

# Ainslie Wood Primary School

## Inspection report

---

<b>Unique reference number</b>	130343
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	381263
<b>Inspection dates</b>	19–20 March 2012
<b>Lead inspector</b>	Ronald Cohen

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Scoones
<b>Headteacher</b>	Kate Jennings
<b>Date of previous school inspection</b>	9 December 2009
<b>School address</b>	140 Ainslie Wood Road Waltham Forest London E4 9DD
<b>Telephone number</b>	020 85237913
<b>Fax number</b>	020 85237655
<b>Email address</b>	school@ainsliewood.waltham.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	19–20 March 2012
<b>Inspection number</b>	381263



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Ronald Cohen Additional inspector

Janet Tomkins Additional inspector

Natasha Campbell Additional inspector

This inspection was carried out with two days' notice. Twenty two part-lessons, taught by 17 teachers, were observed for a total of approximately 11 hours. Five of these were joint observations with the headteacher and members of the senior leadership team. Meetings were held with groups of pupils, staff and a member of the governing body. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at its methods for tracking pupils' progress. The inspectors also looked at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, samples of pupils' work, and reports from the school's local authority adviser. Responses from 99 parents and carers to the Ofsted questionnaire were considered, together with those completed by staff and pupils.

## Information about the school

Ainslie Wood is much larger than the average-sized primary school. It serves an area of high deprivation, and the proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils at school action is above average and the proportion of pupils with statements of special educational needs is well above average. The proportion of pupils from minority ethnic communities is well above average, as is the proportion who speak English as an additional language. The school has some vacancies. These are sometimes filled by disabled pupils or those who have special educational needs, and they often arrive at different times from the usual year of entry. The school meets current floor standards, whereby the government sets the minimum expectations for pupils' attainment and progress. The school has the Activemark, national Healthy School Status and the Eco-School Silver award.

The breakfast club and the after-school provision were inspected separately because they are not managed by the school's governing body.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is continually, and strongly, improving under the dynamic and determined leadership of the headteacher. The school is not outstanding because good teaching enables pupils to make good rather than outstanding progress.
- Pupils' academic achievement is good. From a low start, pupils make good progress and, by the end of year 6, attain standards which are broadly in line with national averages. In this inclusive school, staff enable all pupils to make similar progress, irrespective of their starting points.
- Teaching is good overall; it is characterised by consistently excellent relationships between adults and pupils. In the best lessons, tasks are appropriately matched to the different abilities of pupils, who are given opportunities to discover and learn things for themselves. However, some teaching is more didactic and teachers do not always probe sufficiently to extend pupils' deeper thinking. This sometimes leads to a slower pace of learning.
- Pupils' behaviour is good in lessons and around the school. Pupils are courteous and take good care of each other. They also demonstrate good attitudes towards their learning. Pupils say that they feel safe in school. Aspects of the curriculum are used well to ensure that pupils know how to keep safe. Pupils' attendance is average.
- The school is led and managed well. All staff and the governing body have high expectations of the school and its community. Teaching has improved as a result of robust monitoring of teaching and learning, effective procedures for performance management and the continuing good quality professional development of staff. The school's self-evaluation is accurate because it is based on systematic, reliable and shared information about the progress of every pupil. This enables the school to identify and implement the correct

**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

priorities for improvement.

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

- Ensure that all teaching replicates the best elements in lessons by:
  - making sure that pupils are given maximum opportunities to learn by working more independently
  - ensuring teachers consistently use probing questions more effectively to check and extend pupils' learning
  
- Improve writing by giving more opportunities for pupils to use wider and more varied vocabulary

## Main report

### Achievement of pupils

Achievement is good. Pupils join the school with skills and understanding which are below those expected for their age, particularly in the areas of communication, language and literacy skills. However, staff make good and effective use of their resources, both indoors and outside, and get children off to a very good start in their educational and personal development. Children in the Early Years Foundation Stage very quickly learn how to get on together, and in the youngest class some children were remarkably independent; they co-operated and collaborated extremely well. This provides a solid foundation for the excellent relationships between pupils and staff throughout the school. As a result, pupils' attainment at the end of Year 2 is a little below national average overall, but this represents good progress from their starting points.

In recent years, standards of attainment at the end of Year 6 have ranged from below average to average and pupils' progress has been good. Current attainment in Year 6, with a cohort which includes a number of disabled pupils and pupils with special educational needs, is below average in writing and slightly above average in mathematics. It is above average in reading. Given their starting points these pupils are making good progress, including those who joined the school later than their peers.

There are discrepancies between subjects; attainment is below average in writing. Reading is, however, particularly strong; this reflects the many opportunities given to pupils, in all lessons, to match sounds to letters, and to read with staff. Reading is a consistently strong feature throughout the school, and pupils read well in their different year groups. By the time they leave the school, pupils read with fluency and understanding.

**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

In this inclusive school, no groups of pupils underachieve. The school balances the needs of its pupils well. Pupils rise to the challenges they are set, particularly when work has a practical element, and they can get fully involved in their learning. The more-able pupils receive appropriate activities to extend their learning and disabled pupils and those who have special educational needs receive good support. For example, when one child with special needs relating to his behaviour showed early signs of becoming restless, his assistant involved him in an exciting game, pertinent to what he was studying, and quickly got him 'back on track' with minimal disruption to his learning, and that of his classmates. Parents and carers confirm the good progress that their children are making through such varied comments as, 'I feel that this school is outstanding in its commitment to the pupils' and 'since joining the school, our daughter has progressed remarkably'.

### Quality of teaching

The quality of teaching is good. Teachers make the most of opportunities to contribute to pupils' spiritual, moral, social and cultural development. For example, in their theme of 'Jack and the Beanstalk', reception children engaged in a lively discussion about Jack's right to steal the hen that laid the golden eggs.

In the most successful lessons, teachers promote pupils' active participation in their own learning, and ask deeply searching questions which encourage them to reflect on and improve their learning. In such lessons, teachers make good use of their prepared resources on interactive whiteboards to ensure that all pupils are engaged and contribute fully to their learning. Teachers are particularly good at putting learning into a very practical setting, which engages pupils and helps sustain their interest. For example, in a Year 6 lesson on persuasive writing the pupils were reminded about the school's Eco school silver status, and how, in order to lift that position to gold status, the school had to involve its pupils even more in eco-friendly activities. The class divided into groups, with tasks that ranged from touring the school and taking photographs of evidence (such as taps left running) to preparing the outline letter, in an appropriate style, to go to all pupils, to persuade the school to be more eco-friendly and aware. However, this type of practical work is not consistently the case, and in some lessons teachers talk too much, and this takes time away from pupils' independent learning.

Occasionally, teachers are satisfied with the first, simple answer given by pupils, and do not take the opportunity to question more deeply to find their true level of understanding.

Teaching assistants are deployed very effectively throughout the school, and they play a vital role in supporting different groups of pupils. Similarly, additional booster classes are used with good effect. As a result, pupils of all abilities, including those who are more able, disabled pupils and those who have special educational needs, or those whose circumstances make them potentially vulnerable, all make the same good progress over time.

**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

All adults in the school share the same philosophy concerning an inclusive approach to school. This is not only reflected in the way that progress for all pupils is pursued, but it is also reflected in the clear spiritual values which the school promotes. This emphasis successfully builds pupils' good personal skills, and their strong spiritual, moral, social and cultural development. Parents and carers recognise this. One parent's comments were typical of many. She wrote: 'My children love going to school, where teachers encourage their learning in a safe but fun way'. Inspection findings support this view.

The creative and thematic curriculum is well planned and carefully balanced to provide good opportunities for pupils to develop their interests through a range of skills, including information and communication technology, reading, writing and mathematics. Teachers provide good opportunities for pupils to consolidate these skills in different subjects. The curriculum is used effectively, too, to encourage a high sense of caring and responsibility not only for each other but also for the many animals in the school

**Behaviour and safety of pupils**

Teachers have high expectations for behaviour. Parents and carers believe that their children are safe in the school. The curriculum ensures that pupils know how to care for their own safety, when for example using the internet, or when they are swimming. A few parents and carers feel that behaviour is occasionally disruptive. Inspection findings show that the school rightly prides itself on its inclusive philosophy; the very few disabled pupils and those who have special educational needs occasionally have difficulties related to behaviour and display inappropriate behaviour but teachers deal with this quickly, sensibly and sensitively, so that there is no disruption to other pupils' learning. Pupils, both in discussion and in their own questionnaires, revealed that they feel perfectly safe and happy in school. Pupils know to whom they should go to if they are worried and they are confident that any bullying would be efficiently and swiftly handled. They think that behaviour is good. When inappropriate behaviour happens, they believe that it is quickly and effectively dealt with. This accurately reflects inspection findings.

Pupils have strong attitudes to learning and this underpins their good behaviour in lessons, around the building and in play areas. School documentation shows that this is commonly the case over the longer term. Pupils move around the school showing a strong sense of responsibility for each other, for the school and for their environment. Pupils come into school, and into classrooms, assemblies and the dining hall, in an orderly and self-disciplined manner. Attendance is average, with a small number of persistent absentees having a large impact on the overall levels of attendance. The school is working hard with parents and with appropriate agencies to combat this. They are having some success, and recent figures show improvement. The vast majority of pupils are happy and proud of their school, and their behaviour, attitudes and attendance reflect this. Their behaviour generally and genuinely reflects their adherence to the school's adopted protocols on behaviour, particularly the key concept of, 'I respect my and others' right to learn'.

**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

## **Leadership and management**

The clear-sighted and dynamic leadership of the headteacher, ably supported by her deputy head, underpins the good work in this school. Her well-communicated vision and ambition for the school, and her persistent drive for continued improvement, are endorsed by the governing body, whose members are increasingly knowledgeable, active and hard working. They rigorously hold the school to account for its performance.

Staff training, monitoring and evaluation, together with performance management, are carefully integrated so that teachers' skills are progressively developing. Each pupil's progress is meticulously assessed and regular meetings are held to discuss individual pupils' performance. Any necessary support is provided and its effect is monitored. These practical and effective systems together with the vision of success have been rewarded over the last three years, with continued and improving progress for all pupils. This indicates that the school has good capacity for sustained improvement.

All aspects concerning the safety and safeguarding of all pupils, and the general welfare of staff and pupils meet requirements. The curriculum is good. It is well planned and provides strong support for the needs of the increasing numbers of disabled pupils and those with special educational needs. The school has good partnerships with outside agencies, and individual companies. These are used well to enhance the care and the education of pupils. The school provides equality of opportunity for all pupils and discrimination is not tolerated.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



21 March 2012

Dear Pupils

**Inspection of Ainslie Wood Primary School, London, E4 9DD**

My colleagues and I had a very enjoyable time when we visited your school. Thank you for talking to us and showing us your work. We especially enjoyed hearing about how you care for all the animals in your school. One of you told us, 'it's like having our own farm in school!' You obviously enjoy the animals a lot, whilst still knowing how to keep the animals and yourselves safe when handling them.

You believe that your school is a happy, warm place, where you feel very safe. We agree with you. You go to a good school, where your teachers work hard and provide lessons to help you learn more and make sure you are making good progress. You said that you like lessons best where you are given a chance to do things for yourselves. To make certain that you make even better progress, I have asked your headteacher and the other teachers to make sure that:

- you are given every opportunity to learn by doing things for yourselves
- teachers ask you questions which really make you think hard before you give an answer
- you are supported more to improve your writing.

This last one might be a bit difficult at first, but you will soon get used to it, and you will soon notice that the extra questions have helped you understand things even better.

Once again, many thanks and all best wishes for your future.

Yours sincerely

Ronald Cohen  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**