



Auckley Junior and Infant School

Inspection Report

Unique Reference Number 106714
LEA Doncaster
Inspection number 277611
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mr Philip Cole CfBT Lead Inspector

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

Type of school	Primary	School address	School Lane
School category	Community		Auckley
Age range of pupils	3 to 11		Doncaster, South Yorkshire DN9 3JN
Gender of pupils	Mixed	Telephone number	01302 770701
Number on roll	196	Fax number	01302 770106
Appropriate authority	The governing body	Chair of governors	Mr S Wright
Date of previous inspection	4 April 2000	Headteacher	Mrs S Cox

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Auckley Junior and Infant School is slightly smaller than most primary schools with 191 pupils on roll and a further 40 children attending part-time in the nursery. It serves an advantaged area and fewer pupils are entitled to free school meals than usual. Almost all pupils are of white British heritage, but there are a few pupils from British Pakistani backgrounds and two traveller learners. Children start school with above average skills, knowledge and understanding and there are fewer pupils with learning difficulties and/or disabilities than are usually found in other schools. There has been considerable disruption to the teaching staff over the last three years because of illnesses and maternity leaves. The last inspection judged it to be a good school. However there was a need to further improve teaching and keep parents better informed of what pupils were learning.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school judges its effectiveness to be satisfactory. However, the inspection team does not agree. In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the standards achieved by pupils and the quality of teaching to ensure good enough progress relative to their starting points.

The school does not provide satisfactory value for money.

Children in the Foundation Stage make good progress and across the school pupils' personal development is good. However, pupils do not make enough progress between Year 3 and Year 6. The leadership of the headteacher and senior staff have not effectively tackled significant weaknesses because their evaluations of how well the school is working have not been good enough. Some developments over the past year indicate that there is adequate capacity to make the necessary improvements.

What the school should do to improve further

- Ensure all pupils make the best possible progress by identifying their needs and making sure that all teachers are equally effective in meeting them.
- Ensure all staff work together to tackle weaknesses and that the action they take is based on thorough evaluations of how well the school is doing.
- Make sure all pupils feel safe and free from all forms of bullying.

Achievement and standards

Grade: 3

Children in the Nursery and Reception class make good progress and build effectively on what they know when they first come into school. Steady progress is made in Years 1 and 2 and in 2004 pupils achieved noticeably better than average results in the national tests but slightly less well in 2005. Results in the national test in 2004 for Year 6 pupils were above the national average but in all the core subjects pupils achieved less well than they should have done given their attainment in their Year 2 tests. In English, results were only just above average and pupils made significantly worse progress than pupils in other schools. Unusually boys made better progress than girls in junior classes, while girls attained better than boys in the Year 2 tests, which is much more common. There has been some improvement in the 2005 test results although pupils did not achieve as well as pupils in similar schools. The school's own data shows that the progress being made by pupils in the current Year 6 is still not satisfactory. Too many are not on track to make the gains expected of them since they were in Year 2. Pupils with learning difficulties and/or disabilities make sound progress as a result of the extra support they receive. The small number of pupils from British Pakistani backgrounds do at least as well as other pupils. The traveller children benefit

from extra help from the local authority and make sound progress given their irregular attendance.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils are happy learners who look forward to coming to school and love to talk about the things they do. They work eagerly on tasks, sharing and cooperating effectively. Behaviour is good in lessons and around the school because pupils understand the school rules and know how to behave well. There was a quiet buzz of learning in a literacy lesson for pupils in Year 3 as they shared ideas on the features of a good report. Pupils are proud to be members of the school council and understand that they are elected to help others and to improve the school community. Opportunities to represent the school competitively and take part in fund-raising activities for charities enable pupils to contribute to the community and influence the lives of others. For example, they collected food donations for the homeless during the Harvest assembly.

Pupils' spiritual, moral, social and cultural development is good. Assemblies are used very well for quiet fellowship, calm reflection and for sharing in the success of others. Responsibilities such as organising and costing the school newspaper give older pupils an insight into the world of work. Pupils learn how to adopt healthy lifestyles through diet and drugs and health and safety awareness programmes, and explain why they have chosen to eat particular foods at lunchtime. However, a relatively high proportion of pupils and some parents have expressed their concerns about bullying. During the inspection children were seen to be playing well together and to be considerate to each other. Attendance is very good because pupils enjoy school and want to attend regularly.

Quality of provision

Teaching and learning

Grade: 3

Overall, the quality of teaching and learning is satisfactory. Teaching in the Foundation Stage is good overall with particular strengths in the Nursery and continuing improvements being made in Reception. Although much of the teaching is currently satisfactory, with real strengths evident in some classes, there have been considerable disruptions made to pupils' learning over the last three years due to teachers' absences. These have had a negative impact on pupils' learning. There is too much inconsistency in the quality of teaching, most noticeably in junior classes and this is contributing to pupils not making enough progress as they move through the key stage. The best lessons are lively; pupils understand the purpose of the lesson and successfully work towards achieving its aims. In these lessons, the learning needs of different groups are met and teachers' marking helps pupils to improve their work. In other lessons, the challenge of work is not well enough matched to what different groups of pupils

already know and not enough is done to help pupils understand what they need to do to improve. Generally teachers have not assessed pupils carefully enough in order to identify what they should learn next and this has slowed progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features and meets requirements. The opportunities for young learners in the Nursery and Reception classes to learn creatively are good. The balance of adult and child led activities support learning effectively and ensure that children have a good start to their education.

The curriculum supports pupils with learning difficulties and/or disabilities well, but nothing has been done to identify and meet the needs of pupils who may be the gifted or talented. Positive efforts have been made to broaden the curriculum and teachers are starting to plan activities that link subjects, for example, literacy and history. The school provides a good range of visits and visitors into school and is enhancing learning opportunities for pupils through initiatives such as the technology challenges that are organised through local businesses. Other activities, including science and book weeks and the good range of extra-curricular activities, further enrich pupils' learning and their lives. The personal and social education programme is successfully helping pupils to understand what they need to do to be healthy and safe and to become good citizens of the future.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Whilst there are good procedures in place for child protection and health and safety, the monitoring of pupils' academic progress is still being developed and its potential benefits are not yet being felt. Teachers know pupils well and support them in a sensitive and caring way. Pupils and parents express their concerns about bullying in school. Over half of the 114 pupils who returned a questionnaire indicated that they had been bullied at some time. The school acknowledges that children have these concerns but has not yet looked closely enough at how to reduce them. The ethos of the school is good and pupils confirm that there is always someone they can turn to if they have a problem. Pupils from the travelling community are provided with appropriate support as are pupils with learning difficulties and/or disabilities. The school works very successfully with outside agencies on behalf of pupils who have particular needs. Parents are now better informed about what the school does through activities such as curriculum workshops and open days and they are now in a better position to support their children's learning. The arrangements for settling children into school and then later easing their transfer to secondary school are satisfactory.

Leadership and management

Grade: 4

The headteacher has a clear view of what needs to be done to bring about improvements. However, she has not been able to overcome the resistance to change exhibited by a minority of staff and has had to manage the disruptions caused by the excessive teacher absences. The views of parents and pupils are taken into account but only recently have appropriate systems, for example, to analyse data, been put into place that should enable the school to develop a clear picture of its effectiveness. Not enough attention has been placed on looking at the quality and impact of teaching. As a result, the school has had insufficient evidence on which to base its plans to improve and weaknesses in pupils' achievement and the quality of teaching have not been tackled. Its effectiveness has declined and some weaknesses found at the last inspection remain. Governors have not sufficiently challenged the senior staff and leaders and there has been a lack of urgency in tackling central issues such as pupils' achievement. The leadership team does not work effectively mainly because of weaknesses in the relationship between the headteacher and the deputy headteacher, whose role is underdeveloped. Some developments over the past year indicate that there is adequate capacity to make the necessary improvements.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know we have recently inspected your school and want to thank you for your warm welcome and for being so friendly and polite. We think your school does some things well but it needs extra help to make other things better.

What we most liked about your school:

- we are delighted that you enjoy school and are so well behaved
- you have interesting things to do and we were particularly impressed with the science and book weeks you have and the technology challenges that older pupils take part in
- we think that the teachers and other staff look after you well
- we think you try hard and listen carefully to your teachers
- the school has some good teachers and teaching assistants who work hard so that they can do their best for you

What we have asked your school to do now:

- make teaching and your learning even better
- make sure all the teachers and helpers in school work well together so that you are able to do as well as you can
- look more carefully at how well the school is working so that everyone has a good idea of what needs to be done to make things better still
- make sure none of you are worried about being bullied.

We really enjoyed talking to you and looking at what you were doing and wish you well in the future.