

Aylward Primary School

Pangbourne Drive, Stanmore, HA7 4RE

Inspection dates 2–3 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Inadequate	4
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Since the previous inspection, the quality of teaching and pupils' progress has declined rapidly because senior leaders have not taken sufficient action to sustain high standards.
- Leaders do not use information about pupils' progress well enough so do not have an accurate view of how good the school is and neither can they identify the right priorities to work on next.
- Leaders do not check well enough on whether steps they are taking to improve the school are working.
- Governors do not fully understand their roles and responsibilities and do not effectively hold leaders to account for the school's performance.
- Pupils' progress is not always rapid enough in Key Stage 2, especially in mathematics. Pupils have few opportunities to use their mathematical skills and knowledge to work on problems they might find in real life.
- Teaching is not consistently good, particularly in Years 3 and 4; leaders are not improving it quickly enough.
- Sometimes the work given to pupils does not match their needs or provide appropriate challenges, especially in mathematics.
- Pupils sometimes have to spend too much time in lessons listening when it does not involve them in their learning.
- Marking does not always tell pupils how to improve their writing, or what steps they should take next in other subjects.
- Teachers sometimes do not make the most of the help teaching assistants could give.

The school has the following strengths

- Behaviour and safety are good. Pupils are polite, friendly and respect each other. They feel very safe in school.
- Pupils' spiritual, moral, social and cultural development is promoted well.
- Children get off to a good start in the Early Years Foundation Stage and this is continued into Key Stage 1.
- Adults in the resource unit support pupils with special educational needs well.

Information about this inspection

- The inspection team observed 17 parts of lessons. Joint lesson observations were undertaken with the headteacher and other members of the senior leadership team.
- Inspectors listened to pupils read and observed an assembly.
- They looked at many school documents, including minutes of governing body meetings, data from the tracking of pupils' attainment and progress, behaviour and other information relating to attendance and safeguarding arrangements.
- Inspectors took account of the 45 responses to the online questionnaire (Parent View) and informal discussions were held with parents at the start of the day.
- Discussions were held with key staff, pupils, members of the governing body and a representative from the local authority.
- Inspectors also considered views expressed in questionnaires returned by staff.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Diane Rochford

Additional Inspector

Cliff Mainey

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Aylward is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is higher than average.
- A high proportion of pupils speak English as an additional language, although only a few are at an early stage of English language acquisition and these are mainly in the Early Years Foundation Stage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium is above average. This additional funding is given to the school to support pupils known to be eligible for free school meals, those in the care of the local authority and children of service families.
- In 2012, the school did not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a specially resourced provision for pupils with special educational needs. This resource, called Kaleidoscope, caters for 12 pupils who have special needs associated with autistic spectrum disorders (ASD).
- The school provides a breakfast and after-school club.
- There have been changes in staff in the Early Years Foundation Stage, in Key Stage 1 and in Key Stage 2 since the previous inspection.
- Since the last inspection, the school became a primary school; it no longer has Year 7 pupils.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly in Key Stage 2 by ensuring that teachers:
 - match work to the different needs of the pupils so it challenges them, especially in mathematics
 - mark work consistently well and give pupils clear comments that will help them improve
 - involve pupils actively in learning so they are not passive in lessons
 - use teaching assistants fully to support pupils' learning
 - give pupils plenty of opportunities to use real-life events to solve problems in mathematics.
- Increase the impact on raising standards of all the leaders and managers by ensuring they:
 - use pupil achievement information more effectively to track and analyse the progress of the different groups of pupils
 - assess the impact of the various types of support given to pupils
 - carry out accurate self-evaluation to give them a realistic view of how well the school is doing
 - focus on the key priorities that will help them to improve the progress of all pupils rapidly.

- Commission an external review of governance to fully determine how this aspect of leadership and management can be improved and take swift action to address the review's findings.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because pupils in Key Stage 2 do not make rapid enough progress over time. Standards in English and mathematics have declined since the previous inspection and are now significantly below the national average by the end of Year 6.
- Even though pupils are making better progress since September 2012, many are still behind in their learning, especially in mathematics. There is no difference in the progress made by pupils of different ethnic backgrounds, and those who speak English as an additional language make similar progress to their peers.
- Children mostly start the Early Years Foundation Stage with skills that are well below those typical for their age. They are given a solid start and make good progress by the time they leave Key Stage 1. However, progress slows in Key Stage 2, particularly in Years 3 and 4.
- In 2012, pupils in Year 6 who were entitled to additional support through the pupil premium funding made slower progress than their peers throughout Key Stage 2. They were at least two years behind in mathematics and over a year behind in English; these gaps were wider than those found nationally.
- Good provision is in place for pupils currently in the school who are eligible for support through the pupil premium through extra small-group and adult help. During the inspection, these pupils were making good progress, for example, in developing their reading skills. This is helping to close the achievement gap.
- Results show that in the last two years, disabled pupils and those who have special educational needs have, overall made slower progress than others. Disabled pupils and those with special educational needs in the main school are now making similar progress to their peers. However, leaders do not collate or analyse information on the progress of the different groups to assess the impact of the support provided on pupils' achievement.
- Pupils do not achieve as well in mathematics as in English. This is partly because the work is not always accurately pitched to their needs. In a few mathematics lessons observed, pupils were allowed to choose the level of challenge. However, some of the more able pupils chose tasks that were too easy and this unsuitable level of challenge was not often picked up by the teachers. A few children said, 'Learning is not fun when you know the answers and have to wait for others.'
- The calm environment in the Kaleidoscope unit helps pupils to concentrate and they get strong encouragement from the adults, which help them to make good progress.
- Pupils' written work is promoted and celebrated well around the school. Pupils are confident in using phonic skills (the sounds that letters make) to read unfamiliar words. They enjoy reading and records show that it is encouraged both at home and at school.

The quality of teaching

requires improvement

- The quality of teaching has deteriorated since the previous inspection. Although it is good in the Early Years Foundation Stage and in Key Stage 1, too much requires improvement at Key Stage 2, particularly in Years 3 and 4. This is why pupils' progress slows as they go through the school.
- Work in pupils' books shows that teachers' marking does not always tell pupils how to improve their writing and it does not help them to understand the next steps needed to improve their learning. In mathematics lessons, teachers do not give pupils enough opportunities to use their knowledge and skills in this subject to solve problems in situations that might happen in real life.
- Sometimes teachers talk for long periods of time while the pupils listen passively. This prevents pupils from moving rapidly on to more productive individual or group learning. During these times, teaching assistants are not always used effectively, particularly when they are not assigned to a specific work group.

- Teaching assistants in the Kaleidoscope unit support the learning of the disabled pupils and those with special educational needs well. Routines are well established which help pupils to feel settled. Adults encourage the development of pupils' social skills and visual timetables help to support pupils to become more independent. The unit is managed effectively.
- The learning environment in the Early Years Foundation Stage is well organised and stimulating with a wide variety of activities available for children to develop their curiosity and creativity. Adults provide activities that have a clear link with real-life situations, so here children are learning to understand what happens in society beyond the school, for example, with money and shopping. All adults in this part of the school plan effectively and cater for the differing needs of the children.
- Reading is taught well in Key Stage 1. This was seen in a Year 1 literacy lesson where the pupils were learning the 'n' and 'wh' sounds. The teacher ensured that pupils made the right shape with their mouths to get the correct sounds. This helped them to say the letter sounds properly.

The behaviour and safety of pupils are good

- Pupils throughout the year groups say that they enjoy school. They also say they feel safe. They have a good understanding of how to keep themselves safe. They have a good knowledge about how to remain secure when using the internet and when on the roads, and were able to share their expertise with the inspection team about bicycle safety.
- Most pupils have a good understanding of what is meant by bullying. They can clearly explain the different strategies that they could use if they had to deal with bullying. Pupils are adamant that there is hardly any bullying in their school.
- Typically, pupils' behaviour around the school and in lessons is good. This view is backed up by the records in the school's behaviour logs, and the majority of parents who responded to the online parent questionnaire agreed that pupils behave well. Pupils are very polite and friendly, and show plenty of respect to each other and all adults.
- Children behave exceptionally well in the Early Years Foundation Stage. Adults ensure that all children are very well looked after and best use is made of snack time. The children sit sensibly together and eat their snack. Children show plenty of consideration for their environment and are very good at clearing away their rubbish.
- Pupils fully understand the school's methods of dealing with any unacceptable behaviour but they feel these are rarely needed.
- Pupils make an effective contribution to the school, for example through the school council. This has helped to purchase new playground equipment.
- The breakfast club gives the pupils who attend a good start to the day.

The leadership and management are inadequate

- Leadership and management are inadequate because leaders have not been effective in maintaining good teaching or achievement, both of which have swiftly deteriorated since the previous inspection. Leaders do not have an accurate picture of how well the school is doing and their self-evaluation is inaccurate. Leaders have not demonstrated the capacity to improve the school.
- Senior leaders do not use achievement information effectively to track and analyse the progress of the different groups of pupils and assess whether the support given to them is having the desired effect. Improvements are fragile because progress is not tracked well enough; the school's development plan lacks a clear focus on the main priorities and there is insufficient emphasis on checking and analysing the impact of actions taken.
- Senior leaders are now taking steps to monitor the quality of teaching, but this work has not had enough time to demonstrate the full impact on improving it. During the inspection, the

leadership team's judgements on the teaching observed agreed with those made by the inspection team. The headteacher has recently tightened up on the procedures for rewarding teachers so pay rises are now linked more closely to effective performance. Where teaching is not good, a support package is put into place but, despite this, too much teaching still requires improvement.

- Newly qualified teachers should not be appointed.
- The range of subjects and topics taught is most effective in the Early Years Foundation Stage and in Key Stage 1 where pupils are given a good variety of interesting and relevant experiences. Links with the local secondary school help to prepare older pupils well for the next stage of their education.
- Pupils' spiritual, moral, social and cultural development is promoted well by teachers, not only through the way they encourage reflection and good behaviour, but also through what pupils study; for example, they have first aid lessons. The school offers a wide range of extra-curricular opportunities.
- The school has made strong links with parents. Members of the senior leadership team are available for parents at the beginning and end of the school day. Parent surveys carried out by the school shows that most parents are satisfied with its work.
- The local authority monitors the school's work through termly conversations and it has provided good support for the Early Years Foundation Stage staff. However, while the local authority support has led to good outcomes for the youngest children, the impact of its work on raising achievement is less evident in Key Stage 2.
- **The governance of the school:**
 - Governance is inadequate. Not all members of the governing body have a clear understanding of their roles and responsibilities. They are very reliant on the headteacher's information and do not have a clear understanding of the school's performance. As a result, governors do not have a realistic picture of the quality of teaching and they have been ineffective in holding leaders to account. They do not have sufficient overview of how the additional funding for the pupil premium is allocated and neither do they monitor its impact. At the time of the inspection, information about the pupil premium was not on the school's website, as is required by government regulations. The required system for performance management of the headteacher is in place and the personnel committee oversees the increase in teachers' salaries. All safeguarding practices meet current statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102225
Local authority	Harrow
Inspection number	412229

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	486
Appropriate authority	The governing body
Chair	Shaun Jenkins
Headteacher	Moira Arnold
Date of previous school inspection	25–26 January 2010
Telephone number	0208 958 9202
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Email address	office@aylward.harrow.sch.uk

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