

Inspection of Ainslie Wood Primary School

140 Ainslie Wood Road, Waltham Forest, London E4 9DD

Inspection dates: 11 and 12 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Leaders have developed a warm, caring and welcoming community. They have high expectations for all pupils. Pupils study a broad and balanced curriculum. It aims to develop pupils as active citizens who can apply their learning to the real world.

Pupils are happy, polite and enjoy learning. Staff know their pupils extremely well. Pupils are safe in the school. They all have trusted adults to speak to if they have any concerns. Pupils are well behaved in lessons and in other areas of the school site. Children in early years are taught to follow routines and instructions.

Staff enable pupils across the school to prepare for transitioning to new year groups through 'Early Risers'. The development of pupils' character is exceptional and central to the whole curriculum. Bespoke support is put in place for any pupils who need to develop aspects of their character.

Pupils take part in an extremely broad range of high-quality wider opportunities. These include sports, coding and drama clubs. Pupils also have the opportunity to take part in a variety of tournaments and competitions. There is a range of opportunities for pupils to develop their leadership skills. This includes digital, community and sports leaders. Some pupils have developed their own school podcast.

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

Leaders have designed an ambitious curriculum for all. This includes pupils with special educational needs and/or disabilities (SEND). Leaders ensure that all subjects meet the ambition of the national curriculum. The school's curricular thinking is well developed, including in the early years.

In most subjects, the curriculum builds on developing pupils' knowledge over time. However, in some subjects, leaders have not identified the key knowledge they want pupils to learn. This means that pupils do not build on prior learning securely. In the early years, staff help to develop children's understanding across all areas of learning well.

Teachers have strong subject knowledge and present information clearly. They check pupils' understanding regularly and address misconceptions when required. Teachers enable pupils to achieve well across the curriculum.

Leaders have a sharp focus on pupils learning to read when they first join the school. Staff use a clear curriculum to develop pupils' understanding of phonics quickly. They regularly assess pupils, which means they know pupils well. If any pupils fall behind the pace of the phonics programme, staff give swift and effective support to help them catch up. Leaders have put a number of strategies in place to ensure that pupils enjoy reading a range of books. In early years, there is a focus on

ensuring that children acquire a wide vocabulary. Staff help to develop children's communication and language skills effectively.

Staff identify the needs of pupils with SEND swiftly. Staff are well trained to ensure they can provide high-quality support for pupils with a range of needs. Adaptations are made during lessons to ensure that pupils with SEND can fully participate in and understand what is being taught.

Pupils behave well during lessons and focus on their learning. Systems to manage behaviour are used consistently by staff and are understood by pupils. In early years, children follow routines sensibly and concentrate on activities. They listen and respond positively to adults and each other.

The personal development programme is embedded very skilfully across the whole curriculum. This is of exceptional quality and allows pupils to constantly use the skills they learn in all aspects of the school. Teachers support pupils to develop their understanding of healthy lifestyles very well. Pupils benefit greatly from a range of external speakers, including a climate change specialist and an author. All pupils access a range of outings each year that are linked to their curriculum. These include visits to the zoo, museums and galleries.

Leaders consider carefully the well-being of staff and are mindful of the pressures of workload. Staff's professional development is supported through a bespoke programme. This supports the individual learning needs of each member of staff in the school. The governing body understands the strengths and priorities of the school. It carries out its role effectively, providing appropriate challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding throughout the school. Staff are well trained and vigilant in reporting any concerns. Leaders work with a range of external agencies to provide specialist support for pupils.

Pupils understand how to keep themselves safe and how to report any concerns. Leaders take swift action if any concerns are raised. They are alert to any emerging safeguarding risks and react promptly in response to these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not coherently planned and sequenced towards cumulative knowledge. This means that, sometimes, pupils do not remember long term the content they have been taught. Leaders should clearly

identify the component knowledge they want pupils to acquire at each stage of the curriculum in all subjects and ensure that knowledge is built on prior learning securely.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	130343
Local authority	London Borough of Waltham Forest
Inspection number	10240950
Type of school	Primary
School category	Community school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	461
Appropriate authority	The governing body
Chair of governing body	Bruce Roberts
Headteacher	Kerry Scott
Website	www.ainsliewood.co.uk
Date of previous inspection	2 July 2019, under section 8 of the Education Act 2005

Information about this school

- This school uses one alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, religious education and art. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers and pupils, and

looked at samples of pupils' work. The curriculum in other subjects was also considered.

- To inspect safeguarding, inspectors met with the safeguarding leaders, along with pupils and staff. The records of pre-employment checks and other relevant documentation were also reviewed.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Alison Martin	Ofsted Inspector
Jonathan Newby	Ofsted Inspector
Andrea Bedeau	His Majesty's Inspector

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