

Auriol Junior School

Vale Road, Stoneleigh, Epsom, Surrey, KT19 0PJ

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher has skilfully led the school through a period of rapid improvement since the previous inspection. She has been determined to improve teaching and its impact on pupils' progress.
- She is well supported by the deputy headteacher, other senior staff and governors. All share the same ambition to provide the very best for pupils at the school.
- Teaching is good, and improving. As a result, pupils' progress is good and more even across the school.
- Attainment is rising in all subjects in every year group. The school now builds well upon pupils' attainment on entry to Year 3, which is significantly above average.
- Pupils in the hearing impaired unit are well taught and make good progress from their starting points. They are fully included in mainstream lessons when appropriate.
- Pupils' behaviour is good. Pupils behave well in lessons and their conduct around the school is excellent. They are keen to learn. Their attendance is above average.
- Pupils say, and their parents agree, that they feel safe and well cared for in school. The pastoral support for vulnerable pupils is a strength.
- The school successfully promotes all aspects of spiritual, moral, social and cultural education. Pupils' understanding of British values is particularly well supported.
- The governing body is skilled and well informed. Governors have improved the way they check the performance of the school and are both supportive and challenging.

It is not yet an outstanding school because

- A few pupils do not spell well enough and some do not join their handwriting.
- Occasionally, teachers set lower attaining pupils tasks which are too hard.
- Lower attaining pupils in Years 3 and 4 are not consistently given enough opportunities to read individually to an adult in school.

Information about this inspection

- Inspectors observed 19 lessons, four jointly with the headteacher or deputy headteacher.
- Inspectors looked at work in pupils' books and listened to a sample of pupils read across the school.
- Inspectors met with groups of pupils, school staff, members of the governing body including the Chair of Governors, and a representative from the local authority.
- Inspectors observed the school's work and looked at a number of documents. These included the school's own information on pupils' current progress, the school's checks and records relating to safeguarding, child protection, records relating to behaviour and attendance, records of how teaching is managed and the school improvement plan.
- Inspectors took account of the 61 responses to the online questionnaire (Parent View) and 21 responses to the staff questionnaire.

Inspection team

Eileen Chadwick, Lead inspector	Additional inspector
Fatiha Maitland	Additional inspector
Peter Thrussell	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are three classes in each year group.
- The school has a specialist centre on site for pupils with hearing impairment. There are currently 13 pupils enrolled in this facility for pupils from Year 3 to Year 6.
- The majority of pupils are White British. Few speak English as an additional language.
- The proportion supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals and children who are looked after) is well below average.
- The proportion of disabled pupils and those with special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Most of the teaching staff started at the school after the previous inspection. A new Chair of Governors was appointed in September 2014.
- Pupils may attend a daily breakfast club but, as this is privately managed, it is subject to a separate inspection. Its report can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by making sure that teachers always:
 - ensure pupils always develop good spelling and do not make careless mistakes
 - help all pupils to successfully join their handwriting
 - provide activities at the right level of challenge for lower attaining pupils and which they do not find too hard
 - ensure that lower attaining pupils in Years 3 and 4 are heard to read very regularly by an adult in school.

Inspection judgements

The leadership and management are good

- The headteacher provides good leadership. She is well supported by the deputy headteacher and other senior leaders and governors. Leaders have improved teaching and learning since the last inspection and have developed a culture where good teaching and behaviour thrive. Staff morale is high and all staff share the same drive to bring about further improvement.
- By setting high expectations and challenging targets, school leaders have tackled previous inconsistencies in teaching and learning so that attainment is rising.
- The leadership of teaching is good. The senior leadership team checks the quality of teaching regularly and rigorously. Senior and middle leaders, including subject leaders, carry out their duties meticulously and have a secure and accurate understanding of the school's strengths and areas for development. School leaders share responsibility for observing teaching, scrutinising data, holding discussions with teachers and analysing pupils' work. Staff are given strong opportunities for professional development.
- Both the leader for the specialist unit for pupils with hearing impairment and the leader for disabled pupils and special educational needs provide good leadership. Both were appointed since the last inspection and they are having a positive impact on promoting good teaching and learning.
- The headteacher makes all staff accountable for pupils' progress. The level of teachers' pay depends upon the level of pupils' progress and how well teachers perform their responsibilities. There have been many changes of staff since the previous inspection. Staff welcome the accountability and the good opportunities to develop their skills and competences.
- Staff have worked hard to develop the school curriculum. They have devised topics which interest pupils and ensure there is a strong focus on pupils developing and applying their basic skills. For example, Year 4 pupils, during their 'Misty Mountain Sierra' topic, collected and analysed mathematical data to find out about weather patterns. They developed their communication skills by becoming weather presenters.
- Staff ensure that, wherever possible, one subject supports the learning of another and makes good use of curriculum time. For example, Year 6 pupils investigated whether corrugated materials were strongest by testing folded paper to see if it was suitable for making roofs, when designing and making Anderson Shelters for their history project, A Child's War.
- There is very good support for pupils to develop their spiritual, moral, social and cultural development. Pupils are prepared for life in modern Britain through well thought out topics on democracy, the national election, the celebration of Remembrance Day and a range of religious festivals. Assemblies develop pupils' awareness of their own and other faiths, including Buddhism and Islam. Pupils learn right from wrong and develop very good social skills.
- Leaders effectively promote good relationships and ensure all pupils make equally good progress from their different starting points. They all have an equal opportunity to learn in an orderly and supportive atmosphere and one in which discrimination is not tolerated.
- School leaders have used the pupil premium funding effectively to provide extra support for those eligible. The result is that these pupils make good progress because of the help they are given.
- Leaders make good use of the primary sport funding to provide swimming lessons and extra coaching in gymnastics and dance. Teachers are developing their own skills by learning alongside local authority physical education advisers as they teach pupils.
- The local authority has provided considerable support since the previous inspection, helping to improve achievement, teaching, middle leadership and governance. The support has been effective and the school has skilfully managed the local authority's help. The amount of support has recently been reduced, reflecting the local authority's confidence in the way senior leaders are quickly improving the school.
- Safeguarding procedures are good and meet all legal requirements. Staff are trained in all relevant policies and procedures and the school provides a very safe and supportive learning environment.
- **The governance of the school:**
 - Governance has improved considerably since the previous inspection. The governing body has had a full independent review and has been reconstituted since the previous inspection. The new Chair of Governors is very experienced and leads the governing body well. Governors are now providing good oversight of the school's work. They have strengthened their monitoring of its performance through activities such as visits to lessons, reviewing work and analysing data. They have an accurate view of how well the school is doing.
 - Governors carefully analyse the progress of different groups, including that of disadvantaged pupils. They monitor the impact of the school's use of the pupil premium funding and the sport funding to improve pupils' learning and well-being. They ask challenging questions and look for evidence of

improvement.

- Governors have thorough procedures for managing the performance of the headteacher and staff. Individual targets focus on the school's priorities to improve teaching and raise achievement. Governors know about the quality of teaching and have fully supported the headteacher in dealing with underperformance.
- They carry out their statutory responsibilities for ensuring secure safeguarding procedures are fully met, including making sure the premises and grounds are secure.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and respond to the consistently good management of their behaviour by staff. Pupils' behaviour around the school and playground is excellent. Pupils show high levels of respect and friendliness to adults, visitors and their classmates.
- Pupils have a clear understanding of the school's revised systems for managing behaviour and say that behaviour is 'much better than it used to be'. Well-kept records show that a few pupils who find it hard to regulate their behaviour are well supported and show good improvement over time.
- Pupils in the specialist unit for pupils with hearing impairment behave well. This is because these pupils benefit from excellent care and support. They adjust very well when learning in mainstream lessons, for example when taking part in Viking Day with other Year 4 pupils. Strong links with outside specialists enable staff to identify and meet pupils' physical, emotional and social needs, as well as their academic learning needs.
- The very large majority of pupils are very positive about their work but, occasionally, some lose their focus and do not work as productively as they might. This is why behaviour is not outstanding.
- Pupils like responsibility and enjoy serving on the school council. Many pupils are articulate and enjoy talking about their experiences. Their above average attendance reflects their enjoyment of coming to school.
- Most parents who responded to Parent View agree that behaviour is good.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. The very large majority of parents who completed Parent View agree that their children are well looked after and kept safe.
- Pupils are aware of the different kinds of bullying they may encounter, including cyber bullying. They say there is no bullying of any kind, and, should it occur, it would be quickly resolved by staff.
- The school is very thorough in checking the suitability of staff and visitors who work with pupils. The school's grounds are safe and secure. Potential risks to safety are carefully assessed and, where such risks are identified, effective measures are taken to reduce or to eliminate them.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection. The good, and occasionally outstanding, teaching results in pupils' good progress.
- Teachers have benefited from good opportunities to develop their skills through coaching within school and from training by the local authority. This has had a particularly positive impact on progress in mathematics.
- Subject training has ensured that teachers have higher expectations and are much better equipped to provide the right sort of challenge for the most able pupils so that they learn quickly. Lessons observed and work in pupils' books show that teachers deepen the understanding of the most able pupils by setting more demanding work than that set for others. Teachers use questioning very effectively to make pupils think and to deepen their understanding. For example, in a Year 3 reading lesson, after reading extracts of a stimulating text, pupils were challenged to give examples from the text to demonstrate their evaluation of different characters. The level of the teacher's questioning was well adapted to pupils' reading skills, including those of the most able.
- Teachers plan interesting activities to stimulate learning. They are raising expectations of what pupils should achieve so they match those in the new National Curriculum.
- Teachers typically adapt their teaching methods well to build on pupils' understanding and provide further

challenge if this is needed. For example, in a middle attaining Year 5 mathematics set, some pupils quickly mastered their tasks on fractions and were speedily moved on to harder work. This involved understanding equivalent fractions by reducing fractions to their simplest form.

- The teaching of the basic skills of reading, writing and numeracy is good overall. Teachers promote reading, writing and mathematics skills well in other subjects, such as geography, history and science.
- Guided reading lessons are well taught. Pupils' reading texts greatly interest them and extend the breadth and depth of their reading. Regular phonics lessons (the sounds that letters make) ensure that pupils who still need to develop these skills make good progress in their reading. However, a few lower attaining pupils in Years 3 and 4 are not given enough opportunities to read to an adult in school.
- A school-wide focus has led to better teaching of writing. Pupils are now increasing their ability to write at length and to use interesting vocabulary. The teaching of spelling, punctuation and grammar has been stepped up this year. It is now systematic and having a good impact on improving writing standards.
- Teachers build pupils' mathematical skills well. Subject training, coaching and a well-planned curriculum have enabled them to do this. Pupils are given good opportunities to apply their mathematical skills to real life situations.
- However, occasionally, the literacy and numeracy tasks given to lower attaining pupils are too hard.
- Pupils in the unit for pupils with hearing impairment are well taught and learn well. Staff are well trained and teachers and assistants provide pupils with carefully tailored support.
- Teaching assistants make a good contribution to pupils' learning because they are well briefed by teachers and well deployed. Those working with individual disabled pupils and those with special educational needs have a clear understanding of pupils' learning difficulties and are skilled in helping them to learn.
- Marking is developing well and pupils clearly understand their demanding targets for improvement.

The achievement of pupils is good

- Pupils' progress has improved considerably since the previous inspection and is now good across the school. Improved use of assessment and staff training have helped to ensure that pupils' above average attainment on entry to Year 3 is consistently built upon throughout the school.
- Pupils' attainment is rising rapidly for Year 6 pupils. This achievement has the potential to be sustained in other years as attainment in all other year groups is rising.
- Year 6 test results have fluctuated over the last few years, although above average overall. However, in 2013 and 2014, not enough pupils attained average and higher levels compared with their attainment on entry to the school.
- The school's accurate data, lesson observations and pupils' work in their books show that most Year 6 pupils are now attaining at least the expected levels in reading, writing and mathematics. A large number of pupils are working at higher levels in reading and mathematics, while just under half are working at Level 5 in writing. Progress is good for all groups of pupils.
- The current Year 6 did not make enough progress when in Years 3 and 4. Leaders quickly implemented strategies to bring about improvements, including securing better teaching and providing pupils with extra support to help them catch up. This legacy of underachievement for the current Year 6 pupils has been redressed.
- The most able pupils are making good progress from their higher starting points. In all the lessons observed, pupils were challenged in their work. For example, the most able Year 6 pupils made rapid progress in many aspects of mathematics when investigating different seating arrangements for a school production to achieve maximum profit. Those who attained Level 3 at the end of Key Stage 1 are well on track to achieve higher levels in English and mathematics by the time they leave the school.
- Pupils in the specialist unit for pupils with hearing impairment make good progress. They progress well during specialist teaching time and are very well supported by teaching assistants during mainstream lessons.
- Disabled pupils and those with special educational needs are making good progress overall. They are usually well supported by teaching assistants. Occasionally, the tasks for those who are lower attaining are too difficult and staff do not spot this quickly enough and adjust activities to suit their needs.
- The attainment of disadvantaged pupils in 2014 was three terms behind others nationally in mathematics and English grammar, punctuation and spelling, one term behind in writing, and in line in reading. This was a similar picture when their attainment was compared with their classmates. The school's actions are having a positive impact, including through improvements to the teaching of all these subjects.
- There are too few disadvantaged pupils in the current Year 6 to compare their attainment with others in

the school or nationally. The progress of the disadvantaged pupils currently in the school is good. Consequently, their gaps in attainment compared with their classmates is quickly narrowing. Sometimes, across the school, some pupils have complex learning difficulties and this leads to some variation in attainment.

- Pupils read widely and are rapidly developing their higher order reading skills, such as inference and deduction. They are equally skilled when reading fiction, as when researching for information for their topics. Lower attaining readers have well developed phonics skills; but, in Years 3 and 4, a few do not read often enough on an individual basis to an adult in school. This restricts their progress.
- Pupils' ability to write at length and to write in different subjects, for example science, has improved markedly this year. Pupils' competences in English spelling, punctuation and grammar are mostly good. Leaders quickly implemented successful strategies to bring improvements, and standards are set to rise this year. However, a few pupils still make careless spelling mistakes and do not join their handwriting.
- The strong improvements to the mathematics curriculum and the teaching of mathematics are having a marked impact on pupils' attainment and enjoyment of the subject throughout the school.
- Pupils make good progress in science. For example, Year 3 pupils conducted practical experiments to find out why rocks erode, and they subsequently developed advanced thinking skills. Pupils are staying fit and healthy and making good progress in physical education because of good use of the primary sport funding.

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

Unique reference number	124958
Local authority	Surrey
Inspection number	462373

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	The governing body
Chair	Paul Glover
Headteacher	Tanya Dakin
Date of previous school inspection	9 May 2013
Telephone number	0208 393 4721
Fax number	0208 786 8193
Email address	info@auriol.surrey.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

