

# Aughton Primary School

Turnshaw Avenue, Aughton, Sheffield, S26 3XQ

**Inspection dates** 20–21 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, ably supported by the deputy headteacher and the governing body, sets a clear direction for the school's work and is driving forward school improvement.
- Pupils make a good start in their learning in the caring Early Years Foundation Stage class.
- All pupils, including disabled pupils, those with special educational needs and those who attract extra funding through the pupil premium make good progress from many different starting points and achieve well.
- The successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work and relationships are strong at all levels.
- Teaching is good and there is a determined drive to make it even better. The best teaching sees learning moved on rapidly because work is carefully matched to pupils' needs and enables them to make best possible progress.
- Pupils say they feel safe and are cared for well. They play their part in the success of the school through their good behaviour, a readiness of most to learn and attendance levels that are above average.

### It is not yet an outstanding school because

- Teaching does not always challenge more-able pupils to do their best.
- Occasionally, marking does not provide enough guidance to pupils about how to improve their work and make even better progress.
- Not enough opportunities are provided for pupils to undertake investigations and to do practical tasks.
- Pupils are not always given enough opportunities to practise linking letters to sounds to help them develop early reading skills quickly.

## Information about this inspection

- The inspection was carried out with half a day's notice.
- The lead inspector visited eight lessons taught by five teachers, four of which were joint observations carried out with the headteacher.
- He held meetings with governors, senior leaders, other staff and pupils.
- The inspector listened to five pupils in Year 2 read.
- The inspector observed pupils' work in all classes. He studied a range of documents including: the school development plan; the school's own evaluation of its work; attendance information; the headteacher's monitoring of lessons; the governing body minutes; documentation relating to pupils' safety and equality; planning documents; recent attendance information and the school's analysis of data on pupils' progress.
- He spoke to a small number of parents, took account of the 10 responses to the on-line questionnaire (Parent View) and the 49 responses from a questionnaire sent out by the school in April 2012.

## Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Aughton Primary School is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils from minority ethnic groups is well below what is typical nationally.
- There are no pupils at present who speak English as an additional language.
- The proportion of pupils supported at school action is average as is the proportion supported by school action plus or with a statement of special educational needs.
- Many more pupils than in other primary schools join or leave at other than the usual times.
- Since the last inspection, there have been considerable changes in staffing. A current senior leader is absent.
- The school meets the government floor standard, which sets the minimum expectations for pupils' attainment and progress.

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

- Ensure the quality of teaching is consistently good or better by:
  - providing activities for more-able pupils that are always challenging
  - reducing the amount of 'teacher talk' so that pupils have as much time as possible to work independently
  - ensuring marking always gives pupils clear guidance on how to improve and take the steps needed to reach their targets
  - making sure that all lessons which help children to link letters to the sounds they make (phonics) are brisk and enable pupils to practise new sounds often.
- Build on the good work already started to improve the curriculum by:
  - increasing opportunities for pupils to undertake even more investigations and to do practical tasks.

## Inspection judgements

### The achievement of pupils is good

- Pupils are achieving well. Efforts to accelerate the progress of all groups of pupils have been successful. As a result, pupils reach at least average standards in English and mathematics by the time they leave. Indeed the most recent national test results in mathematics were above what is typical nationally and the school's highest for five years.
- Children enter the Reception class from a variety of starting points, but usually with skills that are below, and sometimes well below typical expectations for their age. However, they start to make up lost ground in this key stage because of good leadership, teaching and provision.
- Pupils make good progress in Key Stages 1 and 2. Sometimes missed opportunities to challenge the more-able pupils restrict their potential to make even faster progress. Standards in reading, writing and especially mathematics have improved since the last inspection. While progress is good in both English and mathematics, it is better in mathematics, where teaching is strongest.
- Most pupils make good gains in learning to read with fluency, accuracy and understanding. However, very occasionally their reading books are not at the right level to help promote enjoyment or help them make rapid progress.
- Leaders place significant emphasis on regular checking on how pupils are doing. As a result, they provide a variety of successful support arrangements, often using skilled teaching assistants, when pupils are at risk of falling behind. This work demonstrates that the school is successfully promoting equality. As a result, pupils eligible for the pupil premium, disabled pupils and those with special educational needs achieve well because their individual needs are identified early. The rigorous approach to checking also enables leaders to set challenging targets to help drive up standards further.

### The quality of teaching is good

- A wide range of inspection evidence shows teaching to be securely good.
- Teaching in the Reception class is good. Assessment is used well to help children make good progress. All adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge and nurture independence. For example, children learn about different three-dimensional shapes, recreate animal prints on clay tiles and learn how to make flapjack.
- The best teaching ensures pupils make at least good progress because work is carefully matched to their needs and time is used well. For example, in a Key Stage 2 mathematics lesson, all pupils made rapid progress when learning different ways to calculate the areas of two-dimensional shapes because activities stretched the most able pupils while supporting lower ability pupils.
- The teaching of reading and writing is effective in ensuring that pupils read and write confidently. Occasionally, sessions linking letters to the sounds they make do not provide enough opportunity for pupils to practise new learning.
- Teaching assistants contribute much to pupils' learning by both supporting and challenging pupils with special educational needs and those who receive additional funding through the pupil premium. They ensure that these pupils make similar progress to their classmates.
- Relationships in lessons are good with all groups cooperating well. Teachers have good subject knowledge, show enthusiasm and adopt a lively approach. They make sure question and answer sessions are effective in developing pupils' ability to think and give well-formed and lengthy spoken answers.
- Pupils are keen to learn because teachers are effective in promoting pupils' spiritual, moral, social and cultural development through praise, encouragement and a celebration of pupils' efforts and achievements.
- Marking does not always help pupils to improve because it does not make enough reference to

their targets. Pupils do not always receive guidance about the steps to success they need to make so they can measure their progress.

- A small minority of lessons have shortcomings which slow progress. For example, occasionally teachers talk too much, which results in pupils having too little time for independent work. Teachers do not explore with pupils how difficult they found the work to help plan challenging follow-up tasks. Sometimes pupils have too few opportunities to engage in practical tasks and undertake investigations.

### **The behaviour and safety of pupils are good**

- Pupils, including the very small number whose circumstances might put them at risk, enjoy school, which helps to explain the above average attendance. They have a positive attitude to learning and are keen to do well in lessons and when taught in small groups. They say that adults help them to learn and respond to their suggestions.
- The school's systems for managing pupils' behaviour are effective; pupils behave well and value the praise and reward they receive. Occasional examples of inappropriate behaviour are not allowed to have a negative effect on learning.
- Behaviour in lessons is almost always good. In the best lessons there is a buzz of excitement, such as, in Years 1 and 2, as pupils locate and handle objects to help them extend their knowledge of adjectives. In a small number of lessons, pupils start to lose concentration when they are required to listen for too long.
- Most of the small number of parents who responded to the Parent View questionnaire and a larger number of parents' responses from a questionnaire sent out by the school in April confirm that behaviour is good and that the school deals with rare instances of bullying well. A small minority hold less positive views. However, behaviour seen during the inspection, the school's detailed records and the comments of the pupils provided evidence of a school where behaviour is good.
- Pupils say that they feel safe in school and parents agree. Pupils have a good awareness of safety issues and know what to do in an emergency.
- Assemblies reinforce the importance of working together and contribute well to spiritual, moral, social and cultural development.

### **The leadership and management are good**

- Senior leaders have an accurate view of how well the school is doing. Key strengths of the leadership include the ability to set a clear and rigorous steer for the school's work, to sustain high morale and to help teachers develop their skills. The headteacher has managed a period of change well, instilling in staff a drive to improve the school and pupils' achievement.
- Priorities for development are the right ones and focus on driving up standards further. Deadlines for achieving them are rigorous and involve all teachers, ensuring a shared commitment for school improvement. Subject leaders check the provision and standards in their subjects regularly. As a result, they know what works well and what needs improving.
- The school's procedures for checking pupils' progress and for ensuring the safety of pupils are thorough. As a result, targets to secure further improvements are at the right level of challenge.
- Leaders assess the quality of teaching in lessons regularly and place an increasingly strong emphasis on how pupils learn. However, examples of best practice are not always shared across all subjects. Performance management arrangements have clearly measureable targets so that teachers are held to account for the progress their pupils make. The headteacher uses information about the quality of teaching when advising the governing body about salaries and career progression.
- The curriculum meets the needs of pupils well. The school is developing the curriculum to make

it even more interesting although it recognises that further opportunities for pupils to carry out investigations and to do practical work are needed.

■ Discrimination in any form is not tolerated and diversity is celebrated, for example through visits to a variety of religious buildings.

■ The local authority provides good advice and occasional support, which is appreciated by leaders.

■ **The governance of the school:**

– The governing body increasingly challenges and supports the school well and holds the school increasingly strongly to account for standards and achievement. It clearly understands where the school's priorities lie and what further action needs to be taken to maintain the school's good progress. Statutory duties are fulfilled, and financial management is secure. The use of the pupil premium, for example, is carefully planned and checked for its effectiveness. Safeguarding policies and procedures are fully understood, met and regularly reviewed. Members undertake regular visits to monitor the school's work and hear pupils read.

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## 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

<b>Unique reference number</b>	106919
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	403027

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Cooper
<b>Headteacher</b>	Elizabeth Swindells
<b>Date of previous school inspection</b>	20 February 2008
<b>Telephone number</b>	0114 287 3091
<b>Fax number</b>	0114 287 6820
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