develop a mature understanding of leadership and how to represent their peers through a wide range of termly rotating roles. Every pupil in Year 8 has the opportunity to take up leadership positions which include school council representatives, eco-council members, librarians and sports captains. These experiences enable pupils to practise taking responsibility, decision-making, teamwork and how to communicate clearly for different audiences.

52. Pupils develop an understanding of economic concepts through practical, age-appropriate activities that are woven into the curriculum. In the early years, children explore simple ideas such as sharing resources, making choices and recognising that items have value. Older pupils learn about needs and wants, saving and spending, and the value of money through real-life contexts, including whole-school charity fundraising events. These include supporting a mental health charity and contributing to a community fund that provides grants and practical assistance to nearby schools, helping to fund the cost of uniforms, rucksacks and residential trips

53. Pupils and parents receive helpful information and guidance regarding the choice of the pupils' next schools. Careers guidance reflects national benchmarks. As pupils move through the school, they are introduced to a range of careers through activities such as talks from visiting professionals and

curriculum links to real-world jobs. These experiences help them to broaden their aspirations and make informed decisions about their next steps.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

54. All the relevant Standards are met.

Safeguarding

55. There is a well-established culture of safeguarding throughout the school. Leaders effectively take into consideration contextual safeguarding risks, prioritising safeguarding across the school, including for children in the early years.

56. The school's safeguarding policy and procedures are in line with statutory guidance and implemented consistently. Leaders ensure that safeguarding policies are reviewed at least annually and updated promptly to reflect any changes in statutory requirements.

57. There is a comprehensive focus on the mental wellbeing of pupils, supported by close collaboration between pastoral and safeguarding leaders, staff trained in mental health first aid, and the school nurse. Teachers and other staff throughout the school work effectively together to create a culture in which pupils identify their trusted adults, feel safe to express their feelings and share any concerns they may have.

58. Governors are well informed through regular meetings with those with designated safeguarding responsibilities, annual review, discussions with staff and pupils, surveys and scrutiny of leaders' reports. They ensure that safeguarding procedures are implemented consistently and effectively.

59. Members of the safeguarding team are appropriately trained and have sufficient time to fulfil their responsibilities. They demonstrate detailed knowledge of statutory requirements, including local authority thresholds. Members of the safeguarding team work collaboratively, sharing information effectively and reflecting on individual cases, emerging patterns and risks. They know the pupils and their families well. They liaise appropriately with external agencies including social services, family support teams, health professionals, child and adolescent mental health services (CAMHS) and the police.

60. Leaders, governors and staff receive comprehensive safeguarding training, including with regard to the 'Prevent' duty relating to risks of radicalisation and extremism. The safeguarding team routinely includes safeguarding updates in staff briefings which supports staff understanding and consistent implementation of the school's safeguarding policy and procedures. Regular supervision meetings enable early years staff to reflect on practice, discuss children's individual needs and ensure that safeguarding is a high priority in the setting.

61. The induction programme for new staff includes a suitable introduction to the school's safeguarding, behaviour and whistleblowing policies, the staff code of conduct and the procedures for contacting the safeguarding team. Staff are clear about the actions they must take when disclosures are made or when other safeguarding concerns arise. They also understand how to recognise and report allegations or low-level concerns relating to the conduct of adults, including making self-referrals where appropriate. Leaders keep detailed records of any such concerns raised and take timely, considered and appropriate action should any concerns or allegations about adults working with pupils arise.

62. Staff throughout the school record any concerns about pupils in detail on the school's electronic system. Any incident involving physical intervention or the use of any restrictive practice is also recorded, with parents suitably informed. Safeguarding records are comprehensive, clearly outlining the rationale for decisions made and the actions taken in response to concerns raised. The safeguarding team monitors these records continually to evaluate risk, identify emerging patterns

and ensure that timely, appropriate action is taken, including referral to the local authority when required.

63. Teaching in the early years reinforces safeguarding by helping children to use the correct vocabulary to name body parts, understand boundaries in relation to their bodies and seek adult help when they are unsure. Children are supported to understand and express their feelings, worries and questions, helping them to build the confidence to communicate when something does not feel right.

64. Older pupils learn how to keep safe, particularly through their PSHE, RSE and computing lessons, where they explore topics such as recognising abusive or coercive relationships, understanding online risks and responding appropriately to online bullying. They also learn how to manage their privacy online, including understanding age restrictions for applications, setting appropriate privacy controls and avoiding sharing personal information. Pupils are taught to recognise unsafe features such as friend requests from strangers, location-sharing and pop-up links, and to seek help from a trusted adult if anything online makes them feel unsure or unsafe. Leaders implement a suitable internet filtering and monitoring system.

65. Pupils are not permitted to use mobile phones on site. This reduces risks linked to online activity and peer conflict. If issues arise relating to pupils not adhering to this policy and online behaviour outside of school, staff respond quickly, including providing guidance with the involvement of parents.

66. Suitable safer recruitment procedures are in place. All of the required checks are carried out and logged accurately on the SCR. Relevant supporting documentation is securely retained within individual staff files.

The extent to which the school meets Standards relating to safeguarding

67. All the relevant Standards are met.

School details

School	Hazelwood School
Department for Education number	936/6252
Registered early years number	EY394827
Registered charity number	312081
Address	Hazelwood School Wolfs Hill Limpsfield Oxted Surrey RH8 0QU
Phone number	01883 712194
Email address	schooloffice@hazelwoodschool.com
Website	www.hazelwoodschool.co.uk
Proprietor	Hazelwood School Ltd
Chair	Mrs Harriet Leach
Headteacher	Mrs Lindie Louw
Age range	0 to 13
Number of pupils	440
Number of children in the early years registered setting	164
Date of previous inspection	21 to 22 June 2023

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Information about the school

68. Hazelwood School is an independent co-educational day school located in Oxted, Surrey. The lower school caters for pupils from Reception to Year 4. The upper school caters for pupils from Year 5 to Year 8. The school is a charitable trust overseen by a board of governors. The current chair took up her responsibilities in January 2026.

69. There are 164 children in the registered early year setting. 52 children are in the Reception class located at the main school site.

70. The school has identified 86 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care plan.

71. The school has identified English as an additional language for 36 pupils.

72. The school states its aims are rooted in its values of compassion, courage and respect. It seeks to treat every pupil as an individual, recognising their uniqueness and potential. The school strives to help pupils grow academically, personally, socially and physically through a broad, balanced curriculum and strong pastoral care with a focus on wellbeing and ensuring that every pupil feels valued and included. It intends that pupils will be encouraged to learn in a stimulating, positive and supportive environment, show thoughtful and considerate behaviour, develop independence and high self-esteem, and take an active part in all aspects of school life.

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Inspection details

Inspection dates	19 to 21 May 2026

73. A team of seven inspectors visited the school for two and a half days.

74. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

75. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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