

Aylward Primary School

Pangbourne Drive, Stanmore, HA7 4RE

Inspection dates

5–6 February 2014

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress requires improvement. This is because too few pupils are making consistently good progress, especially in writing.
- Teaching is not consistently good because lessons have not always been planned using accurate information about how well pupils are doing.
- Teachers' expectations of what pupils can achieve are not always high enough.
- Tasks are not always matched to pupils' abilities, especially in challenging more-able pupils so that they can learn for themselves.
- Teachers do not always check pupils' understanding in lessons so that they can change activities if necessary.
- Not all subject leaders have a clear role in checking the quality of teaching. As a result, they do not always understand what needs to be improved.
- The school's systems for checking pupils' attainment and progress are not sufficiently clear and robust. Consequently, not all leaders and governors have an accurate overview of pupils' progress throughout the school.

The school has the following strengths

- The headteacher, supported by senior leaders and governors, provides strong leadership and has improved the quality of teaching. This is because she has rigorously monitored learning in lessons.
- The governing body is well led and involved in striving to improve the school through both challenge and support to school leaders.
- Pupils are polite and well mannered. They take an active part in contributing to the life of the school. Adults in the school look after pupils very well and ensure they are kept safe at all times.
- Progress and teaching in the Early Years Foundation Stage and Key Stage 1 are good.

Information about this inspection

- Inspectors observed 17 lessons or part lessons, the majority of which were joint observations with the leadership team.
- Inspectors listened to a number of pupils read from Year 1, Year 2 and Year 6, and observed the teaching of phonics.
- Inspectors looked at books in lessons as well as a substantial number out of lessons in order to evaluate the progress made by pupils over time.
- Meetings were held with pupils, school leaders and staff, as well as representatives from the governing body and the local authority.
- Inspectors observed the school's work and looked at a range of documents, including those that show the school's checks on pupils, plans for future development, and pupils' progress data. They scrutinised pupils' work, information about how the school cares for and protects pupils, records relating to behaviour and attendance, and minutes of governing body meetings.
- The inspection team analysed the views of 47 parents who responded to the Parent View survey on the Ofsted website and spoke to a group of parents during the inspection.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Gill Walley

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Aylward is much larger than the average-sized primary school.
- The school is currently a two-form intake with a nursery of part-time children. In September 2013 the school opened an additional class so that there are three forms of entry for the Reception class. The local authority is formally consulting with the community about this school permanently expanding to three-form entry from September 2014.
- The governing body and local authority are in discussion with the Department for Education on proposals for the school to convert to an academy.
- The school has a specially resourced provision for pupils with special educational needs. This resource, called Kaleidoscope, caters for 12 pupils who have special educational needs associated with autistic spectrum disorders (ASD).
- 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 2013 the school met the government's floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better so that pupils make at least good progress, particularly in writing, by:
 - planning lessons based on accurate information about pupils' progress
 - ensuring all teachers check pupils' understanding in lessons, and amend activities according to the progress pupils have made
 - challenging the more able in lessons to improve their learning so they have more opportunities to learn for themselves
 - raising teachers' expectations of what pupils can achieve and the amount of work which pupils complete each day, especially the more able
 - ensuring all pupils have the opportunity to respond to teachers' feedback and check and improve their own work.
- Strengthen leadership and management by:
 - clarifying roles and responsibilities, particularly in middle leadership, in order to hold teachers to account and share good practice to work together to ensure a consistent approach to teaching and assessment across the school
 - improving the quality and accuracy of information gathered about pupils' progress.

Inspection judgements

The achievement of pupils

requires improvement

- From their starting points, pupils' achievement by the end of Key Stage 2 requires improvement. The school's internal data suggest that pupils' achievement is currently improving. However, progress is not good because there is too much variation in the quality of teaching and the effective use of progress information.
- Pupils' attainment has been variable over time. While there have been some impressive improvements in 2013, especially in mathematics, it has remained broadly average.
- The progress made by disabled pupils and those who have special educational needs requires improvement. The additional support received by these pupils in lessons and in small group and individual sessions beyond the classroom is helping them to make similar progress to their peers.
- Pupils who are eligible for the pupil premium funding make similar and sometimes better progress to other pupils in some classes. In 2013, these pupils attained above pupils nationally in reading, writing and mathematics. Senior leaders have planned carefully for the use of the additional funding that they receive to support this group. In 2013, at the end of Year 6, these pupils were almost three terms behind their peers in mathematics, two terms behind in reading and just over a term behind in writing.
- The supportive environment in the Kaleidoscope unit helps pupils to make good progress. This is because adults in this part of the school cater effectively for the differing needs of the pupils.
- In 2013 the result from the national reading check for Year 1 pupils indicated an above average amount of pupils met the required standard.
- Pupils have a wide selection of reading books and most pupils enjoy reading. They like to share their books and talk about what they are reading. Phonics teaching (the sounds that letters make) in the Early Years Foundation Stage and Key Stage 1 helps the younger children to pronounce new and difficult words because the school places a high value on the promotion of early reading.
- In some classes, opportunities are missed to allow more-able pupils to learn for themselves rather than sitting listening in whole-class lessons.
- The sports funding has helped to give physical education a high priority in the curriculum. Pupils are able to engage in a wide variety of sporting activities and enhance their well-being.

The quality of teaching

requires improvement

- Teaching requires improvement because not all groups of pupils make consistently good progress in their learning.
- Teachers do not always question pupils effectively about how well they understand what they are learning. Consequently, opportunities are missed to identify and put right any gaps that pupils may have in their learning.
- Teaching is improving, but some weaknesses remain, and there is little outstanding teaching. In some lessons, teachers' expectations of what pupils can achieve and produce are not high enough. For example, in some classes, the more-able pupils tackle easier activities rather than being moved on to the more demanding extension work straight away.
- Pupils are not always given appropriate resources to help with their learning. Teachers do not check on pupils' progress frequently enough during lessons and then adapt their teaching accordingly.
- Where teaching is stronger, appropriate questions develop pupils' thinking. Teachers use information on pupils' previous learning well to set suitable activities. In a Year 6 class, pupils were using several different methods of calculation to solve mathematical problems. Additionally, methods for letting pupils know what they must do to be successful were clear; pupils understood them and were beginning to assess themselves against these criteria.

- Throughout the Early Years Foundation Stage, children are provided with a wide range of exciting indoor and outdoor activities. They receive well-focused teaching from adults. There are also good opportunities for children to explore, be creative and learn independently. As a result, children achieve well.
- There is a consistent approach to marking across the school, with teachers providing pupils with comments about how they can improve their work. However, teachers do not consistently give pupils the opportunity to respond, check and improve their own work.
- Adults other than teachers support groups of pupils well in the classroom so they make better progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils have positive attitudes to learning, even when the teaching is not as effective as it should be. They maintain concentration and nearly always finish their learning tasks in the time given. For example, in one English lesson, pupils worked particularly well together in groups and pairs, attempting to solve problems and helping each other gather information.
- Throughout the school, teachers and support staff have developed strong relationships with pupils. Pupils' spiritual, moral, social and cultural development is promoted well. As a result, pupils are cooperative, show consideration for others and work well in pairs and in small groups.
- There is a harmonious atmosphere throughout the school. Pupils show a mature attitude towards the use of sanctions and rewards. They try to make sure the rules are kept, by reminding each other in a sensible way.
- Adults in the resource unit support pupils with special educational needs well. The school works very well with outside agencies to develop a comprehensive support programme unique to each pupil.
- The school's work to keep pupils safe and secure is good. Nearly all parents who responded to Parent View and who attend the parents meeting felt their children were safe at school.
- Pupils say they feel safe in school because staff are kind and the security around the school site is good. They talk confidently about their learning around types of safety, such as internet safety and road safety. Pupils of all ages have a good understanding of what bullying means and types of bullying, including cyber bullying.
- There are many opportunities for pupils to hold responsibilities around the school and they take these very seriously. There are playground leaders to support younger children. Play buddies work with pupils who arrive at the school other than at usual times, helping them to settle into school routines.
- Pupils arrive for school on time and attendance is average. Effective monitoring systems enable staff to tackle attendance issues and inappropriate behaviour.

The leadership and management requires improvement

- Leadership and management require improvement because leaders have not brought about consistently good achievement or ensured that progress from Key Stage 1 to Key Stage 2 has been consistently good over time.
- The drive for improvement has resulted in teaching getting better, particularly at Key Stage 2, and a more systematic application of the marking policy. There are indications of improved progress as a result, although there has not been a chance for this progress to be sustained.
- The school is well led and managed effectively by the experienced headteacher. She is strongly supported by an enthusiastic team of senior leaders and a well-motivated staff.
- Senior leaders have concerns about the accuracy of some termly assessments of pupils in English. This is because the school's systems to check pupils' attainment and progress are not rigorously monitored, and not all subject leaders have the experience and skills to challenge

teachers.

- Senior leaders have promoted good achievement and good teaching in the Early Years Foundation Stage and in Key Stage 1. They are effective in ensuring that the school is a positive and safe environment for pupils to learn and develop.
- The curriculum is varied and there are many opportunities for pupils to learn to play an instrument, sing as a part of a group, learn a modern foreign language and to take part in sporting activities. The thematic approach to learning is providing opportunities for pupils to develop their understanding of the links between subjects. High quality displays of pupils' work demonstrate the wide range of topics studied and the breadth and appeal of much of the school's curriculum.
- Parents and carers think the school communicates with them well. They comment that staff listen to their concerns and take prompt action to address them.
- There are appropriate and effective procedures for checking the performance of staff. Targets to improve teachers' practice and skills are linked well to the school's priorities for improvement. Staff promotion and salary increases are correctly based on the progress that pupils make.
- The school has benefited from the timely intervention and highly focused support and challenge provided by the local authority. This has been particularly effective in relation to securing the leadership and governance of the school.
- **The governance of the school:**
 - Governors have ensured the findings from the external review of governance have led to appropriate training. Governors now visit the school regularly and gain good first-hand knowledge of the impact of teachers' work. The governing body is striving to improve the school through both challenge and support to school leaders. They understand about managing teachers' performance and how it must be used to improve the quality of teaching if pay rises are to be awarded. They have grown in confidence and have become less reliant on external monitoring from the local authority. They ensure that statutory duties such as safeguarding are met. Governors have worked with staff to engage parents and carers more and remain focused on raising the profile of the school within the community. Governors have a good understanding of how different forms of funding, such as the pupil premium, are allocated, and its impact on the achievement of pupils.

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	432493

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	472
Appropriate authority	The governing body
Chair	Marcello Borgese
Headteacher	Moira Arnold
Date of previous school inspection	2–3 May 2013
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