

# Inspection of Aldersbrook Primary School

Harpenden Road, Wanstead, London, Essex E12 5HL

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Inspection dates:	3 and 4 December 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2014. Since September 2024, schools have not been awarded an overall effectiveness grade

## **What is it like to attend this school?**

This is a school where pupils learn to be curious and confident. Pupils flourish here because they benefit from a nurturing environment. This helps pupils to feel happy. Pupils are confident in explaining the use of the class 'chatterboxes'. They know that staff will quickly address any worries they may have.

Pupils' behaviour across the school is exemplary. This is because the school instils the importance of being 'ready' and 'respectful'. Pupils collaborate extremely well with their peers. In the early years, routines are firmly established. Children follow these routines to independently select the resources they will need to be successful in their learning.

There is an expectation across the school that all pupils will achieve highly. Pupils work hard to reach these expectations. Provisional end of year outcomes for Year 6 in 2024 confirm that a high proportion of pupils reached the expected standards in reading, writing and mathematics. Pupils are well prepared for the next stage of their education.

Pupils play an important role in supporting the school's respectful environment. Older pupils take pride in looking after younger pupils. For instance, play leaders look out for pupils who might need someone to play with. These roles give pupils opportunities to practise the school's values.

## **What does the school do well and what does it need to do better?**

The curriculum is very ambitious. The school has carefully and deliberately sequenced what pupils need to know from the Nursery to Year 6. Pupils learn the curriculum in a logical order building on what they know. Teachers receive excellent training. In mathematics, teachers explain concepts and methods clearly. They provide purposeful opportunities for pupils to practise what they have learned and ask questions to check and deepen pupils' understanding.

Pupils have detailed knowledge across the curriculum. For example, Year 2 pupils explain the use of media and texture in Quentin Blake's artwork. In science, pupils in Year 4 explain precisely how different liquids affect teeth. Pupils remember what they have learned because teachers make sure they regularly revisit previous learning.

Reading is a priority. The school aims for pupils to read fluently without delay. Staff in the Nursery teach children to identify environmental sounds. This prepares children well for the learning that will follow in the Reception Year. Pupils read widely and often. They make meaningful links to books they have read when discussing their learning.

Teachers have received effective training in early reading. The reading programme is taught consistently. Books are carefully matched to the sounds that pupils have been taught. Therefore, pupils read with increasing fluency. Pupils who find reading difficult benefit from targeted support which ensures that they keep up with their peers. Pupils with special educational needs and/or disabilities (SEND) access reading well because

their needs have been identified early on in their school careers. Staff adapt teaching approaches effectively so that these pupils achieve highly.

Vocabulary development is given importance. Children in the Reception Year use words such as 'tornado', 'swirl' and 'gust' to describe a sandstorm. Adults model sentence structure and ambitious words when speaking to children. This gives children frequent opportunities to hear and use these important words in their play.

Pupils show positive attitudes to their learning. They are highly motivated. This starts in the Nursery, where children persevere with challenging tasks. Classrooms are purposeful environments. Pupils' learning is not interrupted by any silly behaviour.

The programme for pupils' wider development is exemplary. Some pupils visit China to learn about cultures that may be different from their own. Pupils visit France for the day so they can practise speaking French. These experiences support the school's aim for pupils to develop independence and confidence.

Pupils live out the school's values including that of respect. Pupils learn about important people who have stood up for the rights of others. They can explain why the determination of Malala Yousafzai inspires them. Pupils are taught the importance of contributing to the community. They raise money for charity and collect food for the foodbank.

Pupils benefit from many opportunities to develop their talents and pursue their interests. Pupils visit the school's allotment to plant and tend to seeds. They harvest and cook the vegetables their seeds have grown into. Pupils develop an interest in gardening and cooking as well as an understanding of healthy lifestyles. The school provides a wide range of clubs which are well attended. The school is forensic in its actions to maximise club attendance.

Governors have an accurate understanding of the school. There are appropriate actions in place for them to check the effectiveness of the school. Staff value the help they receive to manage their workload. They are overwhelmingly positive about being part of the school community.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102823
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10345844
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	667
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catheryne Hill
<b>Headteacher</b>	Julie Crouch
<b>Website</b>	<a href="http://www.aldersbrook.redbridge.sch.uk">www.aldersbrook.redbridge.sch.uk</a>
<b>Date of previous inspection</b>	2 and 3 December 2014, under section 5 of the Education Act 2005

## Information about this school

- The school follows the Montessori approach in the early years.
- The school runs a breakfast and after-school club.
- The school makes use of one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leadership team to discuss school development. In addition, they met with subject leaders, groups of staff and pupils.
- An inspector met with representatives of the governing body and the school improvement partner.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also met with leaders to discuss the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- Inspectors observed pupils’ behaviour in lessons and around the school site.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration Ofsted’s online staff and pupil surveys.

## **Inspection team**

Deborah Walters, lead inspector	His Majesty's Inspector
Daniel Burton	Ofsted Inspector
Hayley McClenaghan	Ofsted Inspector
Abdul-Hayee Murshad	Ofsted Inspector

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