

# Inspection of Auckland College

65-67 Parkfield Road, Liverpool, Merseyside L17 4LE

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Inspection dates: 12 to 14 March 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	<b>Yes</b>

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

Auckland College is a friendly, welcoming school where pupils are happy. Pupils know that staff care deeply about them. Strong relationships between pupils and staff help pupils to feel secure.

Pupils behave exceptionally well and act responsibly. They work and play together in harmony. Everyone is treated with respect and valued as an individual. Older pupils provide excellent role models for their younger peers. All of this creates a cheerful and purposeful school environment.

The school has high expectations for all pupils. Pupils live up to these expectations and work hard. Most pupils achieve well. The school motto of 'every pupil matters, every moment counts' guides pupils in all that they do.

Pupils are prepared well for their next stage of education. They understand the importance of trying their best. Pupils enjoy the many enrichment activities that the school provides. These activities give pupils access to a broad range of experiences including trampolining, robotics and working to support the community. Pupils are considerate and caring towards other people. For example, they donate the profits made from their various enterprise activities to a variety of worthy causes.

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

The school has designed a curriculum which follows a logical order from the early years through to key stage 4. Pupils study a wide range of subjects. They achieve well at the end of key stages 2 and 4. In addition, pupils benefit from well-structured and exciting enrichment opportunities. Pupils choose enrichment sessions which engage and challenge them. Pupils appreciate the way that the school responds to their interests and requests.

The school is constantly developing its curriculum. It makes sure that the curriculum meets the needs of its pupils in an ever-changing world. In most subjects, particularly in the older years, the school has identified the key learning well. For example, staff teach subject-specific vocabulary that enables pupils to explain their knowledge precisely. However, in a few subjects, there is less clarity about what the school expects pupils to learn and remember.

The school has developed the teaching of reading well. Children in the early years are surrounded by high-quality texts that match their interests. Staff deliver the phonics programme effectively. Staff encourage children to practise their phonics knowledge when taking part in other activities. Pupils read books that are well matched to the sounds that they know. Staff check that pupils have understood what they have learned in phonics lessons. They provide additional sessions for pupils who need extra support. Most pupils are fluent readers by the time that they leave key stage 1.

Older pupils enjoy reading a range of books. Staff choose books to share with their classes that reflect pupils' learning in other subjects. They also select high-quality texts to develop pupils' understanding of other cultures and places in the world. Pupils can discuss these texts with empathy.

From the early years, children learn how to follow school routines. Children enjoy the recognition that they receive for behaving well. As pupils move through the school, they take on more responsibilities, such as school ambassadors. They develop highly positive attitudes and a strong commitment to their education. Pupils enjoy helping each other to do well and earning reward points. A very small number of pupils struggle to manage their behaviour. The school ensures that these pupils get the support that they need so that they rapidly improve their behaviour. Pupils are proud of their school and how well they get on with each other.

The school identifies the additional needs of pupils with special educational needs and/or disabilities (SEND) early. The school works well with parents and carers as well as specialist staff to make certain that these pupils get the support that they need promptly. Staff adapt the delivery of the curriculum appropriately for pupils with SEND. This helps pupils with SEND to achieve well.

Many aspects of the school's provision for pupils' wider development are strengths. Pupils receive effective support to understand how to build positive relationships with each other. Pupils learn about respect for cultures and beliefs that are different from their own. They celebrate these differences. The school provides opportunities for pupils to learn about a range of potential careers and options for their futures. This helps them to make informed decisions about their lives.

The proprietor knows the school well. They have made sure that their philosophy and ethos has a positive impact on all aspects of school life. There is a sharp focus on safeguarding. The proprietor ensures that the school meets all the independent school standards ('the standards'), including the requirements under schedule 10 of the Equality Act 2010. They have also made sure that the statutory requirements of the early years foundation stage are met.

Staff appreciate the school's focus on their professional development. They feel valued and enjoy working at the school. Staff recognise the ways that the proprietor has made changes to reduce staff's workload and ensure that staff can focus on teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In a small number of subjects, the school has not refined its thinking about the

most important knowledge that pupils should learn. As a result, some pupils do not learn these curriculums in sufficient depth. The school should clarify the key information that pupils should learn in these subjects and the order that the curriculum content should be taught.

## **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.

## School details

<b>Unique reference number</b>	132119
<b>DfE registration number</b>	341/6046
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10299186
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent day school
<b>Age range of pupils</b>	3 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	374
<b>Proprietor</b>	The proprietor is Anthony Akaraonye. The proprietor is one of the two directors of Auckland College Ltd. This company is registered with Companies House. The directors are Anthony Akaraonye and Gillian Akaraonye.
<b>Headteacher</b>	Stephanie Boyd
<b>Annual fees (day pupils)</b>	£6,500 to £8,000
<b>Telephone number</b>	01517270083
<b>Website</b>	<a href="http://www.aucklandcollege.com">www.aucklandcollege.com</a>
<b>Email address</b>	<a href="mailto:admin@aucklandcollege.com">admin@aucklandcollege.com</a>
<b>Date of previous inspection</b>	30 April to 2 May 2019

## Information about this school

- The school's previous inspection was 30 April to 2 May 2019.
- The school is located at 65 to 67 Parkfield Road, Liverpool, Merseyside L17 4LE.
- There was a material change inspection on 3 February 2022. The Department for Education approved an increase to the number of pupils that can be registered at the school from 313 to 380. There are currently 374 pupils on roll.
- The school does not use any alternative provision for pupils.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the proprietor, the directors and senior leaders in school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to pupils about their learning, spoke to teachers and, where appropriate, looked at pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors observed pupils read to a familiar adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- To evaluate the effectiveness of safeguarding 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 considered the responses to Ofsted Parent View, including the free-text comments. They considered the responses to Ofsted's staff and pupil surveys.

- Inspectors carried out other activities to check that the school meets the standards. The lead inspector carried out a tour of the school. Inspectors checked the school's compliance with health and safety laws, including fire safety. Inspectors considered the school's approach to risk management. Inspectors also checked relevant policies and the school website.

### **Inspection team**

Sarah Barraclough, lead inspector

His Majesty's Inspector

Pippa Jackson Maitland

His Majesty's Inspector

Andy Cunningham

His Majesty's Inspector

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