

Auriol Junior School

Inspection report

Unique Reference Number	124958
Local Authority	Surrey
Inspection number	293149
Inspection dates	21–22 March 2007
Reporting inspector	George Rayner

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	385
Appropriate authority	The governing body
Chair	Mrs J Woodward
Headteacher	Mrs G Larkin
Date of previous school inspection	8 July 2002
School address	Vale Road Stoneleigh Ewell Epsom KT19 0PJ
Telephone number	020 8393 4721
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is larger than most primary schools. It is situated in a suburb just outside the Greater London boundary. Pupils' backgrounds vary, but they are relatively advantaged for most. A broadly average proportion of pupils come from minority ethnic groups, with a significant number from Korean families. Only a few pupils are at an early stage of learning to speak English. In most years, pupils enter with average standards, but they were below average for those who took their Year 6 National Assessments in 2006. An average proportion of pupils have learning difficulties and disabilities. The proportion with statements of special educational needs is above average, however, because the school provides a specialist resource for pupils with profound hearing impairment. These pupils come from a wider area than most others in the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. Pupils' happiness and security are central to its aims. Its commitment is demonstrated by the outstanding care, guidance and support provided for the pupils, and its success by their outstanding personal development and well-being. Pupils really enjoy school life and are keen to learn. They show this through their good attendance, excellent behaviour and high enthusiasm in joining in lessons and other activities. Pupils enthusiastically contribute to the life of the school and willingly take on responsibilities. They have an excellent understanding of why it is important to live healthy lives and a high commitment to the safety of themselves and others. Pupils play a full role in helping to make sure those from all backgrounds and cultures feel welcome. The pupils with profound hearing impairment flourish because they are very well included in all activities and very well cared for.

Good teaching and learning and a good curriculum lead to good achievement for pupils. Their standards are usually above average by the end of Year 6. Progress is best in English and science. Pupils have good opportunities to develop their writing skills and find things out for themselves through experiments. Progress in mathematics is only satisfactory, though. This is because, as teachers have identified, pupils do not have enough opportunities to use their knowledge to solve mathematical problems. Teachers are improving these and this is beginning to show its impact in pupils' recent work.

In most respects the way in which the school helps new pupils to settle in is exemplary. The confidence that pupils very quickly develop is a firm foundation for their personal development. The weaker area is that liaison between the school and feeder infant schools does not ensure smooth continuity in pupils' academic progress and the way in which this is assessed. The result is that, while teaching is as good in Year 3 as in other years, pupils' progress is slower, as their starting points are less clear than in other years. As well as making it more difficult for teachers to plan, this is unhelpful to pupils and their parents in understanding how well they are making progress.

The headteacher's outstanding leadership provides a very clear direction for the school. Her vision is shared very well by colleagues contributing at all levels, who work with strong commitment to pursue the school's aims. Well organised procedures for monitoring its work have given the school a good understanding of its quality and performance. It has used this to improve well since the last inspection. This track record shows that the school has a good capacity to improve further.

What the school should do to improve further

- Improve achievement in mathematics by ensuring that teachers always provide good opportunities for pupils to learn how to use their knowledge to solve problems.
- Improve liaison with the feeder infant schools to give smoother continuity in pupils' academic progress and assessment as they enter Year 3.

Achievement and standards

Grade: 2

Pupils achieve well, usually reaching above average standards by the end of Year 6. The exception was the pupils who left the school in 2006. Their broadly average standards reflected good

progress from a lower than usual starting point. Most pupils become proficient and confident writers in a variety of styles. They become good scientists, able to find things out through their own experiments. Most pupils reach the expected levels in mathematics, but fewer reach higher levels than in the other subjects. While they develop good mathematical knowledge, pupils do not always use this well to solve problems. Pupils with learning difficulties and disabilities and those at an early stage of learning to speak English have their needs carefully identified and well provided for. As a result, they make the same good progress as their classmates. National assessment results show that the more able pupils have not always achieved as well as they could. The school is alert to this. Following improvements to ensure that they are always fully challenged, the progress of these pupils is improving.

Personal development and well-being

Grade: 1

Because they know that the school values them highly as individuals, pupils quickly develop self-esteem and confidence. Pupils listen attentively to each other and are friendly and polite. One said, 'Pupils are always kind and no-one is left out'. A few parents commented that there is some bullying, but pupils say this is rare and is quickly dealt with. Pupils know which foods are healthy and are pleased with the improvement to school meals. Enthusiastic use of the 'trim trail' at break times and attendance at sports clubs demonstrate their enjoyment of exercise. Pupils have an extremely good understanding of how to keep safe. School councillors take very seriously their role in helping to check that the school is a safe place. Pupils greatly appreciate teachers' efforts to make learning fun. They talk with high enthusiasm about the exciting school trips and the many clubs. Pupils' spiritual, moral, social and cultural development is outstanding. When discussing drug takers, one commented thoughtfully, 'It's very sad because they can ruin their lives'. Pupils express keen interest in different cultures. They are proud that Korean pupils have written a school brochure in their own language for Korean parents. Pupils' progress in their basic skills, and their positive attitudes, prepare them well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan lessons that meet the needs of most pupils. The only area in which this has been less effective has been in ensuring that the most able pupils are always fully extended. Teachers are working together well to improve this and these pupils' progress is now becoming more consistently good. Teachers give pupils a variety of interesting activities. This contributes well to pupils' interest and willingness to work hard. Between them, pupils and teachers develop good relationships, often based on shared humour. In an outstanding personal, social and health (PSHE) lesson, this was particularly effective in encouraging pupils to speak openly about their feelings when discussing drugs. Teachers and teaching assistants work together effectively to ensure that pupils who need additional help receive this. Teachers are highly effective in ensuring that the profoundly deaf pupils are fully involved. This has an impact for all pupils, as the teachers have developed considerable skill in making their explanations and instructions clear to all. However, teachers do not always use time as well as they could. The pace is too fast in some lessons, particularly in mathematics, so that pupils do not always have time to master one task before moving on to the next. Plenary activities at the end of lessons do not always give pupils sufficient time to reflect on how well they have learned.

Curriculum and other activities

Grade: 2

The curriculum is good, with some outstanding qualities. It is well planned and flexibly provides for pupils' needs, so that they make good progress. Provision for the highest attainers has not always ensured their very best achievement, but improvements are beginning to have an impact. The popularity of the school with Korean families is testament to the very good provision for pupils who are at an early stage of learning to speak English. Very good progress has been made in addressing weaknesses in resources and planning for information and communication technology (ICT) identified by the last inspection. Now, pupils have good opportunities to use computers to enhance their work in all subjects and to develop their ICT skills. The curriculum makes an outstanding contribution to pupils' personal development. This is through an excellent PSHE programme and also by its success in promoting pupils' enjoyment and involvement. A key factor is the excellent enrichment provided by a wide range of trips, visitors to the school and well-attended clubs.

Care, guidance and support

Grade: 1

The school is a wonderfully welcoming place for children. They are extremely well cared for and this enables them to thrive in a very safe environment. Robust procedures are in place for child protection, health and safety and risk assessment. The school's excellent links with outside agencies ensure high quality provision for vulnerable pupils. Pupils with learning difficulties and disabilities are very well supported and support for hearing impaired pupils is excellent. Assessment procedures are very good. Teachers quickly identify pupils who are not doing as well as they should and use a range of support strategies to help them improve. Pupils say that clear targets and teachers' marking show them how well they are doing and how they can improve.

Leadership and management

Grade: 2

Leadership and management are good. The recently reorganised senior and middle teams are blending into effective units. Several teachers have arrived at the school quite recently and some have limited experience. The subject and year group leaders are guiding them well in developing their expertise and teamwork, and so maintaining the quality of teaching and care provided. The well informed governors support the school conscientiously and are prepared to challenge it when necessary. Parents speak highly of the guidance that they receive to help their children to learn and most of the school's links with other organisations benefit pupils well. However, the school's links with feeder primary schools do not sufficiently ensure a smooth transition in learning and assessment as pupils enter Year 3. Procedures for monitoring teaching and progress involve middle managers well and the school takes good account of guidance from local authority advisers. The improvement in teaching and learning reported by the last inspection has been further built upon, key issues have been comprehensively addressed and leadership has been highly effective in making care and personal development outstanding.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and letting us look at your work. You were very well behaved, polite and always ready to tell us how great you think your school is. We agree with you, as we could see that yours is a good school.

You make good progress in your work. You do best in English and science. You are not quite so good at mathematics. Your knowledge is good, but you do not always use this well to solve problems. We have asked the teachers to give you more chances to practise this. The teachers give you good, interesting lessons and this is one reason why you do well.

Another reason why you do well is that you help your teachers a lot and I know that the adults are very proud of you. You are very well behaved and work hard. You look after each other and make sure that everybody joins in. It was really good to see how well this includes the pupils who are deaf. You told us that you think all the trips and clubs are great and you show this by how well you join in.

Your school is a very welcoming place. This helps you to settle in quickly and you soon become confident and happy. You told us that you feel very safe. This is because the adults look after you so well and you help by looking after each other. We have asked the school to become even better at helping you to settle in. They can do this by working more closely with your infant schools to make sure that they agree about how much you have learned when you change schools.

The headteacher and the other adults have already worked hard to improve the school. They know how to make it even better. Well done to you all and best wishes for the future.

George Rayner

Lead Inspector