

Aughton Primary School

Inspection report

Unique Reference Number	106919
Local Authority	Rotherham
Inspection number	309261
Inspection dates	20–21 February 2008
Reporting inspector	Fiona Gowers

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	130
Appropriate authority	The governing body
Chair	Mr Gary Cooper
Headteacher	Mrs Elizabeth Swindells
Date of previous school inspection	20 October 2003
School address	Turnshaw Avenue Aughton Sheffield South Yorkshire S26 3XQ
Telephone number	0114 2873091
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average sized primary school serves a socio-economically mixed area. Almost all pupils are of White British heritage and very few pupils are at the early stages of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. A significant proportion of pupils move into and out of the school between Years 1 and 6. The school has received the Activemark and the Healthy Schools Gold Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Aughton Primary School is a good school. It provides a good quality of education for its pupils and gives good value for money. Parents value the warm caring environment, sharing comments such as; 'My child's face lights up when they come into school.' Strong relationships foster good behaviour and positive attitudes to learning. Pupils show high levels of care and concern for others and work well in teams as they carry out roles of responsibility in school. Good care, support and guidance underpin pupils' good personal development. Many aspects of pastoral care are excellent. This can be seen in how quickly pupils new to the school, including those who may require extra support, settle into the school and how well pupils are prepared for their move to the next stage of their education at the end of Year 6.

All staff play a part in enabling pupils to succeed. Good quality teaching and learning help pupils make good progress. By the time pupils leave school at the end of Year 6, standards are broadly average, although they are higher in reading, mathematics and science than in writing. The more able pupils, in particular, do not always reach the standards they are capable of in writing because they have insufficient opportunity to improve the skills they are learning across other subjects. Typically, lessons throughout school are well planned to provide high quality speaking and listening activities and partner work. Such activities stretch pupils in their thinking as they explore ideas or questions, such as 'Can gases be weighed?' or discuss different ways to solve mathematics problems. As a result of the rigorous systems to check pupils' progress, the school is able quickly to identify and provide extra support for pupils who may be falling behind in their work. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English as an additional language are supported well in their learning.

The good curriculum contributes significantly to pupils' enjoyment and to their learning, and provides pupils with an excellent understanding of how to keep fit and healthy. The curriculum provides many additional enriching experiences, particularly through 'themed weeks' and a good range of extra-curricular clubs. One project involved older pupils designing and making their own model shelters and building a large shelter in woodland, whereas another involved pupils working together to produce and sell their own class magazines. However, opportunities to provide more challenging ways for pupils to consolidate and extend the learning of key skills, such as literacy and numeracy, throughout the curriculum are underdeveloped.

Leadership and management are good. A significant strength is the way in which the headteacher has created a highly effective team of staff who have successfully addressed issues identified at the last inspection. The school evaluates its effectiveness rigorously and, as a result, knows its strengths and areas for development very well. All members of the school community are included in evaluating its work and deciding on the direction it should take. Governors know the school well and share the vision for its future development. The school is understandably proud of its achievements and invites the local community to 'Governors' Prize Giving' evenings to share in the success. Good levels of achievement, the caring and supportive ethos of the school and strengths in leadership and management indicate that the school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children enter school with skills that are below and sometimes well below those expected for their age. As a result of effective teaching and specific programmes to help with speech and language difficulties, children make good progress in all areas of learning. They develop positive attitudes to learning as they enjoy a good range of stimulating and fun activities. As part of a topic on building the children enjoyed programming a computerised toy to help 'Bob the Builder' find his building materials and made clay bricks, as well as developing early mathematics and writing skills in role play activities. The outdoor learning environment has been improved since the last inspection and is now satisfactory with plans in hand for further improvement. Staff work effectively as a team, know the needs of the children well and are constantly seeking to improve the provision further. Parents value the warm, supportive environment, as summarised by the comment; 'My child has come on so much since starting at Aughton Primary. The staff have my child's best interests at heart.'

What the school should do to improve further

- Improve the standards and achievement of the more able pupils in writing.
- Provide more challenging ways for pupils to consolidate and extend the learning of their key skills throughout the curriculum.

Achievement and standards

Grade: 2

Achievement is good. From below average, and sometimes well below average, starting points pupils make good progress and generally reach broadly average standards by the end of Year 6. The best progress is in reading, mathematics and science, with the proportion of pupils currently reaching above average standards, being similar to the national picture. However, the proportion of pupils reaching the higher Level 5 in writing is below the national average, because pupils are not provided with enough opportunity to improve their writing across different subject areas. Standards at the end of Year 2 and Year 6 fluctuate a little from year to year. This is because of the differing abilities of small year groups taking the national tests and assessments and also because of the significant number of children who move into and out of the school between Years 1 and 6. All groups of pupils, including those with learning difficulties and/or disabilities achieve well, because of good quality teaching and learning.

Personal development and well-being

Grade: 2

Pupils have positive attitudes to learning as summed up in their own motto: 'Roses are red, violets blue, if we can do it, so can you!' Spiritual, moral, social and cultural development is good. Pupils reflect on important issues in their own lives as well as learning to respect other people, such as when they had the opportunity to find out about the experiences of a group of refugees. Behaviour is good, as pupils respond well to clear systems in school. Pupils feel listened to and have a genuine part to play in the running of their school. Attendance is broadly average and pupils try hard to get a gold leaf on the attendance tree. They feel safe and secure, confident they would find someone to help them with a problem. Pupils talk confidently about how to stay fit and healthy and older pupils enjoy preparing and selling healthy snacks at playtime.

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because teaching is good. Teachers make the purpose of the lessons clear and usefully review what has been learned at the end of sessions to allow pupils to reflect on how well they have achieved. Teachers plan lessons well usually ensuring that the tasks set match pupils' needs well, although the more able writers are not always challenged enough. Occasionally, teachers tell the pupils too much and do not encourage them to use their initiative and practise the skills they are learning. Teaching assistants sensitively use their skills and expertise to help pupils with learning difficulties and/or disabilities make good progress. Pupils are becoming increasingly involved in assessing their own learning. This helps them understand what they are doing well and how they can improve their work further.

Curriculum and other activities

Grade: 2

The curriculum is good. Statutory requirements are met. The school has focused successfully on improving the provision in mathematics, science, English and information and communication technology (ICT) to raise standards. Pupils enjoy a good range of clubs and exciting cross-curricular projects such as in 'Visual Arts Week', when they develop key skills by engaging in a range of interesting activities around the theme of a chosen book. However, such links between different subjects to add challenge and make all learning more exciting to pupils are at an early stage of development across the whole-school curriculum. Pupils' personal and social education is good. Additional learning programmes are effective in helping pupils with learning difficulties and/or disabilities and also those who are more able in mathematics to achieve well.

Care, guidance and support

Grade: 2

The school has a very friendly and supportive atmosphere. This helps newcomers settle in quickly and soon start learning well. Good relationships throughout school help pupils feel important. Procedures to keep pupils safe and healthy are in place and meet statutory requirements. Pupils work towards targets in mathematics, writing, reading and science, with older pupils now setting their own targets in mathematics. These help pupils make good progress. Most pupils know their targets and think the use of targets motivates them to try hard, adding; 'You get a warm feeling inside when you achieve your target. They help us do better!' The school is now planning to make individual targets for pupils more specific to help them improve their progress further.

Leadership and management

Grade: 2

The headteacher, together with the deputy headteacher and senior staff, has created a common sense of purpose among the staff. Accurate self-evaluation means the school is fully aware of where it could do better and takes swift action to bring about improvement. Rigorous systems to track pupils' progress and monitor teaching and learning have played a key role in improving

pupils' achievements. There has been some positive subject leadership in mathematics, English, science and ICT. The school is planning to develop the leadership skills of all staff through establishing curriculum teams, as it seeks to provide more challenge for pupils across the curriculum. Governors are very supportive of the school, amply fulfilling their role as 'critical friend'. The school benefits both from their professional expertise and community links.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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?	2

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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 very much for helping me when I visited your school. I enjoyed meeting you and talking with you. Aughton Primary is a good school and you are right to be proud of your school.

Your headteacher and deputy headteacher lead the school well. You work hard and are making good progress with your work, because you are well taught. Your behaviour is good and you try hard to do what teachers ask of you. You enjoy taking part in many exciting clubs and activities, such as when you built shelters in the woods and sold your own class magazines. I like the way you are encouraged to have a say in what goes on at school both in lessons and through the school council. You work hard to improve your school, and keep everyone fit and healthy by selling healthy snacks and helping each other at playtimes.

Adults look after you very well so you feel safe and confident about asking them for help or talking to them about any worries. The school is extremely good at giving special help to those of you who need it. I have asked the adults at school to make sure that those of you who find learning easier achieve the higher standards you are capable of in your writing. I also want the teachers to provide more opportunities for you all to improve your key skills, such as those in literacy and numeracy, across other subjects of the curriculum.

You can help your teachers in their efforts to improve your school by coming to school regularly and getting a gold leaf on the attendance tree. Continue to work hard and do your best at everything, remembering your motto: 'Roses are red, violets blue, if we can do it, so can you!'

Thank you for helping me so much with the inspection at school.

I wish you well in the future.