

# Aylward Academy

Windmill Road, Enfield, N18 1NB

## Inspection dates

6–7 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students make good progress and are successful in their GCSE examinations. The majority of the students arrive in the school with below-average English and literacy skills and make up ground quickly. Students who benefit from the pupil premium (additional government funding) make especially good progress.
- Students are well motivated in their learning and their behaviour is good. They feel very safe in the community atmosphere and learn to respect and tolerate one another.
- The sixth form is good. A majority of students have quite weak subject and literacy skills when they join Year 12. Those who leave in Year 13 are in a strong position for their futures.
- Disabled students and those who need extra support make good progress, especially in English. The large numbers of students who speak English as an additional language reach good standards across the subjects.
- Teaching is good. Teachers plan well-structured lessons in line with students' abilities and this adds to their enjoyment of their learning.
- The Principal's highly effective leadership is supported by a strong team of senior staff and governors. The improving trend in students' results shows that the academy has the necessary expertise to make achievement and teaching outstanding.

### It is not yet an outstanding school because

- In science, and in some mathematics lessons, teachers do not plan learning in ways that ensure that all students make good progress.
- Good practice in the assessment and marking of students' work is not evident across all subjects.

## Information about this inspection

- Inspectors observed 48 lessons, of which eight were joint observations with senior and middle leaders.
- Meetings were held with the Chair of the Governing Body and a fellow governor, senior and middle managers, teachers, four groups of students and a group of parents. Short discussions were also held with a few groups of students during breaks and lunchtimes.
- There were no responses to the on-line questionnaire (Parent View), so inspectors were unable to take them into account when planning the inspection. Inspectors took account of the comments made by a small number of parents during the inspection.
- They observed the school's work and looked at a wide range of documents, including the school's self-evaluation, the school's assessment data on students' progress over time, internal lesson observations, minutes of governing body meetings, monitoring documentation and records related to behaviour and safeguarding.

## Inspection team

Meena Kumari Wood, Lead inspector	Her Majesty's Inspector
Jenny Usher	Additional Inspector
Moazam Parvez	Additional Inspector
John Taylor	Additional Inspector
Ivyrina Hoolas	Additional Inspector

## Full report

### Information about this school

- Aylward Academy is larger than the average-sized secondary school. The larger-than-average sized sixth form has an increasing number of students on roll.
- Aylward Academy opened in 2010 on the site of its predecessor school, Gladys Aylward School. It is a member of the London Academies Enterprise Trust (LAET), which works in partnership with the Mayor's Academies Ltd and the Academies Enterprise Trust (AET).
- The academy received an inspection monitoring visit in January 2012 and was judged to have made good progress towards raising standards.
- The vast majority of students are from minority ethnic groups and two thirds of these speak English as an additional language. The largest groups of students are of Turkish and Black Somali heritage, with a smaller proportion of White British and Black Caribbean heritage.
- The proportion of students known to be eligible for free school meals and for the pupil premium is very much higher than that found nationally. The Beehive and the Huxley project are all on-site centres and used for the additional support of these students.
- The proportion of students identified as disabled or with special educational needs is above the national average. The majority of these students have behavioural, emotional and social difficulties and are supported by school action. The proportion of students with a statement of special educational needs is below the national average. These students have moderate learning difficulties.
- An increasing number of Eastern European students are joining the academy and this means that the proportion of students for whom English is an additional language is very high.
- The internal exclusions centre (IEC) is a unit in the academy that serves to educate those students who are excluded from lessons for a fixed amount of time. The academy does not use alternative provision for its students.
- The school has specialist status in English, literacy and business studies.
- The school is currently above the government's floor standard, which is the minimum expected standard for students' attainment and progress.

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

- Increase the proportion of students attaining five or more A\* to C GCSE grades, including mathematics and English, by ensuring that:
  - teachers in science, and in some mathematics lessons, check the progress of students during lessons, review their responses and work and, where appropriate, re-set work at the right level
  - all teachers share the good and outstanding practice in marking and assessment of students' work
  - all teachers practise good questioning techniques that help students reflect upon and extend their learning.
- Increase the proportion of Year 12 students who are helped to complete successfully their GCE AS-level examinations by ensuring that they are given additional structured learning opportunities whereby they develop their literacy and subject-specific skills.

## Inspection judgements

### The achievement of pupils

is good

- Across the vast majority of subjects, teachers have high expectations of students so that those starting from a very low base make good progress in their learning; a large number of these are eligible for the pupil premium. Additional staffing support in English, mathematics and science is in place for these students from Year 7 to Year 11. This, along with other measures, means that they are equally successful in their GCSE examinations as those students who do not benefit from the additional funding.
- In 2012, students made good, and in some cases outstanding, progress in English and reached national average standards. In mathematics, changes in teaching staff and leadership of the department disrupted students' learning. Therefore, despite a rapidly improving trend in students' progress in the previous year, GCSE results were below national standards. However, in both English and mathematics, more able students made remarkably good progress.
- Students who sit their GCSE mathematics examinations earlier than planned continue their studies. They have an additional opportunity to retake the GCSE and gain a higher grade.
- In mathematics, there is greater stability in staffing than previously. Current Year 11 students are making good progress in English and mathematics lessons. The academy's careful monitoring of students' work indicates that students are on track to reach GCSE national standards in 2013 in both subjects.
- In science, students do not always make the progress of which they are capable. This is because teachers do not consistently check in lessons that tasks and activities are adding to their knowledge and skills and then readjust the work accordingly, if necessary.
- A large number of students come to school with complex emotional and social difficulties in their home lives. In addition, many do not have the literacy and language skills they need to be successful in their studies. Despite these potential barriers, the vast majority are keen to learn. This is because teaching is effective and the academy places a strong emphasis on the importance of reading through the Drop Everything and Read (DEAR) sessions.
- Students who need extra help, for example those students of White British heritage who make slower progress, receive well-structured additional support through the accelerated reader programme. This helps the majority of them make good progress, especially in English. In addition, a number of these students enthusiastically join in the breakfast club activities where they practise their speaking and listening skills, in groups and in pairs.
- Students who are at risk of not doing as well, those who are supported by school action plus and those who speak English as an additional language make swift progress. This is because the lesson activities, including adult support, are well adapted to their learning needs. In addition, they receive carefully monitored support outside lessons.
- In 2012, the vast majority of Year 13 students made good progress and GCE A-level standards were in line with the national average. Half of these students successfully gained A\* to B grades. This shows that the number of students who achieved the higher grades had dramatically increased on the previous year.
- The number of students successfully progressing to Year 13 GCE A-level courses from Year 12 has increased this year. However, the academy is aware of the continuing need to raise the low skills levels of Year 12 students and to help them all move successfully to GCE A-level courses. Accordingly, this term staff have piloted an extended writing skills programme in GCE AS-level English, sociology and philosophy. Students who started these courses are now demonstrating the quality of writing skills that they will need to be successful in their examinations.

### The quality of teaching

is good

- The overall quality of teaching over time is good. Teachers and teaching assistants have high, but realistic, expectations of students. In the majority of subjects they make sure that work is

carefully matched to learners' different abilities.

- Teachers use highly effective ways of encouraging students to think for themselves. In a Year 7 art lesson, students confidently extended a Van Gogh 'painting' on the interactive whiteboard through using a variety of marks and tones. They developed literacy skills and self-evaluation skills through a 'sound collage'. This meant they were effective in writing about what had worked well and successfully identified their targets for the next lesson.
- Teachers have good subject knowledge and inspire students to build on their previous knowledge. For instance, in a Year 12 history lesson, a student made very relevant links between the causes of discontent in the Russian Revolution and the Indian Mutiny. He was socially aware and went on to identify the differences and similarities between these historic events and the previous year's summer riots that had taken place in the locality.
- Teachers seize opportunities in lessons to develop students' moral, social and cultural skills. Year 10 students in a sociology lesson debated the American presidential election on the day of the outcome and showed excellent levels of understanding. The teacher's good questioning techniques helped students shape their mature responses.
- In some lessons, the teachers' question and answer sessions do not give students enough opportunities to reflect upon and extend their knowledge and skills.
- Teachers in the classrooms and in the regular DEAR sessions set tasks that inspire students with weak literacy skills and those in receipt of pupil premium additional funding. They are consistently urged to work to the best of their ability. Additionally, staff work closely with Year 7 students when they join the school so that they make a solid start in their secondary school learning. These joint actions contribute to a good foundation in students' writing and reading skills in Years 7 to 9.
- Detailed oral and written feedback, for instance in English, business studies and art, provides students with clear targets for improvement. Students know what they have done well and what can be improved. This is because teachers' marking of class and course work offers step-by-step feedback. In other subjects, this is not consistently the case. For instance, in science the quality of the feedback is not as helpful as teachers do not always ensure that students have acted on detailed guidance, where it is provided.
- Sixth form students demonstrate maturity of thought, especially in their spoken skills. In a few cases, teachers do not give them enough opportunities to learn how to analyse sharply their work or that of others during class discussions. In some subjects, such as history, students do not confidently extend their writing skills, whilst in other subjects, such as English and sociology, they develop good essay writing skills.

### **The behaviour and safety of pupils** is good

- Students' behaviour leads to a positive climate for learning. Staff have a high profile around the academy and make sure they share their expectations of good behaviour with students during tutorial sessions and in lessons. Students work productively with one another and are respectful and courteous towards each other and towards adults.
- Parents who expressed a view considered that the academy promotes good standards of behaviour and learning and that behaviour has improved greatly in the last two years. This is because what constitutes acceptable behaviour is reinforced firmly by the vast majority of students, staff and leaders.
- The academy prioritises the well-being of students who are supported by school action and whose personal circumstances may make them vulnerable to poor attendance and behaviour. In moments of stress, outside of lessons, they choose to attend the Beehive or the Huxley project units on site. In these calming environments, they have good opportunities to reflect on their own, or with their peers. If appropriate, they receive much valued counselling from a student support assistant. This means that in lessons these students are then actively involved in learning.
- Students who misbehave are internally excluded within the IEC centre and, in this way, they are

helped to reflect on their poor behaviours and how they affect others. Consequently, attendance is good; exclusions have reduced and are low. However, the students attending the project do not have well-structured learning opportunities. Therefore, some students reported that they missed out on the subject specialist help they greatly needed to complete their class work.

- Students feel very safe. They are sensitive to different types of bullying and report that staff handle effectively any incidents that occur and that victims of such incidents are well supported. Discussions with students confirmed that a strength of the multicultural school is the way that all students from different ethnic groups and backgrounds are valued for themselves.

## **The leadership and management is good**

- The Principal's vision for the academy has successfully resulted in a productive learning environment and good standards of behaviour. Consequently, the academy's students make good progress from a low base. This has greatly strengthened the reputation of the academy and its sixth form, which is growing rapidly year on year. A large number of highly positive staff questionnaires were returned to inspectors. These demonstrated loyalty and a shared passionate belief in the Principal's determination for the academy to be a safe learning haven for its students.
- Despite a high turnover of managers and teachers in the last two years, the Principal's continued clear objective of giving greater accountability to all staff is reflected through the highly effective actions of the leadership team. Senior leaders, managers and teachers carefully monitor the progress of each student and rapidly put actions in place that are consistently followed through.
- The large majority of heads of faculty are effective in checking the quality of, and supporting improvements in, teaching and learning. They form a strong teaching and learning group that plans whole school training, coaches individual teachers and uses the best teachers to share their good ideas and ways of working.
- The Principal has made staffing and leadership changes, where necessary, in the best interests of the students. For instance, lower than predicted achievement in mathematics, in the last academic year, resulted in changes to the organisation of the faculty. Prompt actions are now beginning to take effect and the majority of students are now making good progress. Leadership of science has changed too recently for actions to have had an impact on students' achievement and the quality of teaching. However, the changes made in the science curriculum are better suited than before to the different capabilities of the range of students.
- The monitoring of students' achievement is closely tied in with the rigorous monitoring of teachers' and managers' performance by the Principal. Information from lesson observations and data about students' progress are used to set targets for teachers. Any weaknesses in the work of individual teachers are followed up with training and support. The targets are linked to pay levels; the Principal makes the right decisions about teachers' movements up the salary scale on the basis of the quality of their teaching and their students' achievement. This approach, along with the sharing of good practice across subjects, helps to raise continuously standards in the quality of teaching.
- The academy uses its additional pupil premium funds wisely and provides a range of behaviour, additional support and teaching strategies that meets the needs of each student. Additional staffing in mathematics, English and science has helped the students eligible for the pupil premium achieve in line with their peers in every year group. Academic mentoring of students by their form tutors (RADAR) and, where appropriate, through partnerships with a Learning Youth Resource Centre (LYRC) tutor and behaviour support service tutors have helped these students make rapid progress in their learning, behaviour and attendance. These achievements are consistently followed through in lessons.
- Attendance at structured reading sessions in the library and the DEAR sessions provide on-going support for students' literacy skills. Reading is highly valued and is recognised by the academy as central for the large number of its students who may not have the opportunities or the encouragement in their home lives to enjoy this activity.
- The Huxley Project support for those students who misbehave in lessons is effective. Students

learn to focus more productively on their work once they return to their lessons.

- Religious education lessons, assemblies and external trips, as well as leadership opportunities for sixth form students to mentor younger students, are greatly valued by all students. They are encouraged to explore spiritual beliefs and cultural, moral and social values; as a result, the school is a unified community.
- The academy's English, literacy and business specialism has helped students develop confidence in their skills in enterprise, literacy, speaking and listening. A number of students successfully undertake the Prince's Trust ASDAN course, which is designed to meet the needs of students aged 14 to 16 who are facing difficulties. In addition, the academy is making available a number of apprenticeships with a local construction company. The curriculum meets the needs of all students and especially those receiving additional funds.
- Safeguarding is a major strength. Highly effective partnerships with other agencies, such as social services and the local authority education welfare officers, mean that staff support students' emotional, social and learning needs exceptionally well.
- **The governance of the school:**
  - The newly established governing body is well informed about how the academy is performing through regular reports from the Principal, senior leaders and managers. Governors have developed a good understanding of the learning experiences of the academy's students through their visits to lessons. Targets set for the Principal are appropriate to the changing context of the academy's staffing and in line with the agreed priorities. Governors know how well the targets are being met and subsequently challenge or support them as appropriate. They are knowledgeable about raising the quality of teaching through performance management procedures. They make constructive contributions about salary progression and contractual terms for staff in their discussions with the Principal. Governors also check closely whether the academy budget, including additional funding, is used efficiently and is helping all students to make the progress they should. Governors make sure that requirements for the safeguarding of students are fully met.

## 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

<b>Unique reference number</b>	136147
<b>Local authority</b>	Enfield
<b>Inspection number</b>	3999782

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

<b>Type of school</b>	Academy
<b>School category</b>	Academy
<b>Age range of pupils</b>	Mixed
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,467
<b>Of which, number on roll in sixth form</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Lees
<b>Headteacher</b>	Jonathan Gillard
<b>Date of previous school inspection</b>	N/A
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