

# Auriol Junior School

## Inspection report

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<b>Unique Reference Number</b>	124958
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340689
<b>Inspection dates</b>	10–11 May 2010
<b>Reporting inspector</b>	Michael Sutherland-Harper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Feek
<b>Headteacher</b>	Gail Larkin
<b>Date of previous school inspection</b>	11 May 2010
<b>School address</b>	Vale Road Epsom KT19 0PJ
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 19 lessons taught by 12 teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and looked at documentation, including the school's development plan, the School Improvement Partner's reports, minutes of governors' meetings, policies, and data about pupils' attainment and progress. The team analysed the responses to 162 questionnaires returned by parents and carers in addition to those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and progress in mathematics
- the progress of groups of pupils, including the gifted and talented and girls
- the impact of leaders and managers in raising the quality of teaching evidence to support the school's views of care, guidance and support, and pupils' spiritual, moral, social and cultural outcomes.

## Information about the school

Auriol Junior School is a larger-than-average-sized school. Most pupils come from the immediate locality. The very large majority are of White British heritage with a small proportion of pupils from minority ethnic groups. Few pupils speak English as an additional language and the proportion eligible for free school meals is low. An average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils with statements of special educational needs is above average because the school provides a specialist resource base for 12 pupils with profound hearing impairment. These pupils come from a wider area than most others in the school. Amongst other awards, the school has achieved Healthy Schools and Investors in People status and is a member of a local confederation of schools.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

The school provides pupils with a good standard of education. It works hard to nurture each individual so they become confident young people, ready and eager to move on by the end of Year 6. Transition arrangements from the neighbouring infant school, which is the main feeder, are good and have developed through increased links between Year 2 and Year 3 teachers and subject leaders. The vast majority of parents and carers are pleased with their child's experience at the school. As one parent put it, 'The staff care a great deal about the children.'

By the time they leave the school, pupils' attainment is average in English and science but below average in mathematics. The school has taken effective steps to address this. Current data indicate an improvement in mathematics resulting from focused interventions and better whole-school monitoring and tracking.' Pupils make good progress, as observed in lessons during the inspection, although teachers do not always provide the most able pupils with sufficient challenge. Planning is now more closely linked to analysis of up-to-date data and clear expectations. The school has successfully concentrated on raising the quality of teaching so that the vast majority is good although some satisfactory practice persists. Pupils do well in reading and writing because of the recent focus in these areas but there are too few opportunities for more-able pupils in particular to be involved in independent work. Because of better support, girls are now performing as well as boys in almost all areas of learning and any remaining gaps are closing quickly. Support and guidance for pupils with special needs and/or disabilities, including hearing impairment, are good with sensitive and appropriate challenge.

Pupils' enjoyment of learning is nurtured through the school's revised curriculum and delivery designed to ensure improved results. Topic work has been effective in helping pupils to understand the world around them and increasingly to link one subject with another, although spiritual aspects are less developed. Senior leaders have introduced rigorous systems for assessing and tracking pupils' progress. Staff are trained in these areas so that steps taken have a quicker impact. Target setting is increasingly embedded across the school and most pupils are able to say what their targets are and how they are getting on with achieving them. Leaders and managers have concentrated their efforts on ensuring good progress from broadly-average entry standards.

' Leaders have a good understanding of the school's strengths and weaknesses and this is reflected in the school development plan, which focuses on improvements in teaching, learning and outcomes. Subject leaders and senior managers use interim progress data well to evaluate the impact of decisions made. Some governors are new and have yet to make a full impact on development planning but governance is good overall.

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Development of assessment methods, improvements to the curriculum and teaching, and in pupils' current attainment demonstrate that the school has a good capacity for sustaining improvement.

**What does the school need to do to improve further?**

- Ensure that the quality of teaching and its impact on learning are consistent in order to enable the school to continue driving improvement forward this year by the:
  - sharing of best practice in teaching across the school
  - rigorous monitoring of the quality of teaching where it is less than good.
- Enable pupils to now take more responsibility for their own learning' by:
  - providing opportunities for pupils to work independently and in small groups.
- Match work more closely to abilities so as to provide ongoing additional challenge for more-able pupils, by:
  - improving teachers' questioning skills to encourage pupils to explain their methods and express opinions
  - planning more opportunities for pupils to be active in their learning.

**Outcomes for individuals and groups of pupils****2**

Pupils are eager to learn and are well behaved in lessons and around the school. They discuss ideas with partners and most work well together in groups. However, lessons are sometimes teacher-dominated with consequent limitations on opportunities for pupils to take the lead in their learning or to make extended contributions in discussions. Where progress is good, as in a Year 6 mathematics lesson which presented children with a range of problems to solve using their number skills, all pupils are challenged to develop thinking skills and to explain the working-out process. The school has successfully focused this year on embedding mathematical skills to enable all pupils to reach and surpass national levels. This has particularly improved the performance of girls whose achievement in some areas was behind boys. Recent data show that the gap between groups of pupils is narrowing and those at risk of underachieving are being well supported. Effective setting ensures that pupils progress well and at similar rates. This focus follows on from earlier intensive work on reading and writing skills. Exercise books seen during the inspection showed some evidence of extended writing, although this opportunity is not yet consistent across all classes. Well-focused support for pupils with special educational needs and/or disabilities, including the hearing impaired, helps them to overcome learning difficulties so that they make similar progress to others in their classes or sets. Satisfactory and improving skills in English and mathematics and good use of information and communication technology help to develop pupils' workplace skills and to prepare them for their future.

Pupils say they feel safe and that the school helps them with any problems. They think the school ensures that there is no bullying and works strenuously to deal with any

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reported incidents. Good record keeping supports the school's actions. Internet safety is well addressed. The school council is an effective forum for dealing with general concerns and also helps to coordinate good contributions to local community activities such as a tea dance for senior citizens and charity fundraising for, among others, Help for Heroes. The school is proud of its Healthy Schools status and works well on further development of it. Pupils are encouraged to eat a balanced diet. Sport and physical education are an important part of the curriculum. There is good take-up of a wide range of sporting clubs and activities, some provided by external and school partners. " Circle time offers well-planned opportunities for pupils' social and moral development through listening to others and learning to respect their point of view. Displays around the school and in classrooms reflect pupils' multicultural backgrounds. Links with other communities are developing to extend pupils' understanding, although there is room for further work on the spiritual dimension.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good teaching has led, in the words of one parent, to 'well-rounded children who are

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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given a good grounding for further schooling'. Teachers give the children a variety of opportunities and experiences in line with the school's strong sense of inclusion, as typified by work with the hearing impaired. Activities often engage the children but do not always let them take the lead or choose their own way to develop their learning and skills. Increasing use of assessment and tracking, which is now better developed across the school, ensures that planning is accurately linked to each child's learning needs, especially in core subjects. This enables most pupils, including those with special educational needs and/or disabilities, to make good progress but does not always meet the needs of the most able. Teachers have good subject knowledge and work well with very supportive teaching assistants. Teachers generally use open questions but do not always follow these up to ensure that pupils fully explain their thinking or reasons behind an opinion. Brisk pace and practical learning through motivating activities with good cross-curricular links are increasingly characteristic of lessons in the school, with teachers making good use of electronic technology to assist pupils' learning. '

The school has worked effectively to develop the curriculum with an emphasis on skills. Well-planned topics provide children with experiences that relate their learning to real-life situations and places. French is taught throughout the school and there are good links with France. Successful delivery of life skills in personal, health and social education allows children to make the right choices, thereby contributing to good care, guidance and support. The curriculum is enhanced by visits and good partnerships with the local federation of schools and local community. Cross-curricular links are often very good, as are opportunities to use information and communication technology skills, but opportunities to enhance independent and creative work vary between subjects. Vulnerable pupils are well supported by the curriculum, as are those in the hearing resource base, and consequently make good progress. Curriculum delivery is carefully monitored by subject and year group leaders to maintain current progress.

Pupils who met with inspectors said they could go to a member of staff and friends' if they needed help. The recently introduced class 'worry box' enabled all pupils to express concerns and get responses from teachers or pupils. Red-jacketed playground friends allow pupils to establish friendship groups to support each other. Pupils feel that the school cares for them well and would recommend the school without hesitation to anyone else. They think teachers look after them well and are fun as well as being 'quite strict'.

Almost all pupils could identify their current level. They are proud of their achievements and Year 6 pupils mentioned the opportunity to use Year 7 books for mathematics.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>2</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>2</b></p>

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<b>The effectiveness of care, guidance and support</b>	<b>2</b>
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## How effective are leadership and management?

The headteacher is ambitious for her school. With senior managers and governors, she has focused on improvements in teaching and learning, first with reading and writing, and now with mathematics. Weaknesses are clearly identified through increasingly effective use of data and monitoring by managers and staff. Staff appreciate good opportunities to enhance their professional development. Newly qualified staff are well supported. The pace of improvement has risen with staff understanding of how to assess work accurately so that current pupils' progress is good. Where subject knowledge has been weaker, as in mathematics, leaders and managers have closely worked with staff to successfully address this. Governors are increasingly involved, for example, through lesson monitoring and visits, in checking that standards continue to rise and that measures put in place are effective. The school promotes equal opportunities effectively through its emphasis on the individual and has focused on eliminating any remaining differences in performance between boys and girls, although opportunities for extension, independent work and expression at the highest levels are currently underemphasised and inconsistent between subjects. The school has looked carefully at the development of community cohesion and has strong links in the locality, as well as integrating aspects effectively into the curriculum. Links with parents and carers are good. Safeguarding requirements are fully met. Value for money is good because outcomes for individuals and groups of pupils are good and resources are well managed and used.' """"

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

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## **Views of parents and carers**

Most parents and carers spoke very positively about their child's enjoyment and experience of school and about quality of teaching. The vast majority were also highly positive about the school's efforts to keep their children safe and healthy. A few parents and carers were not confident that the school deals effectively with behaviour which is unacceptable. Inspectors drew this point to the school's attention but found that behaviour was good during the inspection and that there is a consistent approach to the management of behaviour. A very small minority of parents commented that the school does not take account of their suggestions and concerns. Inspectors found that the school was aware of this and is working constantly to develop communications with parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Auriol Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	59	61	38	5	3	1	1
The school keeps my child safe	110	68	48	30	4	2	0	0
The school informs me about my child's progress	62	38	93	57	5	3	1	1
My child is making enough progress at this school	66	41	83	51	10	6	2	1
The teaching is good at this school	84	52	70	43	8	5	0	0
The school helps me to support my child's learning	64	40	86	53	11	7	1	1
The school helps my child to have a healthy lifestyle	79	49	79	49	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	71	44	81	50	6	4	2	1
The school meets my child's particular needs	70	43	78	48	8	5	3	2
The school deals effectively with unacceptable behaviour	68	42	69	43	16	10	4	2
The school takes account of my suggestions and concerns	55	34	90	56	9	6	4	2
The school is led and managed effectively	97	60	57	35	5	3	2	1
Overall, I am happy with my child's experience at this school	87	54	67	41	5	3	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 May 2010

Dear Pupils

Inspection of Auriol Junior School, Epsom KT19 0PJ

Thank you for making us so welcome during our recent visit to your school and for being so helpful and polite as we went round the school. We think your school gives you a good standard of education and that there are also a variety things to be pleased with. Here are a few of them:

- you enjoy school, behave well and know how to stay healthy
- you are well taught in your school and this is helping you make good progress
- you are well looked after by adults who are ready to help you because you are valued as an individual
- your headteacher and her team are working hard to raise standards across the school
- pupils with special educational needs and/or disabilities are well supported by the curriculum and staff.

In order for your school to become better, we have asked the school to do three things:

- make sure that teaching is improved by teachers sharing what they do best and checking on your progress
- give you more responsibility for your own learning through opportunities to do independent work which allows you to extend yourself and your interest in the subjects
- make sure work is matched to your ability, in sets as well as class, and allows you to take the lead in lessons and answer extended questions.

You can help your school to help you by continuing to do your best in everything you do.

Yours sincerely

Michael Sutherland-Harper

Lead Inspector

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