



# Auckley Junior and Infant School

## Inspection Report

**Unique Reference Number** 106714  
**Local Authority** Doncaster  
**Inspection number** 294301  
**Inspection dates** 15–16 November 2006  
**Reporting inspector** Judy Jones

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Community		Auckley, Doncaster
<b>Age range of pupils</b>	3–11		South Yorkshire DN9 3JN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 770701
<b>Number on roll (school)</b>	219	<b>Fax number</b>	01302 770106
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr G Ashman
		<b>Headteacher</b>	Mrs S Cox
<b>Date of previous school inspection</b>	19 October 2005		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	15–16 November 2006	294301

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves a rural community to the east of Doncaster. It is slightly smaller than average and has a small nursery attached. Children join Reception class from the nursery and from private nurseries in the area. There are very few children from ethnic minorities, but a few from European countries come with very little English. The proportion of children have learning difficulties and/or disabilities, and the proportion eligible for free school meals are below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school has made good progress since the inspection a year ago when it was given a Notice to Improve. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

This is now a good school. The school's evaluation of its work is effective and perceptive. Changes to the leadership structure at all levels have enabled senior leaders and governors to make improvements needed to raise standards of teaching and achievement. The rise in achievement that was noted in the previous report has been maintained and standards are above average. In particular the most able made significantly better progress than expected in mathematics and science in 2006.

Standards in literacy are also above average but children's handwriting often does not do justice to the quality of what is written. The good behaviour and attitudes of the children that were noted at the last inspection are still an important aspect of the school, and there is no evidence of the bullying that was a key issue then.

Teachers know and care about the children and set high standards of courtesy and behaviour. As a consequence children behave well and respect teachers, each other and the school's resources and buildings. Attendance is above average. Children learn well because teaching is good, and some is exceptionally good. However, assessment is not yet used enough to enable children to measure their own progress.

The curriculum meets statutory requirements and children's spiritual and cultural development is enriched by a good range of out-of-school visits and visitors to the school. Instrumental music, singing, art and drama are strong and there is good take-up for the wide range of sporting activities.

Teaching and non-teaching staff work as a team with a common sense of purpose and the best interests of the children at heart. The school is well led and managed and gives good value for money. The capacity for further improvement is good.

### What the school should do to improve further

- Ensure that targets for all children, including those with learning difficulties and/or disabilities, are clearly understood, and children know when they are achieved.
- Establish a consistent approach to handwriting to improve the presentation of written work.

## Achievement and standards

### Grade: 2

Most children's attainment is broadly average on entry, but there are rather more higher attainers than average. Standards are above average by the end of Year 6 and achievement through the school is good. This marks a significant improvement since the previous inspection and is due mainly to improved teaching. Children get a good start in the Foundation Stage and progress in all areas of learning is good. By the end

of Year 2 standards in reading, writing and mathematics is significantly above average. Good progress is now maintained through Years 3 to 6, which was not the case when the school was last inspected. The results of national tests for the last two years show an upward trend in English, mathematics and science. There has been a particularly good improvement in the standards achieved by the most able pupils. In 2006, over 50% of the children reached the higher levels in all three subjects and the achievement of gifted and talented children is now good. The school exceeded challenging targets set for these children. Although children achieve well in English, progress in handwriting is inconsistent.

Children with learning difficulties and/or disabilities make good progress towards targets set for them through support that is carefully matched to their needs. Those with English as an additional language also achieve well.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good because children are encouraged to use initiative and act responsibly. Older children volunteer to look after the younger ones in the playground, act as librarians and run the school newspaper. The school council is active and has a budget to spend. Children feel safe, and following intensive work done by the school on bullying in the last year, know who to turn to if needed. Children understand the need to eat well and take exercise and they put this into practice in their school lives. They think for themselves and are keen to contribute to school life where they can see an opportunity. For example, last summer Year 6 pupils put on a week of plays at lunchtime on the stage in the playground. Children develop well spiritually, morally and culturally through thought-provoking assemblies and a rich curriculum. They are polite and helpful to visitors and kind to each other. Children are developing good basic skills of communication and they use computers confidently.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Lively activities, careful planning and good class management mean that teaching is never unsatisfactory, usually at least good, and is often exceptionally good. Teaching is usually underpinned by accurate assessment that allows teachers to know how well children are doing. The assessment systems and the way information on progress is recorded are relatively new and being used with increasing confidence by teachers. The school can already demonstrate the effectiveness of improved assessment in raising standards. For example, assessment in science identified the need to raise the standards of higher-achieving girls, so lessons were adapted to include more creative activities. The results confirm the effectiveness of this move.

However, the system is not yet fully embedded because although children are told their targets and what they have to do to improve, they are not always clear about these. They do not check often enough that their targets have been met. Marking is usually clear and helpful, though there is some variation. The best is exemplary. At present teachers encourage children to evaluate the quality of their work and set targets, but children are not always clear about whether targets have been achieved. Teaching assistants make a valuable contribution to children's learning, though there is some inconsistency in the way they share planning with teachers.

## **Curriculum and other activities**

### **Grade: 2**

The needs of all learners are met through an exciting and challenging curriculum which the children enjoy. There is a good balance between self-chosen and teacher-directed activities in the Foundation Stage and this enables children to become confident and self-reliant. Throughout the school there is a strong and effective focus on developing children's literacy, numeracy and information and communication technology (ICT) skills in order to prepare them for their future. Provision for those with learning difficulties and/or disabilities is good, but targets on these children's individual learning plans are not clear enough to the children though they are well understood by parents. The needs of the most able children are now met well and this is reflected in the standards reached. Dazzling artwork and imaginative use of the school's own history stimulates children's spiritual and cultural development. There are good initiatives to promote their understanding of living a healthy lifestyle and awareness of global issues such as recycling. The school provides many good opportunities for children to contribute to their community. They are involved in several charities and create and sell newspapers and bookmarks to raise funds.

## **Care, guidance and support**

### **Grade: 2**

The school provides better guidance for children than at the time of the previous inspection through the better systems for academic guidance and tracking. Children are given targets and accurate records are kept of their progress. Support for children's personal life is good. The friendly environment is well supervised at all times and children with learning difficulties and/or disabilities are assessed carefully and suitable individual support is provided. The parent who wrote of the wonderful care the whole school has taken of her son reflected the views of many. Children with learning difficulties and/or disabilities have suitable general targets but these are not always precise enough for the child or teacher to tell when they have been met. Child protection procedures are overseen by the governing body and meet requirements.

## Leadership and management

### Grade: 2

The headteacher provides clear and purposeful leadership and is supported well by her staff. The school now makes good use of sharply focused procedures to monitor the quality of its work. The school's self-evaluation is generally accurate, though teaching and achievement were judged more modestly by the school than by inspectors. Evaluation guides future planning well. This marks good improvement since the last inspection and is reflected in the good teaching and better achievement. A number of staff changes have been managed so that disruption to children's education has been minimised, though inevitably it has been a concern for parents. Senior staff and subject leaders make a good contribution to effective management because they know the strengths and weaknesses in their areas well and provide good action planning for development. There is a positive commitment to equality and inclusion through the school. The views of all members of the school community, including parents and pupils, are sought and acted upon well as seen, for example, in the effective steps taken to eliminate bullying since the last inspection. The governing body now fulfils its role well because of improved training and better information although the demand on some governors is high. The school's finances have been managed in such a way that it is in a good position to cope with the current downward trend in numbers. The improved quality of leadership and management at all levels means the school has a good capacity to improve.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

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

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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

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

Thank you for being so helpful to us during the inspection. Yours is a good school and we greatly enjoyed talking to you, seeing your work and visiting your lessons. We particularly enjoyed hearing you sing and play recorders, and we think your artwork is very good indeed.

You are kind to each other, enjoy school and work well. Your teachers and assistants make lessons interesting and give you work that makes you think hard without being too difficult.

We have asked your teachers to help you even more in two ways. The first is to make sure you all know and understand your targets and that you also know when you have achieved them. The second is to help you improve your handwriting, so that all your work, even your number work, will look better. We know that some of you already write beautifully, but quite a lot of you could do with some more help. You write very interesting stories, poems and accounts so it is a pity if your handwriting lets you down.