



ISI Independent
Schools
Inspectorate

HAZELWOOD SCHOOL

REGULATORY COMPLIANCE INSPECTION

15th March 2016



School's Details

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
Email Address	schoolsec@hazelwoodschool.com
Head	Mrs Maxine Shaw
Chair of Governors	Mrs Jo Naismith
Age Range	0 to 13
Total Number of Pupils	588
Gender of Pupils	Mixed (330 boys; 258 girls)
Early Years Foundation Stage	188
Pupils' Ability	Standardised data indicates that the ability of the pupils is above the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 69. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. 20 pupils have English as an additional language (EAL) and one receives support for English.
History of the School	The school was founded in 1890 as a boys' boarding school. It merged with a girls' school in 2009.
Ownership and Governing Structure	The school is an educational trust, administered by a board of governors.
School Structure	Hazelwood is a co-educational day school. The school consists of three departments. Children attend the Early Years Foundation Stage (EYFS) between the ages of three months and five years

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	old. Girls and boys between the ages of five and thirteen attend the lower and upper school departments.
Inspection Dates	15 – 16 March 2016
Other Useful Information:	The school is accommodated on two sites a short distance apart. The Larks accommodates children in the EYFS and is situated in the centre of Oxted. The main Hazelwood site for the upper and lower departments, is situated in Limpsfield on the outskirts of Oxted.

About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

In respect of whole-school provision this is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents
- (vi) an investigation of the financial viability of the school or its accounting procedures.

In respect of Early Years provision 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). Headline judgements of quality use one of the descriptors ‘outstanding’, ‘good’, ‘requires improvement’ and ‘inadequate’

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and the requirements of the statutory framework for the Early Years Foundation Stage.

PART 1

Quality of education provided

The school does not use national tests to determine attainment, using instead its own framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

Regulatory standards relating to the quality of education [paragraphs 1 - 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The regulatory standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

The standards relating to welfare, health and safety [paragraphs 6 -16] , the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17-21] are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The regulatory standards relating to the premises and accommodation [paragraphs 22 – 31] are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with Education, Health and Care plans or English as an Additional Language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

Regulatory standards relating to the provision of information [paragraph 32] are met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

The regulatory standards relating to the handling of complaints [paragraph 33] are met.

PART 8

Quality of leadership in and management of schools

The governors ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

The standard relating to leadership and management of the school [Paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years' provision

The overall effectiveness of the early years' provision is good. Children, including those identified as having SEND or EAL, make good and sometimes better progress relative to their ability and starting points. By the end of the EYFS, they are well prepared for the next stage in their education, and are ready for school. Children's individual needs and interests are catered for well. Overall, staff are effective at ensuring that the curriculum and activities appeal to and fully engage the children. Children display excellent levels of personal and emotional development. They are comfortable and secure in their environment, and present themselves as happy, confident and polite young children.

Staff safeguard children well, with practitioners demonstrating a secure awareness of their responsibilities to protect the children in their care.

Leadership and management are keen to build upon the successes of the provision to further improve children's experiences. Appropriate systems evaluate and improve the provision. For example, there have been numerous recent changes to improve outcomes for children, including the addition of a library area. The recommendation from the previous inspection has been successfully addressed and all children experience a greater range of outdoor learning experiences across the curriculum.

Effectiveness of leadership and management

The effectiveness of leadership and management is good. Leadership and management, including governance, demonstrate a strong desire to provide good quality provision and care for children, and have clear vision for future development. A regular cycle of one-to-one supervision meetings for staff is in place, as well as an established performance management programme. Together these help staff to develop best practice and identify future areas for training.

In their pre-inspection questionnaire responses, most parents were happy with the provision of care and education. A few parents felt that their views are not welcomed by school leadership. Inspection evidence does not concur. Children's ideas are frequently incorporated in activity planning and periodic parental surveys exemplify that leadership and management are keen to embrace parents' views. Feedback is successfully incorporated into the regular self-evaluation reviews, which in turn, help shape the plans for the setting's future development.

Leaders and managers are effective in overseeing the educational plans, staff practice and children's records, to ensure that the curriculum is suitably covered and offers a stimulating breadth of experiences. The flexibility in planning and delivery across the setting, enables children's specific needs and interests to be appropriately provided for; when this is done well, it leads to engaging learning experiences. The carefully focused programmes mean that children are ready for the next step in their education.

The inclusiveness of the setting successfully promotes equality and diversity. British values are actively embraced, not only through the curriculum, but through everyday routines. Leaders and managers are

acutely aware of the need to lead by example; they have successfully developed a positive behaviour policy called 'The Three Bears' which helps children understand the behavioural expectations. Children with specific needs, including those with SEND or EAL are well supported through the close partnerships that exist between staff and parents. Individual learning plans are created, implemented and shared with all relevant staff and parents to help narrow any gaps in children's development.

In day-to-day practice, leaders and managers pay due regard to the promotion of children's welfare and safeguarding. Policies and procedures are updated regularly, and are well understood by staff, including the recent arrangements to prevent radicalisation and extremism. All necessary safeguarding training has been undertaken.

Quality of teaching, learning and assessment

The quality of teaching, learning and assessment is good. Staff are well qualified for their roles and are enthusiastic in their teaching approaches. They are knowledgeable and keen for all children to succeed to the best of their ability, including those with SEND or EAL or the more able. In the best practice, planned activities present children with high levels of challenge, which helps them sustain interest in their chosen activities. In a few sessions activities were not as well-matched and as a result progress was less evident.

Staff regularly observe children's participation in activities to evaluate what children know, understand and can do. They make good use of these assessments to help plan children's future learning. Additionally, staff gather information from parents and where appropriate, from previous settings that children may have attended. Appropriate additional support for children's learning and development needs is provided when required. This results in children achieving well, often making good or better progress. Parents are provided with a suitable amount of information, both about the setting itself, as well as specific information about their child's progress. Information booklets and workshops provide parents with helpful advice on how to support children's learning at home. Parents have good opportunities to learn about their child's progress, including access to learning journals as well as regular consultation meetings. Daily diaries also facilitate communication between home and school. For all children, annual reports, including the required progress check at age two include useful targets for future learning.

Through topics and discussions, staff effectively promote children's appreciation of their differences, fostering good levels of mutual respect and tolerance. From the earliest age, they equip children with good learning skills, giving them the confidence and enthusiasm to develop well in all areas of the curriculum. For example, the youngest children confidently initiate conversation with staff; in response, staff fully engage and challenge children's linguistic abilities through skilful questioning. Staff facilitate a wide range of learning opportunities through an effective balance of child initiated and adult led activities. Children are inquisitive and eager learners, well prepared for the next stage of their learning.

Personal development, behaviour and welfare

The personal development, behaviour and welfare of children is good. Children are keen to learn, and are proud of their achievements. They benefit from the positive culture that is nurtured by staff throughout the setting. From an early age children demonstrate good levels of self-confidence; they are aware of their abilities and how to learn. Independently and confidently, the children explore the good range of interesting activities provided both indoors and out. They relish opportunities to use their imaginations, such as older children pretending to go on a mission to space in the role play area.

Children have well developed social skills for their age and demonstrate that they feel emotionally secure within the setting. Introductory taster days help new children settle smoothly into the setting's routines. During the summer term older children spend time in their next class, meaning that by the end of the EYFS, they are well prepared for the change of site and move to Year 1.

Each child has an assigned key person, who undertakes full responsibility for their learning, emotional and care needs. Key staff know the children within their group well and quickly form close bonds with their families. Staff effectively promote prompt and regular attendance. Effective strategies teach children about

behaviour expectations and how to manage their feelings. Children are keen to meet staff expectations. They demonstrate kindness for others in their play and interaction. From a young age children develop a secure understanding about the importance of self-care and how to manage risks. Children develop a good awareness of leading a healthy lifestyle, and are taught about diet, hygiene and exercise. The youngest children show a growing responsibility for their own needs, finding their own water bottles and clearing up after snack. Children's personal development is of a high standard. From an early age they engage contentedly in play with others, taking turns well. By the end of Reception, children are confident individuals who demonstrate respect and tolerance for others. These attributes provide them with an excellent start to life in Britain and the wider world.

Outcomes for children

The outcomes for children are good. Across the age ranges, children make good and sometimes better progress in relation to their starting points and abilities. On a few occasions, more able children were not challenged appropriately which limited progress. Children identified as having SEND or EAL make very good progress, helping them in their preparation for the next stage of their learning.

Children demonstrate a strong love for learning. The youngest children eagerly engage in active play, investigating a wide range of resources. They enjoy experimenting with percussion instruments and show an enthusiastic interest in books and number puzzles. Children aged two can confidently recall stories and can adeptly use counting skills in their play. Reception children competently apply their mathematical skills to create and record their own number additions and securely understand the concept of halves and doubling. They confidently write in cursive script and independently use their knowledge of letter sounds to write letters to the Easter Bunny.

By the end of the EYFS, an overwhelming majority of children meet the expected levels of development for their age across all areas of learning, with many exceeding these expectations. As a result, they are ready for the next stage of their education because they have a strong foundation on which to base their future learning.

Compliance with statutory requirements

The school meets the requirements of the statutory framework for the Early Years Foundation Stage.

Recommendation for further improvement

The school is advised to make the following improvement.

- Ensure that all activities provide for the children's specific needs and interests and offer suitable levels of challenge that encourage their full involvement.
- Formalise arrangements for direction of staff who work with children aged three and over, where checks for prohibition from teaching would otherwise be required by the Independent School Standards.

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of trustees. They observed a sample of the extra-curricular activities that occurred during the inspection period, attended registration sessions and a chapel service. 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 Sue Bennett	Reporting Inspector
Mrs Rhiannon Williams	Compliance Team Inspector (Director of Studies, IAPS school)
Miss Jacqueline Scotney	Co-ordinating Inspector for Early Years
Mrs Karen Rogers	Team Inspector for the Early Years (Head of Pre-Prep, IAPS school)