

# Aylands School

## Inspection report

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<b>Unique Reference Number</b>	102068
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	335834
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Stuart Charlton

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	7–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr V Sullivan
<b>Headteacher</b>	Ms S Sivaloganathan
<b>Date of previous school inspection</b>	4 November 2006
<b>School address</b>	Keswick Drive Enfield London EN3 6NY
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 lessons and held meetings with governors, staff, groups of students, parents and a representative of the local authority. The work of the school was observed, the inspector looked at the school improvement plan, minutes of senior management and governors' meetings, a range of other documentation and 18 parent questionnaires were analysed.

The inspector reviewed many aspects of the school's work, and looked in detail at the following:

- achievement and attainment of all students to determine whether teaching and learning are sufficiently challenging
- the school's systems to monitor and evaluate its provision, to determine if these are sufficiently rigorous and robust to drive continuous improvement
- the school's systems to promote improvement in students' personal development and attitudes to learning, particularly their behaviour and attendance, to determine if these prepare them effectively for life after, and outside, school.

## Information about the school

Aylands is a 40 place special school for students with emotional and behavioural difficulties. The vast majority come from within the borough of Enfield. All students have a statement of special educational need and at the time of this inspection all were boys. There are three looked after children. Over half the students are eligible for free school meals. Most students have missed considerable portions of their education through exclusions or disaffection. The ethnic breakdown of students is mainly White British with a small proportion from Black British/Caribbean backgrounds. Very few speak English as an additional language. A new headteacher took up her post in January 2007 and there have been significant changes in senior management and in the teaching and support staff since the last inspection. Since that time, extended school status has been achieved. The school holds the Healthy School Award and Exceptional Delivery in PE and Sport Strategy Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Aylands provides excellent education for its students. This is based on extremely high quality teaching and learning which ensure that students make excellent progress in both their personal and academic development. Attainment is broadly average. Given the students' low starting points on entry to the school, this represents good achievement. Parents are extremely pleased with Aylands, All speak very positively about the improvements it has made to their sons' school work but, more importantly, to their lives at home. The school's core work of supporting and improving students' behaviour and personal development is outstanding. Support and work in lessons are very carefully tailored to meet the needs of each individual. This ensures that all have equal opportunities for success in school and for a better, more productive future. Across the school, the curriculum is extremely well adapted to meet the needs and aspirations of students and their parents, with a very well-balanced range of academic, vocational and work-related opportunities in Years 10 and 11. Quality is enhanced by outstanding partnerships with a wide range of schools, colleges and other providers. These very effectively support the students' understanding of the world of work and further education and also help to provide very valuable professional development for staff.

The staff know each student very well and have detailed assessment information on each individual in all subjects. Clear targets are set which are used very effectively by both staff and students to drive forward each student's personal and academic progress. The school has rigorous and robust systems in place which ensure that students' behaviour, attendance and self-esteem improve rapidly from a very low base. All students make significant improvement in their attendance, which is now above average. Throughout the school, there is a calm and purposeful working atmosphere and this has a very positive impact on raising students' confidence and self-esteem.

There have been marked improvements since the last inspection. The leaders and managers have high aspirations for the school, and have set a clear path for improvement based on accurate and honest self-evaluation. As a result, under the new headteacher, the school has improved on the high standards seen at the last inspection. This clearly demonstrates that the capacity for further sustained improvement is excellent. Governors have ensured that the school meets its commitments to promoting community cohesion extremely well. There are excellent links with other schools at local, national and international level. There are plans to refine these further to help the pupils and students in all the schools, particularly younger pupils, to gain a deeper understanding of each other's needs through more direct exchange rather than just through the internet.

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## What does the school need to do to improve further?

- Consolidate the national and international links with other schools by:
- sharing more widely the school's expertise in working with students with social, emotional and behavioural difficulties
- providing opportunities for pupils and students in all the schools to have direct contact with each other so that they gain an even better understanding of their own needs and those of others.

## Outcomes for individuals and groups of pupils

**1**

Students make excellent progress in their personal and social development from a low starting point so that all now enjoy learning. Most enter the school with low attainment but, as they settle and attend more regularly, their behaviour improves rapidly and they start to make excellent progress in their academic work. Over the last three years all leavers have gained eight or nine GCSE grades A\* to G. In 2009, two students gained five or more good GCSE grades A\* to C. Even higher attainment is predicted for this year's Year 11 students. Throughout the school, students work hard, concentrate well and learn to manage their own behaviour very effectively. They are keen to finish tasks, and say that they appreciate the personal support they receive and the way work is tailored to meet their needs. Students emphasise that they are doing much better in Aylands than they did in their mainstream schools, that they enjoy coming and they do not want to leave. Students make extremely good progress in reading and literacy, which supports learning in all subjects.

Students' spiritual, moral, social and cultural development is excellent. They gain a clear perspective on what is right and wrong and take this back into their lives outside school. They quickly gain the confidence and self-esteem which underpins their academic progress. They behave extremely well in lessons and around the school. Any instances of inappropriate behaviour are quickly dealt with so that the learning of others is not affected. Students are very proud of the way in which the school helps them to manage their own behaviour and they particularly appreciate the opportunities for self-referral to an anger management tutor if they feel the need. This is confirmed by staff, parents and the school's records and is reflected in the notable reduction in exclusions. The attendance of most individuals shows rapid improvement, and, over the last year, well over half have recorded 100% attendance. A very small number of students who had been so disaffected with education refuse to attend regularly despite the best efforts of the school. Aylands has put in place a curriculum based on work experience, college placements and home tuition to help these students and this has had a positive effect in reducing absences.

Students feel safe in school and readily turn to adults when in need of support, either in school or in their home lives. They say that the system through which the Year 11 boys mentor each tutor group has helped to eliminate bullying in school and that any which occurs out of school is always dealt with quickly. The students know and understand the

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school's reward, sanctions and complaints systems, and think they are 'hard but fair'. They are very supportive of the 'token' system through which they gain credit for good performance in all aspects of school life. They can exchange these for rewards such as playing pool at lunchtimes or choosing from the class 'treats shelf'. The students understand how to adopt a healthy lifestyle and particularly enjoy the very wide range of physical and sporting activities which are such a strong feature of the school's provision. They make an excellent contribution to school life through the school council, the mentoring system and paired reading. The school highly values their input into the appointment of new members of staff and everyone shows respect for their views. The curriculum helps them make a very strong contribution to the local community through work experience, charity events and school performances. Students' radically improved personal and academic skills, and the excellent gains they make from their work experience opportunities prepare them extremely well for life after, and outside, school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Excellent teaching and learning are underpinned by outstanding relationships between

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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staff and students. This is characterised by students' sensible behaviour, their concentration and their willingness to ask questions and request help in teaching sessions. When appropriate, for example in art lessons and food technology sessions, students and staff talk together companionably about a range of issues while the students continue with their practical work. This creates an excellent atmosphere for learning. Support staff are very effective and contribute skilfully to teaching and learning. The staff know individual students very well. They set work that closely matches students' needs; this is marked regularly with very discerning written and oral feedback about how to improve. Students' skills on entry are accurately assessed, and students are set challenging targets for their academic and personal development. Progress is tracked and checked rigorously and this ensures that all students improve their work and attitudes to learning very quickly.

The curriculum takes full account of students' needs, particularly the fact that most arrive at Aylands with a very poor opinion of life in school. The strong emphasis on literacy, numeracy and information and communication technology very effectively supports students' future well-being. Personal development is given high priority in order to help students become re-engaged with learning and this is reflected in the take-up of GCSE courses, and in students' predicted and achieved grades.

The vast majority of parents value highly the close links they have with the school, and the very strong support they and their sons receive when difficulties arise. Pastoral care is central to the school's work and it very effectively develops students' self-esteem and helps them stay safe and healthy. Vulnerable students are carefully monitored and given excellent support which is much appreciated by carers. Students are closely supported when leaving or joining the school, and are given excellent guidance for the next steps in their educational lives. The school does its utmost to provide consistency for the students in all that it does, in order to help them make better life and educational choices. Students are very clear about the skills they need to make a success of their future. Strategies to improve behaviour and attendance are remarkably successful and staff continually strive to improve these further.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Governors, parents, staff and students all acknowledge that the headteacher's drive, commitment and determination to give students a second chance is key to the school's

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success. Senior leaders and governors are totally committed to continuous improvement for individual students and the school as a whole. They have set out and communicated a clear vision and programme for improvement, and secured the support of all concerned with the school. For example, parents', students' and stakeholders' views are regularly sought and their contributions are acted on. Governors provide very effective support and constructive challenge because they are very well informed. They ensure that they meet their statutory duties and that safeguarding procedures are effective. They have driven through their decision to extend the excellent provision offered to older students to a wider intake of pupils in Years 3 and 4 in order that the school can address needs at an earlier stage and hence have greater impact. This clearly demonstrates the capacity of the leadership and management for continuous and sustained improvement. Self-evaluation is incisive and honest so that everyone in the school understands its strengths and weaknesses and all have been involved in drawing up clear and comprehensive plans to move forward. Resources are extremely well deployed to achieve the most positive outcomes for students, for example in providing a wide range of outside support services. Strong links with partnership schools and the local authority have supported the staff's professional development in many subjects. The impact of this is seen in students' improved attainment and progress.

The school's work is focused very successfully on providing students with equal opportunities for a better future. It does this by tailoring work and support to meet individuals' needs. A comprehensive and detailed audit of the school's contribution to community cohesion has been drawn up. This shows that the school is highly effective in promoting the profile of students with social, emotional and behavioural difficulties in its local community and helping students to recognise the challenges they will face in the multicultural society found in other parts of Britain. Excellent links have been established with schools on a regional and national basis and with a school in Sierra Leone. These are very effective in helping the students at Aylands to recover their poor opinions of life in a mainstream school. The school has recognised that both Aylands' students and those in the link schools would gain an even better understanding of each other's needs if there were more opportunities for direct contact with each other rather than through the internet. Work has started to consolidate these developments so that they gain even higher profile with students, especially the younger pupils in Years 3 and 4 who are new to the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Over half the parents and carers returned the inspection questionnaires, which represents a good return. Their views confirm those derived from the school's own parental questionnaires, and those of the inspector. Almost all parents are completely satisfied with all aspects of the school's work and the positive effect it has on their sons. One parent wrote: 'This is the first school that my son has been happy to go to'; another said 'Since being at Aylands my son has changed greatly for the better.' Parents indicated that they are particularly pleased with the information they receive about their sons' progress, the fact that the school takes account of parents' suggestions and concerns and helps them to support learning at home. They are very happy with the ways in which the school provides a safe and secure environment in which their sons can be successfully challenged to manage their own behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Aylands School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspector received 18 completed questionnaires by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	56	8	44	0	0	0	0
The school keeps my child safe	15	83	3	17	0	0	0	0
The school informs me about my child's progress	16	89	2	11	0	0	0	0
My child is making enough progress at this school	16	89	2	11	0	0	0	0
The teaching is good at this school	15	83	3	17	0	0	0	0
The school helps me to support my child's learning	14	78	4	22	0	0	0	0
The school helps my child to have a healthy lifestyle	9	50	9	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	67	4	22	0	0	0	0
The school meets my child's particular needs	14	78	4	22	0	0	0	0
The school deals effectively with unacceptable behaviour	15	83	3	17	0	0	0	0
The school takes account of my suggestions and concerns	12	67	6	33	0	0	0	0
The school is led and managed effectively	14	78	4	22	0	0	0	0
Overall, I am happy with my child's experience at this school	16	89	2	11	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 September 2009

Dear Students

Inspection of Aylands School, Enfield EN3 6NY

Thank you for all the help you gave me when I visited your school. I very much enjoyed talking to you, sitting in on your lessons and listening to your interesting views on the school and some of the developments you would like to see.

You all told me that Aylands is an excellent school and I agree with you. It makes a great difference to your behaviour and attitude to school and learning. This sets you up very well for a more positive future. The school provides you with exemplary education and outstanding care, support and guidance. The staff have the highest expectations of you and lay down clear guidelines for you to follow. The atmosphere in the school is brilliant ' very happy, relaxed and productive. You clearly enjoy school. The staff work very hard to keep you safe and healthy, and you are given extremely interesting activities to do in school and at the end of the day. The school's use of community facilities and its partnerships with other schools and colleges help towards this too. Teaching is excellent and your progress is outstanding. It is no wonder you achieve so well.

The school is extremely well led and managed. The staff are very keen to do their best for you and are always evaluating their work to see how to develop it further. I have asked the school to find ways to improve the excellent links that already exist with other schools, particularly to help the younger pupils who joined you this September. It would be brilliant if the plans to extend the links with your partner schools, particularly that in Sierra Leone, can be finalised to include face-to-face visits as well as through internet exchange. I was pleased to see that you attend school regularly. In fact, on the two days I was with you your attendance was over 96% which was excellent. It would be great if you could do this all the time, because, as so many of you told me, the more you attend, the more you will achieve.

Yours faithfully

Stuart Charlton

Lead inspector

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