



Assessment for reaccreditation

School name and postcode:	Hazelwood Prep School
Assessment date:	Thursday 26 th January 2023
School Head Teacher:	Mrs Lindie Louw
School More Able Coordinator:	Charlotte MacDougall
NACE Lead Assessor:	Claire Robinson
NACE Support Assessor:	N/A

School context

Hazelwood is a co-educational independent preparatory school for pupils from 0 to 13. The school aims to inspire all pupils with the ambition to achieve their potential to the fullest extent and understand their place in the local and global community. They seek to nurture and support all pupils to develop independence, inner confidence and mutual respect. The School motto is *Spiritu Inspiratus* which translates as *Lungfuls of Inspiration* – a key aim of the school is to inspire children with a love of learning.

Pupils come from a range of professional backgrounds, and national test data provided by the school indicates that the ability profile of the pupils is above average. One pupil in the school has an education, health and care plan. The school has identified 80 pupils as having special educational needs and/or disabilities, which include dyslexia, dyspraxia, autistic spectrum disorder and attention deficit disorder. English is an additional language for 72 pupils, none of whom require support for their use of English. Data used by the school has led to the identification of 140 pupils as being the more able in the school's population, and the curriculum is modified for them. 25 of these pupils have been identified for their special talents in the creative arts and 25 pupils for their special talents in sport. 34 pupils have been identified as having dual exceptionality, appearing on both the SEND and MAGT registers in the school.

The school was last inspected by the Independent Schools Inspectorate (ISI) for educational quality, in 2019 and was awarded outstanding in all areas for EYFS and excellent in all areas for the rest of the school. External GL Assessment data illustrates that pupils continue to achieve above national averages and targets are used to extend and challenge all learners

This is the school's third Challenge Award accreditation following successful second accreditation in February 2019. The MAGT lead was on maternity leave at the last reaccreditation but has returned and picked up the leadership of this across the school, after

it had been successfully and carefully overseen in her absence.

The Head of Innovation was appointed to lead the work being undertaken with 'the Box' ('a dedicated indoor space where technology and innovation were brought together and used to shape the children's learning.') and she has led the development of this which has also been the focus for the school's case study.

All pupils in 2022 gained places in their senior school of choice and 18 scholarships were awarded for entry into Y7 or Y9 at their secondary schools. GL assessment data indicates that pupils continue to significantly exceed the national average at each stage of the school in English and Maths. At the end of Y8, pupils are achieving particularly well in maths where 7 pupils sat the higher L3 paper with 6 attaining the highest grade that can be awarded. The school's assessment data indicates that 17% in humanities, 19% in French and 22% in Spanish attained the at higher grades, Platinum A*, in the school's revised curriculum and assessment of these subjects.

Progress towards previously identified key action points

Further develop external links to share the new 'Box' facility and teaching philosophy on a local and national level. This would make an excellent focus for a future case study or action research project to be shared within a wider community.

- The appointment of a Head of Innovation is a clear demonstration of the commitment the school has to challenging pupils and creating challenging learning environments.
- Work in the Box has been hindered as a result of the pandemic but the principles and aims have continued to be a priority for the school. They have developed staff and pupils' ability to think about learning and created exciting and enriching learning experiences where pupils are challenged and succeed.
- The case study is the result of ongoing evidence informed research in the school which is informing practice across the school and will continue to to be built upon with the aim of embedding this across the school and curriculum.
- The case study provides a rich resource from which to continue to build and extend the work being undertaken in the school to ensure challenge is at the heart of the learning experience the pupils and staff have and ultimately share with others
- As soon as restrictions were lifted, the school has shared their work with others and continue to do so whilst evaluating their work and developing it further.
- The box has developed as the leadership of the school has committed to the investment needed to support developing the pedagogy behind it. A dedicated teacher has been appointed to support the development of 'thinking skills' through a curriculum she has developed and delivers in the timetabled Box lesson each week for 45 minutes in Y3 & Y4. Other year groups book the Box to deliver their lessons and the Y7 and Y8 pupils spoke enthusiastically of the benefit of the Box in their English lessons. The aim is to integrate the skills the children are using into the wider curriculum and with all staff sharing best practice in this as the work on the curriculum develops further.

Ensure greater consistency of developmental marking across the school and curriculum.

- Marking and feedback has developed across the school, and staff and pupils have been engaged in agreeing policies and process around ~~this across the school~~ to apply a consistent framework which staff and pupils understand and use
- Pupils spoke positively of the colour coding - progress colours are used for what is *expected* for an individual child for their ability / track record. So, children who might get low attainment grades might still get lots of greens and purple if they are making expected or better than expected progress for them. Equally, an able child who is

underperforming but producing good quality work, but is capable of more, could get red or amber.

- 4 colour bands are used: Purple – accelerated progress, Green – expected progress, Amber – just short of expected progress and Red – underperforming and intervention required.
- Language of learning is well established, and ‘challenge’ remains a core focus of this for all.
- Pupils speak positively of the positive impact teacher feedback has for them, how they are challenged and always encouraged to not settle for less than their best.
- Work has been done to develop the school curriculum and staff are engaged in this process alongside external advisers who have worked with staff in the school to question, evaluate and inform the development of their own curriculum further.

Review the scope of identification in the school to include learning habits which are already tracked – are leadership, technological, entrepreneurial skills being identified?

- The school have agreed criteria for identification of pupils who display exceptionalism in leadership, technological and entrepreneurial skills
- Exceptional Education Plans are evident for those pupils identified and their needs addressed on a very personalised basis to ensure their needs are met and they continue to be challenged accordingly across the curriculum, including areas where that might take them out of their comfort zone to encourage greater resilience and ensure breadth of opportunity is embraced.

Continue to use performance management to set objectives which support the development of MAGT across the school in a consistent manner.

- Development of leaders across the school is evident, which in turn has developed teachers and all those responsible for pupil progress.
- Heads of department have greater understanding of data and use this to inform planning and actions for improving provision within their subject which is fed down to teachers within their subjects.
- Data tracking has been improved and is comprehensive, enabling heads of department to highlight those needing support and intervention and also to track the impact of any interventions or challenge put in place.
- Heads of Department take greater ownership of their subjects which, in turn, strengthens teaching and learning across the subjects as greater consistency is achieved.

Summary of strengths for provision and outcomes

- The school’s motto - *Spiritu Inspiratus* ~~which translates as lungfuls of Inspiration~~ – permeates the learning environment and challenge and aspiration is regularly evidenced in lessons by teachers and pupils, underpinning the curriculum and wider opportunities across the school.
- The climate for learning is positive and engaging. Teachers know their pupils well and, as a result, pupils are very well-behaved and have particularly good relationships with their teachers and each other. For example, pupils are confident in questioning their teachers, challenging themselves and each other and they give and accept feedback, offer and accept assistance, in a constructive manner.
- The school continues to strive to further improve its more able and challenge provision, has an accomplished MAGT lead and supportive leadership, all committed

to improving provision for all by ensuring a curriculum and environment offers challenge and is aspirational for all.

- The commitment the school shows, for provision of the more able pupils is commendable and the development plans created are live working documents which can be seen in the focus on the action plans created and the progress the school has made with this.
- The Headteacher, the Director of Teaching and Learning and the Head of Teaching and Learning (Y3&4), governors and the extended leadership team have created an environment in which staff and pupils can have high expectations of themselves and of one another. There is a relentless drive to promote effective learning and ensure the Hazelwood pupils are 'future ready'.
- The challenging, evolving and adapting curriculum offers opportunities across all areas of school life, for a child to find their strengths and excel. The curriculum is central to the success of the provision at Hazelwood and continues to develop as part of the School Development Priorities. It provides for a range of experiences and learning opportunities for pupils to pursue their learning according to their ability or interests and is focused on ensuring the pupils are 'future' ready.
- Staff seek to innovate and inspire through focused action planning and the provision of on-going and well targeted CPD which has brought staff together, ensured a common goal and provides opportunity for sustainable change in the school.
- The school's focus on 'the Box', an agile space where pupils are taught to solve problems creatively, is popular with all sections of the school community. It is the focus of the case study submitted for reaccreditation and continues to be a work in progress with a view to supporting the development of problem solving as part of the school culture. The aim is to embed these skills across the school and across the curriculum where teachers consider it a critical tool to engage, motivate and inspire pupils to succeed.
- The curriculum is broad balanced and demonstrates a clear progression across the school.
- The school's focus on thinking skills and creativity is clearly communicated with staff, pupils and parents and each section of the school community is supportive of this. The box encourages conversation about pedagogy across the school and supports staff development, empowering staff to take ownership of their own development and permission to try something new.
- The curriculum encourages this further through 'big questions' which provide a focus for learning. The enquiry week next term, where the timetable will be collapsed for a week and all pupils focus on the theme of 'perspective', provides a wide range of opportunities to challenge and extend every child's learning.
- Provision for all pupils is robustly monitored, evaluated and very ably led. The highly skilled, committed and enthusiastic lead ensures that all staff are well informed and fully committed to raising achievement for more able pupils. Any underachievement is quickly identified and responded to in a timely manner.
- The leadership team is reflective and work strategically to ensure staff are equipped, engaged and empowered to deliver outstanding provision for the MAGT pupils through challenge as part of the school's every day practice.
- The artwork across the school is of a very high standard and pupils are supported to expand their repertoire of skills and take risks in their work. They are challenged and given opportunities to work at a high level and the pupils speak articulately about their work.
- Pupils critique their own and others work through effective description, analysis,

interpretation and judgement.

- Pupils are supported in becoming resilient and independent learners through both high expectations in the classroom and the opportunities in the extended curriculum. Pupils in the older years speak favourably about being taken out of their comfort zone and realise the benefits of doing this.
- Pupils, parents and staff, speak favourably of the Box and the opportunities this affords pupils to work in ways which suit their learning preference and needs.
- Parents and pupils agree that they are supported and challenged in ways which get the best out of them and ensure they can achieve the high expectations that are made of the pupil. Pupils can be challenged in adopting higher levels of language and communication skills, analytical skills and problem-solving skills. The use of the Box as an effective pedagogy for raising attainment is supported by all sections of the school community and contributes effectively to the transferable skills pupils are developing in their learning.
- Professional development is focused on developing pedagogy that will impact positively on all pupils.

Summary of strengths for teaching and learning

- Pupils are proud of their school. They feel they have a voice and are challenged in their lessons. They feel their teachers know them, motivate and encourage them to be the best they can be in whatever area their strength lies.
- High levels of pupil engagement were evident in lessons observed.
- Pupils also speak positively of the wide range of opportunities they are afforded through the curriculum and extra-curricular programme. The electives in Y7&8 is popular and enjoyed by pupils at the top of the school and pupils are able to articulate how they would like to see this developed further in other curriculum areas – suggesting pupils are given options to ‘major’ and ‘minor’ in languages too, allowing them the opportunity to focus their efforts on the one they wish to pursue.
- Pupil enquiry to extend their learning and understanding was evidenced in a range of lessons and pupils talk with enthusiasm about their lessons and learning.
- Pupils demonstrate excellent attitudes to learning across all ages. They are confident, independent and enthusiastic from an early age and this further develops as they move through the school.
- Pupils are engaged and motivated to embrace the challenge presented in lessons. In Year 1, the times tables mountain ensures there is no ceiling set on pupils attainment, encouraging them to stretch themselves further: up to the 12 x tables including inverse operations.
- Teachers have good subject knowledge and at the top of the school are challenging pupils well beyond the age expectations of the oldest in the school. In maths, the students continue to have lessons planned to meet their individual needs, with some being challenged with A level mathematical concepts.
- The boards, suggested at the last accreditation to challenge pupils and allow them to share their thinking, are used well across the school and were evident in all classrooms. In maths, a more able student had spent some time writing out complex mathematical cubic equations and attempting to solve them – and hoping to be able to write computer code for them too. This pupil-led initiative, motivates and inspires other students and it is definitely considered positive to work at a high level. In the mathematics example, other students responded with their own simultaneous and quadratic equations.
- The ‘Learning Wheel’ created and introduced in the Box, provides an excellent way for

pupils to consider their own learning on a given task and what skills they might need to engage to complete a task successfully. Pupils are taught to develop a range of skills and that a range of learning strategies will be needed for different scenarios. This wheel is used in the Box for pupils to self-assess and for teachers to challenge pupils.

- Pupils are articulate, confident, inspired and focused. They talk about being taken out of their comfort zone and when giving feedback to peers in a drama lessons, they did so constructively and were able to justify their comments, which are received gracefully.
- Pupils are adept at using mathematical reasoning and can explain their mathematical thinking, demonstrating sound numeracy knowledge, skills and understanding.
- The positive learning environment for learning created celebrates and showcases exemplar work and outcomes and pupils are inspired by this.
- The Box encourages pupils enquiry to extend learning and understanding and this is working its way through the school into other lessons.

Areas for development

- Ensure that cognitive challenge permeates every lesson from the start and is made explicit to pupils. The graded challenge in lessons observed is understood by pupils and they take ownership of the level of challenge they accept. Pupils' learning would be further supported if challenges were seen not simply as something which is done if they complete a piece of work, is optional or simply 'more work', but explicit and permeating each lesson from the start.
- Continue to further develop the work that is being done in the BOX, on problem solving and enquiry based learning, ensuring that challenge is embedded throughout each lesson in classrooms and the BOX, through a focus on pupils making connections in their learning that help them make sense of and integrate new knowledge into what they already know.
- Further develop the Learning Wheel across the school and consider how this can be used effectively at each age and stage in order to develop critical thinking and problem-solving skills in the pupils.
- Further enhance the quality of teaching for cognitive challenge by sharing the pedagogy and approaches seen in the best lessons in order to establish an ethos of staff ongoing development and recognition that the school is a learning community.
- Provide information and support for parents to access appropriate support for their child as required.
- Review individual education plans for the more able pupils in order to ensure the pupils know what is expected, parents understand what is in place and teachers have a way of monitoring at an individual level, whilst making it manageable for teachers.
- Engage with NACE to share best practice and develop own practice further – attend Network Group meetings and consider running a Challenge Award School Experience event to showcase the Box and the outside Box.
- Further develop student voice as curriculum developments progress, seeking their views on what works and how the curriculum can be further developed to support them in being the best they can be.

Key issues (*key action points to be included on the school's Key Issues Matrix*)

- Continue to collaborate with and share experience with other schools in supporting their more able pupils to achieve their best. Continue to build the links with local schools and share the school's expertise in providing for the more able and the work on

the Box.

- Further develop the strong lines of communication with parents to ensure that pupils are effectively supported academically and pastorally and parents are engaged in the process in order that the home school partnership is strengthened further. Consider parent workshops and guidance to enable them to understand the characteristics of More Able pupils and know how to support their children effectively at home and how their child's needs are being met in school.
- Increase the opportunities for pupils to review and evaluate the quality of challenge they experience in lessons through the further development of pupil voice opportunities, enabling them to impact on the quality of teaching and learning.
- Review the staff CPD programme and consider supporting staff to develop knowledge, skills, and confidence to engage in research in their classrooms, making evidence informed changes to their practice in order to support pupil attainment and progress.

Challenge check-in due (+18 months): July 2024

Next reaccreditation application deadline (+3 years): January 2026

**School wishes to be assessed for Challenge Award
Ambassador status at next reaccreditation:**

Yes

NACE Lead Assessor signature:

A handwritten signature in black ink, appearing to read "NACE Lead Assessor". The signature is written in a cursive style with a large, stylized initial.