

Aylands School

Keswick Drive, Enfield, Middlesex, EN3 6NY

Inspection dates 7–8 May 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school:

- The quality of teaching has been maintained and improved upon from the already high standards seen at the previous inspection. All teaching is at least good with much that is outstanding.
- Almost all the pupils make rapid and sustained progress when they join the school from starting points which are low for their age. The school has high expectations of their achievement.
- By the time the pupils leave in Year 11, almost all gain a range of GCSE qualifications, including English and mathematics, and other national accreditation. This enables them to go on into appropriate college courses. Since the previous inspection, almost every pupil has left the school for further education or training.
- Teachers consistently ensure that pupils experience learning activities in academic and personal development areas which are very well adapted to their needs and abilities. Very occasionally the pace of learning slows.
- The behaviour of the pupils is exemplary and a strength of the school. There are excellent relations between pupils and with staff. Pupils are keen to learn and this ensures that they make outstanding progress.
- The pupils feel safe and secure and the school ensures that they are safe. The school is a relaxed, harmonious place of learning. Pupils are interested in the subjects which the school offers. They confirm that they enjoy school and this is reinforced by their above average attendance.
- The headteacher has continued to build on the high standards which characterise the school since the previous inspection. She has been supported outstandingly well by her senior staff. Together they rigorously check the quality of teaching and the achievement of pupils. This leads to the excellent progress made by the pupils.
- Governors have an acute understanding of the school's work. They provide a very high level of support and challenge to the school to maintain improvement.

Information about this inspection

- The inspector observed the pupils' learning in seven lessons, all of which were joint observations with the headteacher.
- Meetings were held with senior managers, members of the governing body and a senior representative of the local authority. Informal discussions were held with pupils during the course of the inspection.
- The inspector took into account the views of parents expressed in regular school questionnaires. There were too few responses to the online questionnaire (Parent View) to be included. The 17 responses to the staff questionnaire were also considered.
- The inspector observed the school's work and looked at a range of documents, including relevant policies, the school's review of its work and development planning. Records of pupils' progress and achievement in academic and personal development were looked at as well as monitoring reports on the quality of teaching, the performance management of staff and curriculum documents. Attendance figures for the school were checked as well as all aspects of procedures to ensure the safeguarding of pupils.

Inspection team

Melvyn Blackband Lead inspector

Additional Inspector

Full report

Information about this school

- The school provides for pupils with behavioural, educational, social and emotional difficulties. All the pupils have a statement of special educational needs. There are currently no girls on roll.
- An above average proportion of pupils are from minority ethnic heritages, mainly Black Caribbean
- An above average proportion of pupils are eligible for pupil premium funding, which is additional government funding to support those pupils entitled to free school meals or who are looked after by the local authority.
- Pupils may enter the school at any age from seven years but after they join the school pupils almost always stay until they reach the age of 16 years.
- The school operates a breakfast club for pupils.

What does the school need to do to improve further?

- Ensure that teachers always ensure pupils' interest and achievement is maintained throughout lessons.

Inspection judgements

The leadership and management are outstanding

- The headteacher has led the school with a relentless determination and passion to achieve the highest standards in both teaching and the level of pupils' achievement. There is a very positive ethos where good behaviour can flourish. Her leadership team, the head of pastoral care and the senior teacher, have supported her very ably.
- Almost every teacher in this small school leads a subject. These teachers work extremely effectively to tailor their subject to the needs of the pupils and to ensure that teaching is consistently of a high standard. Teachers and other adults are enthusiastic and committed to their work.
- The local authority maintains an appropriate 'light-touch' approach to the school and has a high regard for the school's work. The very well managed organisation of the school and the outstanding commitment of leaders, governors and staff mean that the school has an excellent capacity to improve still further.
- Subject leaders and senior staff regularly and rigorously check on the pupils' progress. They have very high expectations of each pupil's achievement. They provide well-targeted support should a pupil start to fall behind. As a result, almost every pupil makes rapid progress, including the very small numbers who speak English as an additional language. All the pupils have an equal opportunity to do as well as they can. There is no discrimination.
- Additional government funding for disadvantaged pupils has been appropriately used to provide extra support in English and mathematics, the provision of resources in both literacy and numeracy and to fund the breakfast club. As a result these pupils make progress at the same rate as other pupils and sometimes slightly better.
- Senior leaders check all aspects of the work of teachers and support staff regularly both in terms of the quality of teaching and the impact this has on the pupils' progress. They quickly tackle any performance which does not meet the school's high standards through coaching and further training. The measures to assess teachers' performance are based solidly on national standards and comprehensive monitoring of each aspect of the teachers' work.
- Teachers are very aware that they are fully accountable for the pupils' achievement and that pay awards are linked to meeting challenging targets in terms of pupils' progress. Staff rise willingly to the challenge. There is high morale.
- Leaders at all levels review and evaluate the school's work realistically and carefully. This ensures that any perceived weaknesses are quickly remedied and leads to ambitious targets for future development which all staff are committed to reach. Leaders are aware, for example, that very occasionally the rate of learning and pupils' engagement in lessons flag and their monitoring incorporates this area of development.
- Pupils study subjects which are very well matched to their abilities and interests. Younger pupils in the primary department and those in the lower years of secondary education follow courses well based on National Curriculum programmes but which are tailored to their learning needs. They make excellent progress, particularly in English and mathematics because of detailed planning of the curriculum, the high quality of teaching and the provision of well-organised support where necessary.
- Literacy and numeracy skills are consistently planned into all learning. This ensures that these skills are practised and extended in a range of contexts and has a significant impact on the pupils' progress in English and mathematics.
- Older pupils, as they progress through the school, develop their skills to the extent that they confidently study up to nine GCSE subjects, always including English, mathematics and science, and a work-related and accredited course. They almost all achieve well in these subjects, sometimes gaining A* to C grades. The school ensures that pupils take part in work experience and learn about the world of work. This prepares them successfully to go into the next stage of their education or training.
- The school's curriculum is very effective in developing the pupils' personal skills and in teaching them how to manage their own behaviour. Lessons in personal, health and social education are detailed and well organised and made relevant to the pupils' lives.
- They learn about issues of diversity and being a good citizen in the context of their locality and in the wider world. They develop a very strong understanding of different faiths and cultures. The school council, which was influential in devising a revised anti-bullying policy and many visitors to school, help pupils to understand well what it means to live in a democracy and to take their place in modern Britain.
- Additional government primary sports funding has been well used to develop the pupils' experience of a wide range of sports and activities. The school checks on pupils' attitudes to physical activity and their progress shows a significant improvement in their enjoyment and participation in games and pastimes.

The curriculum has a very positive impact on pupils' behaviour and safety, their physical and academic achievement and contributes very well to their spiritual, moral, social and cultural well-being.

- Parents report their strong satisfaction with the school's work. They feel their child is making good progress and that they are safe and secure. They welcome the regular contact which the school staff make with them.
- The school's work to keep pupils safe and secure is outstanding and very well organised.

■ The governance of the school:

- Governors are very well informed about the school's work and members have a very clear understanding of the pupils' achievement and well-being. They effectively scrutinise data about the pupils' performance in a range of areas, such as their academic progress, personal skills and attendance. Members are extremely well informed on the quality of teaching and how good performance is rewarded and any underperformance tackled. They check the use of additional funding and how effectively it has raised the achievement of disadvantaged pupils. Governors have taken part in regular training, for instance in child protection and the interpretation of data. They ensure that current statutory safeguarding requirements are met.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They quickly settle into the school after often negative experiences at previous schools. Pupils report that they enjoy coming to school because of the calm and supportive atmosphere. They look forward to lessons; they attend regularly and display excellent, positive attitudes to their learning. This is very often a most significant improvement from their experiences at previous schools.
- Pupils' behaviour throughout the school day is exemplary. The school is quiet and industrious; breaks and lunchtimes are enjoyable, relaxed social occasions. The pupils of all ages show high levels of respect and tolerance for others. Older pupils take good care, for instance, of the younger pupils. The school's records show a consistent decrease in incidents of unacceptable behaviour since the previous inspection. Exclusions are very rare because of the school's outstanding systems of pastoral care.
- A major strength of the school is in the management of pupils' behaviour. Every pupil is valued and given a high degree of support. Pupils are very well supervised at all times. The pupils clearly understand the simple but very effective behaviour code and they work hard to gain points which entitle them to various privileges. Adults provide excellent role models and very effectively show pupils how to control their own behaviour. As a result of excellent relationships between all members of the community, the school is a happy and harmonious place of learning.
- The school maintains outstanding records of pupils' progress in behaviour and attitudes to their learning. These are reviewed very regularly and used to very good effect in focusing extra support when pupils need a higher level of emotional and personal care.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safeguarding procedures are well organised and effective. Leaders and governors closely monitor them. Parents, pupils and staff agree that pupils are safe at school.
- Pupils are supervised at all times in a relaxed and informal atmosphere. Teachers and other adults know the pupils very well and thus monitor their well-being closely. They quickly intervene if necessary.
- Pupils develop a very good understanding of how to keep safe in different situations, through well-planned activities about, for example, drugs and gangs. They learn effectively about the potential dangers of the internet. Bullying is extremely rare which school records confirm. Pupils are well aware of how to report incidents and to deal with all forms of bullying including that found on social media.

The quality of teaching is outstanding

- The quality of teaching has improved consistently since the already high standards at the previous inspection. Teaching is uniformly at least good and often outstanding.
- Improvements over time are the result of extremely rigorous, regular checks by senior and subject

leaders. Teachers watch each other's lessons, they welcome constructive criticism from leaders and there is a culture of high expectations of each teacher's performance.

- Staff have very high expectations of their pupils' success. They consistently challenge the pupils to make rapid progress through well-planned lessons which are focused on the abilities of individuals. Teachers generate a high level of commitment by pupils to their learning. The teachers are skilled at adapting the pupils' learning through individually targeted questions to enable them to ensure each pupil fully understands what they had to do. On rare occasions, the pace of learning drops and the pupils do not always make the rapid progress which is commonly found.
- The high quality teaching in English and mathematics has a significant impact on the pupils' progress. Teachers ensure that literacy skills of reading, writing and spelling and of various number skills are practised in all lessons. Every pupil has a challenging English and mathematics target and these are reviewed regularly. Daily reading lessons accompanied by exemplary records and skilled teaching and organisation play a substantial role in helping pupils to improve their skills.
- Groups are very small and teachers give pupils a high level of individual support. This helps pupils to maintain their interest and concentration. They gain the confidence to make mistakes and so learn better because they are fully confident that their teachers are there to support them.
- Teachers mark pupils' work thoroughly and give clear written comments on how they can make their work better. Teachers 'sit down' with pupils daily to discuss their work and what they need to do to improve. As a result, pupils gain the confidence and motivation to make rapid progress. There have been recent changes to the procedures the school uses to check and assess the pupils' progress. These have resulted in even more focused records of how well pupils are doing and how they can make the next small step in their learning.

The achievement of pupils

is outstanding

- Pupils commonly enter the school with levels of attainment which are much lower than those typical for their age. Despite this, due to outstanding teaching, almost every pupil makes rapid progress and in both the primary and secondary departments and achieves just below standards nationally expected in mainstream schools. The pupils make especially good progress in English and mathematics.
- As a result, the older pupils are well equipped to follow a range of examination courses leading to GCSE and Entry level qualifications. Almost every pupil leaves with up to nine GCSE passes increasingly at higher levels.
- The most able pupils achieve especially well in English and mathematics, sometimes gaining A* to C grades. These qualifications, accompanied by the pupils' well-developed motivation to learn further and do their best, prepare them well, in almost all cases, to go into challenging further education courses or suitable training.
- Almost without exception, the pupils make outstanding progress in their attitudes to learning and in their personal development. They learn successfully to moderate their own behaviour and become a supportive member of the school community. This above all ensures that they achieve exceptionally well.
- The high proportion of disadvantaged pupils achieve as well and, on occasion, slightly better than other pupils. There are no gaps in their performance as a result of well-targeted extra support and skilled teaching. Because of very small group sizes it would be inappropriate to comment on the performance of pupils in Year 6 and Year 11, compared to national expectations. Most disadvantaged pupils achieve significantly better than disadvantaged pupils nationally in similar schools.
- The very small proportion of pupils with additional learning difficulties make excellent progress throughout the school because of focused and well-organised support for their learning needs.

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	102068
Local authority	Enfield
Inspection number	448131

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

Type of school	Special
School category	Community special
Age range of pupils	7–16
Gender of pupils	Mixed
Number of pupils on the school roll	38
Appropriate authority	The governing body
Chair	Julian Le Fanu
Headteacher	Ms S Sivaloganathan
Date of previous school inspection	16-17 September 2009
Telephone number	01992 761229
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