

# Ainslie Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	130343
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	335140
<b>Inspection dates</b>	9–10 December 2009
<b>Reporting inspector</b>	Charalambos Loizou

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<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>	421
<b>Appropriate authority</b>	Interim executive
<b>Chair</b>	Mr William Lyttle
<b>Headteacher</b>	Miss Kate Jennings
<b>Date of previous school inspection</b>	9 October 2008
<b>School address</b>	140 Ainslie Wood Road Waltham Forest London
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## Introduction

This inspection was carried out by two additional inspectors. When the school was last inspected in October 2008, it was judged to require special measures. During this inspection the inspectors visited 17 lessons and held meetings with members of the interim executive board, staff, groups of pupils and spoke to some parents and carers. They observed the school's work and looked at the school's improvement plan and self-evaluation as well as assessment and tracking data that teachers use to monitor pupils' progress. The school was given no notice of this inspection so there were no pre-inspection parental questionnaires to analyse, although the inspectors sought the views of parents and carers on each of the two days of inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school demonstrates the capacity to sustain improvements and to meet the needs of all pupils.
- the consistency of the teaching throughout the school and the extent to which the teaching is raising attainment
- the extent to which leaders and managers monitor the performance of pupils and staff to raise expectations and to accelerate the achievement of pupils towards challenging targets
- the quality of provision throughout the Early Years Foundation Stage and the impact of leadership and management on sustaining improvements to the achievement of both Nursery and Reception aged children.

## Information about the school

This is a large primary school serving a diverse community. The Early Years Foundation Stage comprises a Nursery that admits three-year-olds who attend part-time and two Reception classes for four-year-olds. Throughout the school approximately half of the pupils are White British and others come from a wide range of minority ethnic backgrounds. Nearly one in four pupils, which is above the national average, is learning English as an additional language. The percentage of pupils eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is similar to most primary schools, including the percentage with a statement of special educational needs. The main areas of need include pupils with moderate or specific learning difficulties, or emotional and behavioural difficulties. The school has a number of nationally accredited awards such as the Activemark, reflecting its extensive range of sports and physical education activities, as well as the Healthy Schools award. The headteacher joined the school in September 2009 having taken over from the interim headteacher who managed the school during the period that it was in special measures.

**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?**

**3**

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

**3**

### Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Ainslie Wood has improved and now provides a satisfactory education. The school has turned a corner and is reversing a trend of decline in attainment. Even though attainment is improving steadily, there is still more to do to improve the consistency of the teaching, particularly in writing, mathematics and science. Many parents say that they are more confident about the school's improvement and inspectors agree.

Achievement is satisfactory. Typically, over the last three years national test results show that, by the time they leave the school at the end of Year 6, pupils' attainment is broadly in line with the national average. However, attainment varies from year to year, reflecting inconsistencies in the quality of teaching. Test results show that the most significant fluctuations have been in mathematics and writing, and last year science standards dipped because too few pupils reached the higher levels. Pupils currently in Years 2 and 6 are on course to reach attainment levels that are higher than previous years, although pupils make slower progress in writing compared with reading. This gap is largely as a result of inconsistencies in the way children are taught phonics (letter sounds) in the Early Years Foundation Stage as well as the lack of time given to pupils to practise their writing in Key Stages 1 and 2. Attainment in mathematics is typically lower when compared with English because pupils are not always given opportunities to apply their number skills to challenging problem solving. Despite these shortcomings, there have been improvements, sparked by more determined and effective leadership during the period that the school was in special measures. Teachers are better equipped to measure the performance of pupils and to adjust their planning to meet the needs of those who fall behind. In Year 6 for example, pupils are now being grouped by ability and are taught in smaller class groups for English and mathematics. This has improved the effectiveness of the teaching.

The pace of learning and the quality of teaching in the Nursery and Reception classes are satisfactory, marking a significant improvement since the school's last inspection. In the rest of the school, the teaching is satisfactory, with some good teaching in all phases. The most effective lessons provide tasks that are tailored specifically to meet the needs of all pupils. This was best demonstrated in Years 5 and 6 when pupils made productive use of their time investigating persuasive writing. In these and other good lessons tasks are stimulating and fast-paced. Pupils with special educational needs and/or disabilities make satisfactory progress and are supported by teaching assistants, although the impact of this support varies across classes.

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The staff are successful in encouraging pupils to work together and try hard, underpinning strengths in pastoral support and the satisfactory care and guidance provided for pupils. Behaviour is satisfactory and in the best lessons it is better because pupils are more engaged in their learning. Pupils feel safe and secure and form trusting relationships with adults and other pupils. Attendance rates are above average reflecting how well pupils enjoy school. Their comments include, 'We do lots to stay healthy and safe,' and, 'Teachers take good care of us.' These tributes also reflect the school's success in supporting those pupils whose circumstances cause them to become vulnerable.

The school's capacity for sustained improvement is satisfactory. There are positive signs that those responsible for managing subjects and phases of the school are focusing more on the most important priorities because of the rigorous and improved leadership of the headteacher and deputy headteacher. The interim executive board provides satisfactory support and is setting up transitional arrangements to develop shadow governors until they have the necessary skills and abilities to undertake their full statutory responsibilities.

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

- Raise attainment and accelerate the progress of pupils in writing and mathematics by:
  - providing more opportunities in lessons for pupils to edit and improve the accuracy of their spelling, punctuation and handwriting
  - providing more challenging problem solving tasks for more capable pupils in mathematics so that they all reach higher levels and expected targets.
- Raise attainment in science and ensure that a higher proportion of pupils reach more challenging targets by the end of Years 2 and 6.
- Improve the quality and consistency of teaching and learning by:
  - building on current monitoring, undertaken by the school's leaders and managers to enable the staff to share best practice
  - enabling teachers to use assessment more effectively to check that all pupils reach their expected learning targets
  - deploying teaching assistants better to ensure more consistent support for pupils with special educational needs and/or disabilities as well as those of higher ability.
- Improve the teaching of phonics in the Early Years Foundation Stage to ensure that all children make better progress in communication, language and literacy, and especially early writing skills.
- Ensure that the interim executive board appoints a permanent governing body by October 2010.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5

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inspection.

## Outcomes for individuals and groups of pupils

**3**

Children join the Early Years Foundation Stage with skills and abilities that are below those expected of three- and four-year-olds. Pupils make satisfactory progress to attain standards that are in line with those expected by the end of Year 6. The dip in test results last year in mathematics and science reflects inconsistencies in the opportunities provided for pupils to apply skills to problem solving in mathematics and investigations in science. The school has put in place plans to improve pupils' writing, but there is still more to do to ensure that pupils' spelling, punctuation and handwriting are more consistent. The teaching of phonics is not effective, particularly in the Early Years Foundation Stage, so the children join Key Stage 1 with a poor understanding of letter sounds.

Pupils feel safe and many have stated that they trust that adults will deal effectively with rare incidents of bullying or misbehaviour. They have a good understanding of how to eat healthily and many participate in the good range of sports. School councillors are mature and take the lead representing the views of others. Pupils thrive on the opportunities they have to contribute to their school as playground pals and monitors. They have a satisfactory knowledge of ethnic and cultural diversity in British society. Attendance is above average and has improved through the strong links with outside agencies and the local community. Behaviour is satisfactory and pupils are usually polite and courteous.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>

<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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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers plan lessons to meet the wide-ranging needs of the pupils. The care, guidance and support for vulnerable pupils or those with special educational needs and/or disabilities is satisfactory. A common strength of most lessons is that teachers share learning objectives with the pupils, which helps them to understand what is expected. Teaching assistants are usually involved and understand what is expected of pupils with special educational needs and/or disabilities, although this varies across classes. There are good opportunities for pupils to reflect and share ideas with others, which is a common feature of good teaching. In Year 5 for example, pupils were able to assess each others' writing using specially tailored success criteria to guide their work. In some lessons however, self-assessment such as this is superficial.

Assessment systems are rightly being adapted to identify pupils who are falling behind. In the main, teachers use assessments satisfactorily to group pupils by ability but the work provided in some lessons is not always matched well enough to pupils' needs.

The school provides a satisfactory curriculum that contributes towards the pupils' spiritual, moral, social and cultural development, as well as their positive attitudes to learning, healthy living and supporting the local community. There is a broad range of topics that draw together a range of subjects, including good opportunities for pupils to use art, music, dance, drama and information and communication technology (ICT). Lessons incorporate a range of topics that help the pupils to care for the local environment, such as work in Year 6 related to the current climate conference of world leaders in Copenhagen. Pupils develop a range of skills in all subjects that prepares them adequately for the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher and deputy headteacher have successfully built on the progress made

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since the last monitoring visit in July. The leadership team and staff accurately assess the work of the school. In a short time the headteacher has established systematic routines that contribute well towards a process of assessment and review that focuses on the teaching and pupils' progress. Consequently, priorities for development are clear and the staff fully understand what is expected with a shared vision for sustaining improvement. Parents have confirmed that the headteacher is particularly good at listening to their views. The staff increasingly engage in a range of activities to evaluate how well pupils are doing but there still remain gaps in pupils' learning. They share planning to undertake joint evaluations of pupils' work, which are beginning to set clear priorities for improvement but are not sharing best practice enough to increase the proportion of good teaching.

The headteacher and interim executive board have devised an effective recovery plan to deal with the school's budget deficit inherited from the time the school was placed in special measures. The school provides satisfactory value for money. The pupil roll is increasing and staff are increasingly motivated and determined to improve. At the time of the inspection all safeguarding requirements were met. There are consistent arrangements in place to ensure that suitable adults come into contact with pupils.

The school's contribution to community cohesion is satisfactory. Pupils appreciate and learn about the main world religions with opportunities for them to learn about ethnic, religious and cultural diversity that exists in Britain today.

The school is improving communication with parents through the 'managed learning environment' project. This is being launched in January 2010 to provide Internet access for parents and pupils so they can communicate from home on a range of projects, including homework. There are satisfactory links established with other schools, sports clubs, businesses and organisations.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The children make satisfactory progress. By the time they start Year 1, the majority are working close to the early stages of the National Curriculum in all areas of learning. However, many start Year 1 with poor writing skills and lack sufficient knowledge of letter sounds. Too little time is given to focused work on letter sounds and children who have the skills to read and write are not being extended or challenged enough. Much improved and high quality outdoor resources are increasingly being used to provide opportunities for the children to engage in role play, climbing and to explore large spaces. The children in the Nursery enjoy using a range of tactile and malleable materials such as dough to sculpt shapes and letters. They are encouraged to make choices, although the staff do not always assess which activities children choose in order to plan a balanced programme. Reception children use stories and role play to improve their speaking and reading skills, but their knowledge of letter shapes and early handwriting skills are not being supplemented sufficiently by learning the appropriate letter sounds.

All children have easy access to reading, graphics and mathematics areas so they gain confidence in reading and number work. The children develop their personal and social skills well with opportunities for them to share and cooperate. Systematic assessments of children's progress are maintained but some assessments are inaccurate so that target setting and planning are not tailored closely enough to the needs of more able children. The overall provision for the Early Years Foundation Stage is managed satisfactorily.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The table below has no entries and is marked as zero in each box because this was a no notice inspection. However, inspectors spoke to parents and carers on each of the two days of inspection to seek their views, particularly in relation to the improvements they have seen since the last monitoring visit in July 2009 and since the school's last inspection in October 2008. Most parents spoken to were pleased with the progress their

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children are making and many expressed positive comments about the quality of provision made for pupils. A small number of concerns were raised about the support pupils are getting in lessons, including support for more able pupils. Most parents also expressed satisfaction with the start made by the headteacher since her appointment in September.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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.**



11 December 2009

Dear Pupils

Inspection of Ainslie Wood Primary School, Waltham Forest E4 9DD

You were all welcoming when the inspectors came to see you. Many of you may remember that the last time your school was inspected in 2008 it was placed in special measures because it was failing to give you an acceptable education. Since then I have visited your school with other inspectors to check how well the school is doing. Things have improved and your school is now satisfactory.

The Nursery and Reception children are doing better now and, like the rest of you, are making satisfactory progress. The inspectors judge that the school is helping most of you to reach the standards expected for your age when you leave at the end of Year 6. Your teachers and support staff provide you with increasing opportunities to do better including some good ICT work as well as music, drama, dance and a good range of sports.

We have asked your teachers to help you do even better in writing, mathematics and science. We would like them also to give you more opportunities to practise your writing and do more challenging problem solving in mathematics and science. We have also asked the interim executive board (they are like governors) and staff to make better checks on how well you are doing to make sure that you are always receiving good lessons and to check that those who fall behind get enough help to make sure that you all reach your learning targets. We have asked the staff in the Early Years Foundation Stage to improve the way the children learn their letter sounds to help the children improve their reading and especially their writing. The interim executive board have looked after the school and are now ready to train people to become governors. We have asked that the school has a full Governing Body by October 2010.

You can all help too by coming to school every day and on time. I wish you, your parents, staff and governors the very best.

Yours sincerely

Charalambos Loizou

Lead Inspector

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