

# Aylward Primary School

Pangbourne Drive, Stanmore, Middlesex HA7 4RE

## Inspection dates

8–9 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher is an effective leader, and his high expectations and clear leadership have driven up the quality of teaching throughout the school to ensure that it is good and improving.
- As a result of good teaching, learning and assessment, pupils make good progress across the school from their low starting points, including in reading, writing and mathematics.
- Governors are very skilful and know the school well, including the quality of teaching and the progress pupils make. They hold senior leaders firmly to account to ensure that the school continues to improve. Governors and leaders, including middle leaders, work effectively as a team to drive improvements.
- Different groups of pupils, including disadvantaged pupils, those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress because of the extra and well targeted support they receive.
- By the end of Year 6 in 2016, pupils' attainment in mathematics and reading was above average. However, their attainment in writing was weaker. Pupils do not always have sufficient opportunities to write at length and across the different subjects to improve their writing skills.
- Teaching in the early years is good, and children make good progress from their low starting points. Staff ensure that children are prepared well for Year 1.
- Pupils have very positive attitudes to learning. They are caring and show respect to each other and adults. They behave well in lessons and around the school and their behaviour is consistently good.
- The most able pupils, including the most able disadvantaged pupils, make good progress overall. However, they could do even better through being consistently challenged in lessons.
- The school effectively promotes pupils' spiritual, moral, social and cultural development. Pupils show respect for diversity and are prepared well for life in modern Britain.
- Although the curriculum is broad and balanced, it does not consistently provide pupils with opportunities to widen their understanding in a range of subjects, including science.
- Although attendance is improving, it is below average. Attendance is weaker for some disadvantaged pupils.

## Full report

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

- Continue to improve the quality of teaching, learning and assessment by:
  - improving the progress of pupils in writing through ensuring that they routinely write at length and across the different subjects and present their work well
  - improving the progress of the most able pupils, including the most able disadvantaged pupils, by ensuring that they are consistently challenged in lessons and moved on to harder tasks more quickly.
- Strengthen the quality of leadership and management by ensuring that teaching, learning and assessment in foundation subjects, including in science, are as strong as in other subjects.
- Improve the attendance of pupils, particularly for disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has high expectations and is very ambitious for pupil outcomes. His ambition is shared by leaders, staff and governors. He works effectively with leaders and governors to ensure that the school continues to improve.
- Middle leaders know their subjects well, including their strengths and weaknesses. They produce their own subject action plans that feed into the school improvement plan. They are involved in learning walks, book scrutinies and lesson observations, and work closely with teachers to bring about improvements. They contribute well to the school's capacity to improve further.
- The leadership of the specially resourced provision for pupils who have special educational needs and/or disabilities, Kaleidoscope, is effective and ensures that pupils are very well supported and make good progress. There are good links with parents, and advice is sought from other professionals where necessary to meet the needs of this group of pupils.
- Teachers' performance management is robust. Leaders provide good support and training for staff to improve the quality of teaching. As well as sharing the best practice that exists in the school, leaders make good use of the school's sponsor school, Bentley Wood High School, and other schools to improve the quality of teaching.
- Leaders monitor the progress of pupils frequently, with the involvement of staff and middle leaders to identify those pupils who are not making the progress they should. Any pupil who is falling behind is identified for timely support to ensure that they are on track to make the progress of which they are capable. In this way, leaders ensure that all groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress and have equal opportunities to succeed.
- The headteacher of Bentley Wood High School works closely with school leaders and provides effective support and challenge to bring about improvements; for example, in teaching and learning and governance.
- The local authority knows the school well and has worked with leaders and governors to help it improve. For example, it has worked with leaders and brokered support with other schools to improve the school's assessment system on tracking pupils' progress.
- Leaders, including governors, ensure that pupil premium funding is used effectively so that disadvantaged pupils make good progress and achieve at least as well as other pupils. This funding is mainly used to provide additional support, both in and out of class, and extra-curricular activities and clubs for disadvantaged pupils.
- The primary physical education and sport premium is used effectively. Some of the funding is used to employ the services of a sports coach to strengthen the teaching of physical education and to provide a range of after-school clubs to ensure that pupils uptake the physical activities on offer. This contributes well to pupils' interest in sports

and their awareness of how to keep themselves fit and healthy.

- The curriculum is broad and balanced and is enriched by a range of after-school clubs and visits. The curriculum ensures that pupils are motivated and achieve well. Pupils said that they particularly enjoy music, and they play a range of musical instruments and sing in a choir.
- Pupils' spiritual, moral, social and cultural development is promoted well through, for example, art, music, religious education and pupils learning about other cultures and religions.
- The school's work on promoting British values is effective. Pupils learn about rights and responsibilities, tolerance and the rule of law. They increase their understanding about democracy through electing pupils to various roles in the school, including the school council, and have opportunities to voice their opinions.
- Pupils learn about and show respect for different cultures and religions represented in the school's community and wider Britain. They value diversity and are prepared well for life in modern Britain.
- Most staff responding to Ofsted's staff questionnaire are supportive of the leadership.

### **Governance of the school**

- Governors are ambitious and committed to securing the very best outcomes for pupils. They have an accurate view of the school's strengths and areas for development, because they visit the school regularly and receive good quality information on school improvement from the headteacher.
- Governors are knowledgeable and highly skilled, and provide effective support and challenge to senior leaders to ensure that the school is continuously improving. They ask probing questions and hold senior leaders to account for the work they do, including on raising standards.
- Governors are rightly proud of the improvements they have helped to secure since the school's conversion to an academy, particularly on improving the quality of teaching and raising pupils' achievement.
- Governors work well with the representatives of the multi-academy trust, who provide them with good quality training, advice and support to improve governance. Governors worked closely with the local authority to manage the arrangements for an interim headteacher before the appointment of the substantive headteacher.
- Although governors and senior leaders have been involved in overseeing the building of the new school on the existing school's site, they have not been distracted from the school's priorities on improving the quality of teaching and ensuring that pupils make good progress.
- Governors have good skills and expertise on the financial committee to ensure that any additional funding, including the pupil premium, is used wisely and that financial control is effective.
- Governors are trained in safeguarding and work well with leaders to ensure pupils are kept safe.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that a strong culture of safeguarding is embedded among all staff by providing them with training and regular updates on safeguarding and child protection procedures. Consequently, all staff have a secure understanding of safeguarding and their responsibilities in keeping pupils safe.
- Records are detailed and kept in an organised manner, and leaders work closely with other professionals and external agencies to protect children, including those who are potentially vulnerable. Case files seen by inspectors show that leaders make timely referrals to external agencies and that staff work closely with parents to ensure that pupils are safe.
- The checks on the suitability of staff are carried out comprehensively and recorded clearly and systematically on the single central register.
- Pupils said that they feel very safe in the school; almost all the parents responding to Parent View and all the staff responding to the staff questionnaire agree.

## Quality of teaching, learning and assessment

**Good**

- Leaders have been effective in improving the quality teaching, learning and assessment so that it is consistently good.
- Classrooms are purposeful and have a positive learning environment with displays that support pupils' learning; for example, focus on building pupils' language and key vocabulary.
- Teaching assistants work effectively to support pupils, particularly those pupils who are at an early stage of learning English, those who have special educational needs and/or disabilities and disadvantaged pupils. Consequently, these pupils make good progress.
- In lessons, staff use questioning well to test pupils' understanding and to reinforce their understanding. They monitor pupils' learning to pick up and correct any misconceptions to move their learning on.
- Pupils with complex needs from the school's special educational needs resource provision, Kaleidoscope, are integrated very well in the classroom. These pupils receive good quality support from staff, and are provided with suitable resources to ensure that they make good progress. Speech and language therapists work closely with staff in setting learning tasks for pupils who have autistic spectrum disorder.
- The quality of teaching in Kaleidoscope is effective in meeting the needs of pupils. The calm, orderly and supportive environment promotes good learning. The relationships between pupils and adults are strong. Pupils have good attitudes to their learning. Staff are effective in developing pupils' speaking, listening and independence skills.
- Staff ensure that there is good focus on building pupils' language and vocabulary, with plenty of opportunities for them to enhance their speaking and listening skills. This particularly benefits pupils who are at early stages of learning English. As a result, they make good progress in English. For example, in a Year 5 lesson, pupils worked in groups to identify and explain the emotive language in a text before going on to argue

their points on why someone was more deserving than others to have a heart transplant.

- In a Year 6 lesson, the most able pupils worked well in pairs to edit and refine their writing. They had written extended pieces that were well structured and presented. However, pupils do not write at length across the school and in different subjects to improve their writing, and some pupils do not always present their written work well. This slows their progress with their handwriting and written work.
- The teaching of phonics is effective across the school. Pupils use and apply their phonics skills well to read difficult or unfamiliar words. They have access to a wide range of good quality texts and they read widely and often. Staff listen to pupils' reading regularly. Consequently, pupils enjoy reading and they read for pleasure.
- The teaching of mathematics is a strength. Teachers have a secure subject knowledge, and ensure that pupils have a range of opportunities to use and apply their mathematical skills to solve a variety of mathematical problems. For example, in a Year 3 class pupils used mathematical vocabulary accurately to explain shape and space, and they measured the perimeter of a wide variety of shapes correctly.
- Pupils said they enjoy music. In a Year 3 music and drama lesson, pupils successfully synchronised their singing with movement. The combination of the voice, music and drama was of a high standard.
- The use of specialist teachers, for example in music, physical education and drama, engages pupils well and provides them with broader skills and experiences.
- Sometimes the most able pupils are provided with the same starter activities as their classmates. However, these activities are not always challenging enough for the most able pupils and their progress slows. Occasionally, the most able pupils have to wait for more challenging work to make them think harder and extend their learning.
- Pupils are keen to learn and show good attitudes to learning. However, opportunities to deepen their knowledge and understanding of a wide range of subjects other than English and mathematics are not consistent across all year groups. For example, there is sometimes not enough focus on teaching, learning and assessment in geography, history and science. Consequently, pupils' progress slows in these subjects.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- Leaders' work to promote pupils' personal development and welfare is good. The curriculum has a strong emphasis on developing pupils' personal, social and emotional well-being. Pupils, including those who have special educational needs and/or disabilities, are provided with good support and are very well cared for.
- Pupils have a good understanding of bullying and all its forms, including cyber bullying. They said they feel very safe in school and know how to keep themselves safe, for example when using the internet or crossing roads.
- Pupils said that they would talk to a member of staff if they have any concerns or worries and that they have every confidence that they will 'sort things out'.

- They also said bullying is rare, and pupils are usually kind and friendly. However, they agreed that very occasionally a few pupils lose concentration in the classroom and disturb the learning of others.
- Pupils are very friendly, courteous and polite. Although pupils are proud of their school and of their achievements, not all pupils ensure that their work is consistently well presented to help them, for example, improve their writing.
- Pupils are taught about staying healthy and know the importance of eating a healthy diet and staying physically active. They said they enjoy taking part in physical education and in the school's many sporting clubs and opportunities.
- Pupils enjoy the various responsibilities they are given at school; for example, members of the school council, house captains, playground buddies and sports leaders.

## Behaviour

- The behaviour of pupils is good.
- Teachers and teaching assistants consistently apply the school's behaviour policy. Consequently, pupils know what is expected of them and behave well.
- The strong relationships that are nurtured in school ensure that pupils are self-disciplined and conduct themselves well in lessons and around school. Pupils demonstrate respect for each other and adults, including visitors to the school. This links well with one of the school's aims on providing an environment where, 'all members of the community feel valued, respected and fairly treated.'
- Playtimes and lunchtimes are calm and harmonious occasions, where pupils from all backgrounds play and interact well with each other.
- Attendance has been just below average over the past two years. Although attendance is improving through leaders' work with parents, it is not improving quickly enough, particularly for disadvantaged pupils. However, leaders have been effective in improving attendance and persistent absenteeism of pupils with special educational needs and/or disabilities. The use of a targeted breakfast club to provide specific support for pupils is also having a positive impact on improving their attendance and punctuality.
- All parents responding to Parent View agreed that the school makes sure its pupils are well behaved and that their child feels safe at school.

## Outcomes for pupils

**Good**

- Leaders have improved the quality of teaching so that it is typically good. Consequently, pupils are making good progress from their low starting points.
- In 2014, children left Reception with attainment that was well below the national average. However, at the end of key stage 1 in 2016 their attainment in reading, writing and mathematics was broadly average; attainment was particularly strong in reading. Overall, they made good progress from their starting points.
- In 2016, the proportion of pupils reaching the expected standard at the end of key stage 2 was above average in reading, mathematics and English grammar, punctuation

and spelling; attainment in writing was slightly below average. Overall, pupils are well prepared for the next stage of their education.

- The school's current performance information and work in pupils' books show that current pupils are making good progress overall across the school in reading, writing and mathematics. However, although progress in writing is improving, it is weaker overall than in reading and mathematics.
- Pupils make strong progress in mathematics across the school. Pupils benefit from teachers' strong subject knowledge and use and apply their mathematical knowledge well to tackle a range of calculations.
- The most able pupils, including the most able disadvantaged pupils, make good progress. However, by the time that they leave, the proportion of pupils achieving higher levels was lower than expected, particularly in writing and reading. Sometimes, the most able pupils are not challenged sufficiently in lessons and have to wait before moving on to harder work.
- In 2016, the proportion of Year 1 pupils achieving the expected standard in the phonics screening check was below the national average. This was mainly because about one-fifth of the pupils were new to the school when they joined Year 1, most of whom were at early stages of learning English. The teaching of phonics is effective, and pupils use their phonics skills well to improve their reading. The current Year 1 pupils are expected to do well in the 2017 phonics screening check. Overall, pupils enjoy their reading, and their love for reading is growing.
- Pupils who have special educational needs and/or disabilities receive good-quality support, and staff ensure they have clear programmes to meet their varying and often complex needs, including those attending Kaleidoscope. Consequently, they make good progress from their starting points.
- Disadvantaged pupils make good progress and achieve well across the school in reading, writing and mathematics. They are given effective additional support in school through the pupil premium funding.
- Pupils who speak English as an additional language are provided with effective support, both by teachers and teaching assistants. Those who are at early stages of learning English benefit from the rich opportunities for speaking and listening that adults routinely provide. As a result, this group of pupils make good and sometimes better progress than their classmates in reading, writing and mathematics.
- Pupils' attainment in writing overall is weaker than reading and mathematics. Pupils do not, on occasions, write at length and across different subjects to practise and improve their skills in writing. This slows their progress.
- There is insufficient coverage of history, geography and science and pupils' progress is weaker in these subjects compared to, for example, in English, mathematics and music. In 2016, the attainment of pupils in science at the end of key stage 2 was below the national average.



## Early years provision

Good

- The majority of children enter the early years with skills and abilities that are below those typical for their age, particularly in their communication and language and personal, social and emotional development.
- Leaders ensure that children receive good care and support and that quality of teaching is consistently good. Consequently, children make good progress from their low starting points. The proportion of children achieving a good level of development by the time they leave Reception is improving year on year. In 2016, the proportion of children achieving a good level of development was above average. Children are prepared well for Year 1.
- Adults interact with children well to extend and move their learning on as they play. Although adults use questioning well to prompt children to think about their learning, occasionally their questioning does not provide sufficient time for children to reflect and develop their expressive language further.
- There are no significant differences in the progress of different groups of children, including children who have special educational needs and/or disabilities and the few children who are the most able. Leaders have been successful in diminishing the differences in attainment for boys through targeted activities; boys are now doing at least as well as girls
- Children who speak English as an additional language receive high-quality support and are encouraged to interact well in group activities to improve their speaking and listening skills. This, together with the rich language environment, helps this group of children to make rapid progress.
- The leadership of the early years is highly effective. The leader accurately knows the early years strengths and areas for development. Assessment systems to record children's skills and abilities on entry to early years are accurate and fit for purpose. There are good links with other schools to moderate assessment and outcomes for children. Leadership has ensured that the quality of teaching, learning and assessment is consistently good. Children are tracked closely, and those who do not make sufficient progress receive additional support to ensure they make good progress.
- Leaders ensure that there are good links with parents. Staff meet parents and provide them with good information when their child enters early years to ensure children settle and become familiar with routines quickly. Parents are invited to early years to see how children learn and to contribute to the information collected by staff on what their child is able to do at home.
- The teaching of phonics is effective. Children make good progress in learning their letters and sounds and can use their learning to read and write simple words and sentences. There is good emphasis on developing children's early writing skills. In a Reception class, children made strong progress with their writing, learning how to grip a pencil and include finger spaces between words in a sentence. In the Nursery class, boys were engrossed in 'mark-making' to develop their early writing skills through attaching pens to vehicles.
- Children behave well and have good attitudes to learning. They collaborate with each other purposefully and show independence; for example, making choices about their

learning, both indoor and outdoor.

- Staff capture children's progress in the learning journals well, identifying what they can and cannot do across the different areas of learning. However, they do not always identify the next steps in children's learning and activities to address any weaknesses in their knowledge and understanding. Leaders know that this as an area that needs further attention.
- Children are effectively supervised and systems for keeping children safe are robust. Staff and leaders ensure that safeguarding is effective.

## School details

Unique reference number	140657
Local authority	Harrow
Inspection number	10023575

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair	Marcello Borgese
Headteacher	Clive Westall
Telephone number	020 8958 9202
Website	<a href="http://www.aylwardschool.org.uk/">www.aylwardschool.org.uk/</a>
Email address	<a href="mailto:office@aylward.harrow.sch.uk">office@aylward.harrow.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- Pupils come from a wide range of ethnic groups, with the largest group being from Any other Asian background who make up about one-third of the total pupil population.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- Children attend a full-time Nursery class and two full-time Reception classes. The vast majority of children transfer from Nursery to the Reception. Currently, there a very few

disadvantaged children in the early years.

- The school has a specially resourced provision for pupils who have special educational needs and/or disabilities. This resource, called Kaleidoscope, caters for 11 pupils who have special educational needs associated with autistic spectrum disorders.
- No pupils attend any alternative form of education away from the school site.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress by the end of Year 6.
- The school runs a breakfast club for targeted pupils and a range of after-school activities.
- The school will be moving to a new school building on the existing site in April 2017.
- The visit is the first Section 5 inspection carried out since the predecessor school was judged to be requiring improvement in February 2014.
- The school receives support from its sponsor school, Bentley Wood High School, through the Bentley Wood Multi Academy Trust. The headteacher of Bentley Wood High School managed the school two days per week from September 2014 until the appointment of the current substantive headteacher in September 2015.

## Information about this inspection

- The inspectors observed learning in all classes, nearly all of which were joint observations with either the headteacher, deputy headteacher or the assistant headteachers.
- A meeting was held with a group of pupils from different abilities and backgrounds to discuss their learning and views about the school.
- Inspectors listened to pupils read in Years 1, 2 and 6 and discussed their reading with them.
- The inspectors held discussions with senior leaders, middle leaders and five governors, including the chair of the governing body. Discussions were held with a local authority representative and the headteacher of the sponsor school, Bentley Wood High School.
- The inspectors observed the school's work and considered a range of documents, including the school's improvement plan, checks on the quality of teaching, learning and assessment, information about pupils' progress, attendance and behaviour records and safeguarding arrangements.
- The inspectors scrutinised pupils' work across the curriculum to see what progress they have made.
- The inspectors took account of the 25 responses received from the Ofsted online questionnaire, Parent View. In addition, inspectors spoke to some parents in the playground at the at the start of the school day. The inspectors also considered the 37 questionnaires completed by staff.

## Inspection team

Avtar Sherri, lead inspector	Ofsted Inspector
Sean Flood	Ofsted Inspector
Janet Tomkins	Ofsted Inspector

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