

Auriol Junior School

Vale Road, Epsom, Surrey, KT19 0PJ

Inspection dates 9–10 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not yet consistently good for pupils to make good progress over time.
- Overall, pupils make expected progress across Key Stage 2.
- Some pupils who have special educational needs, or who are eligible for pupil premium funding, and a very small number from minority ethnic backgrounds, make less progress than their peers.
- Teachers do not always use accurate assessment information to set work at the right level for pupils, particularly those with special educational needs and more-able pupils.
- Teachers do not give pupils precisely enough worded advice about their next steps in learning when marking their work, or give them time to respond to this.
- Pupils are not given clearly worded, long-term targets which develop their skills.
- The pace of learning sometimes slows, particularly for more-able pupils, as teachers spend too long explaining a task or covering material that has already been grasped.
- Until recently, the monitoring of teaching by leaders was not rigorous enough and performance management targets were not specific or easy to measure.
- Middle leaders' understanding and use of assessment information are underdeveloped.
- The governing body is not as involved in the school's checks on how well it is doing as it needs to be. Governors have not asked enough searching questions about pupils' achievement and how teachers' performance leads to salary progression.

The school has the following strengths

- The school is a happy community where pupils and staff work together in harmony.
- Pupils behave well. They have good opportunities to take part in enrichment activities, and their social and cultural skills are well developed.
- Attainment in reading and mathematics for pupils in Year 6 is well above average
- Attainment is above average across the school.
- There are now good systems in place; former underachievement is being addressed and senior leaders have improved some teachers' practice so that it is now good.
- The school is oversubscribed, and parents and carers overwhelmingly agree that their children are safe at the school.

Information about this inspection

- Inspectors observed teaching in 21 lessons or part lessons in all classes who were present during the inspection. Some of these observations were conducted jointly with senior leaders.
- They held informal discussions with parents. They also took account of 58 responses to the Parent View online survey, and 22 questionnaire responses from staff.
- Meetings were held with pupils, leaders at all levels, members of the governing body and a representative of the local authority.
- Inspectors looked at pupils' work in lessons, and separately with senior leaders. This included work from pupils in Year 5, who were taking part in a residential trip.
- They heard pupils reading, and observed them in class and around the school.
- Inspectors considered a wide range of school documentation. This included information relating to the attainment and progress of pupils from entry to the school and across different years; the performance management of staff; records of lesson observations; the school's website; the school's development plans; its checks on how well it is doing; minutes from governing body meetings; behavioural records, and safeguarding information.

Inspection team

Najoud Ensaff, Lead inspector

Additional Inspector

Theresa Davies

Additional Inspector

Janice Williams

Additional Inspector

Greg Sorrell

Additional Inspector

Full report

Information about this school

- Auriol Junior School is larger than the average-sized junior school.
- The current headteacher has been at the school since January 2013.
- The large majority of pupils are of White British heritage and few come from minority ethnic backgrounds or speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- There is a specialist centre on site which offers places to 13 pupils with statements of special educational needs relating to hearing impairment.
- The proportion of pupils eligible for the pupil premium (those known to be eligible for free school meals, in the care of the local authority or with a parent in the armed services) is much lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to good by ensuring that teachers:
 - consistently use accurate assessment information to set work at the right level for all pupils, so that they are both supported and challenged
 - consistently provide clearly worded guidance for pupils about how to improve in marked work, and give them time to respond to this
 - always provide pupils with precise long-term targets which focus on the development of pupils' skills, so that they move up to the next level of attainment.
- Raise the effectiveness of leadership and management to good by ensuring that:
 - the governing body is more involved in the school's checks on how well it is doing so that it is better able to offer greater challenge to the school, particularly in relation to pupils' achievement and the performance management of staff
 - the role of middle leaders is developed so that they are better able to use assessment information to accelerate pupils' progress.

An external review of the governing body should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Over time, progress is not as good in Year 3 and Year 4 as it is in Year 5 and Year 6. The school's progress information does not yet show sustained good progress across classes and groups.
- This is because, until very recently, teachers did not have high enough expectations for pupils or use assessment information well; leaders did not hold staff to account well and targets for their performance management were not easy to measure.
- While recent performance information suggests that pupils' progress is improving, progress for some pupils eligible for pupil premium funding, some who have a statement of special educational needs and who are supported through school action plus, as well as a very small number of pupils from a range of minority ethnic backgrounds, still lags behind their peers and other pupils nationally.
- While pupils on roll in Year 5 and Year 6 typically make good progress, some groups of pupils and classes do not typically make good progress over time. This is because teachers do not consistently mark pupils' work accurately or use this information precisely to match work to all pupils' abilities and needs. As a result, the pace of learning slows for some pupils with special educational needs and for more-able pupils.
- Pupils enter the school with attainment that is well above average and they now leave with similar attainment. Attainment for pupils in Year 6 improved from average in 2011 to well above average in 2012, particularly in mathematics, and current school information indicates that this above average attainment looks set to continue for current Year 6 pupils. This is confirmed by lesson observations and scrutiny of pupils' work.
- While pupils who speak English as an additional language make similar progress to other pupils at the school, a very small number of minority ethnic pupils in particular years do not. This is because, until recently, the school did not track their progress as a group. This means that support and challenge was not provided as early as it should have been. While their attainment is often well above average, their progress is not as good as it should be.
- The progress of pupils with a statement of special educational needs and who are supported through school action plus is not always as good as it should be because teachers do not always set work at the right level for them and additional literacy and numeracy support provided to pupils outside of usual lessons and in the specialist centre is not always effective. Progress for pupils with special educational needs who are supported through school action is similar to that of their peers because they receive good-quality support from additional adults in lessons. This demonstrates the school's commitment to promoting equality of opportunity and tackling discrimination.
- The progress of pupils eligible for the pupil premium is not always in line with that of their peers, particularly in mathematics, where they sometimes trail behind others by about one or two terms. Their attainment is generally in line with other pupils in the school, although they sometimes lag behind other pupils nationally by one term in writing. This suggests that the gap between the attainment of pupils eligible for pupil premium funding and that of their peers is closing.
- Pupils in the specialist centre do not always make as much progress as they should because teachers do not always consider their needs carefully enough or use assessment information well to match work to their abilities.

The quality of teaching

requires improvement

- Teaching is not yet consistently good across all classes and for all groups. As a result, pupils do not make sustained good progress across the school. Teachers do not consistently set work at the right level for pupils, so that sometimes pupils with special educational needs are not supported properly in their learning and more-able pupils are not always challenged enough.

- The pace of learning in lessons is not consistently strong. This is because teachers sometimes spend too long explaining tasks or because the material covered is already understood.
- Where teaching is better, teachers have high expectations. They use accurate assessment information to build effectively on pupils' prior learning and actively involve pupils in their learning. For example, in a mathematics lesson in Year 4, pupils were provided with work that matched their abilities well, they were given clear ways in which they could measure how successful they had been and had effective opportunities to discuss their learning in pairs.
- Better teaching makes learning relevant and fun. In Year 6 and Year 3 art lessons, pupils were actively involved in questioning a pupil 'expert' on the Bayeux tapestry and in evaluating a picture frame they had made. As a result, many pupils reported that they enjoyed and learnt a lot in art.
- While teachers mark pupils' work and provide them with a moving-on comment and praise, they do not provide pupils with precise enough guidance about their next steps in learning, or give them opportunities to respond to comments in marked work.
- Pupils are unclear of their long-term targets and, while some have started to set their own targets, they do not have the language to do this effectively. As a result, their targets are focused on content coverage rather than skill development. Teachers do not provide them with clearly worded, long-term targets. This means that pupils are not always aware of the levels they are working at and what they need to do to move to the next level of attainment.
- Opportunities for pupils to work in pairs in lessons help them to develop good oracy and social skills. A wide range of extra-curricular and art activities, as well as sports competitions, also help to promote pupils' cultural and social skills.
- Pupils' moral and spiritual development is well promoted through opportunities to reflect in assemblies, religious studies and life skills lessons.
- While teachers promote literacy and numeracy skills in English and mathematics lessons, they miss opportunities to promote these skills in a range of subjects, and they do not always identify spelling errors in marked work. As a result, pupils' literacy and numeracy skills are not always as well developed as they could be.

The behaviour and safety of pupils are good

- Pupils report that they feel safe at school because the school site is secure and teachers take good care of them. They also say that behaviour in lessons is typically good and the few instances of bullying are effectively dealt with. Pupils know about different forms of bullying such as physical, verbal and cyber-bullying.
- The school's records of behaviour indicate that a close eye is kept on pupils so that proper measures can be put in place to address any problems that occur. Pupils indicated that sometimes accidents happen in the playground but that these are always well handled by the school.
- During the inspection, learning almost always proceeded without interruption in lessons. Pupils were welcoming and friendly. They were polite, and treated each other and adults with courtesy.
- Parents, carers and pupils indicated that the good behaviour seen during the inspection was typical. Behaviour is not yet outstanding because in lessons where teaching is weaker or routines are not embedded, pupils' engagement wavers and they fidget or talk.
- Pupils have a good understanding of how to keep safe when walking or cycling to school and when using the internet.
- All parents and carers who responded to the Parent View online survey believe that their children are safe at the school, almost all believe that their children are well taken care of and most believe that pupils behave well. Inspectors agree with parents and carers that the school effectively fosters good relationships between pupils throughout the school.
- Pupils attend more regularly than other pupils in similar schools, reflecting pupils' enjoyment of school.

The leadership and management require improvement

- The well-considered steps taken by the new headteacher have not yet had time to have a full impact on raising pupils' progress and attainment. While some pupils make good progress, this is not consistent across all groups. There remain gaps in attainment between pupils eligible for pupil premium funding, those with special educational needs and their peers.
- The governing body is not as involved in the school's checks on how well it is doing as it should be. As a result, it offers limited challenge to the school, particularly in relation to pupils' achievement and the way in which teachers' performance leads to pay progression.
- Middle leaders do not use assessment information effectively so that some pupils, including those with special educational needs, those eligible for pupil premium funding and a very small number from minority ethnic backgrounds, make less progress than they should.
- The new headteacher has provided clear direction for the school, raising expectations and uniting staff. Senior leaders have put in place rigorous systems to ensure that the quality of teaching and pupils' progress improve. The current school development plan includes challenging targets which are specific and reviewed regularly.
- This, alongside more rigorous lesson observations, has ensured that, even in the short time the headteacher has been in role, she and the deputy headteacher have managed to increase the proportion of good teaching at the school.
- The local authority has offered medium support to the school. In particular, a mathematics consultant has worked alongside the school; this helped to raise attainment in mathematics for Year 6 pupils last year to significantly above average.
- Senior leaders at the school identify the school's strengths and weaknesses accurately and they have used this to arrange appropriate training for staff. This, alongside visits to other schools, has allowed teachers to gain a better understanding of what good teaching looks like.
- Staff are now being held more to account for pupils' progress because performance management targets are specific and easy to measure. Half-termly progress review meetings and more-distributed leadership are helping to raise attainment across the school.
- While the school analyses the impact of additional support for pupils with special educational needs, the management of the specialist centre and of special educational needs is not yet strong enough to make sure that they are making progress in line with other pupils nationally.
- The management of resources for hearing impaired pupils and of additional adults in lessons is of good quality: all classrooms are well fitted with equipment to enable hearing impaired pupils to access subjects, and pupils who are supported through school action make progress in line with their peers.
- Subjects and topics are appropriately organised and senior leaders ensure that there is a proper balance. Pupils enjoy a wide range of extra-curricular activities through participation in art, drama and dance productions, and sports competitions.
- The parents and carers who responded to Parent View are generally very positive about their experiences of the school. While some parents and carers in the survey reported that they were not satisfied with the information they received about pupils' progress, those spoken to during the two-day inspection said there were a range of ways in which they received information about their child's progress, including the pupil planner, fortnightly newsletters and as a result of the school's open-door policy. The school is aware of parents' and carers' views and is updating its website, with these in mind.
- **The governance of the school:**
 - The governing body is involved in the life of the school, with individual governors taking part in lesson observations and looking at pupils' work. Governors show some understanding of the school's performance, and offer some challenge, particularly in relation to the reliability of data provided by teachers, the cost-effectiveness of resources and the need for additional funding. They do not take an active role in the school's evaluation of its effectiveness and are therefore not able to offer effective challenge in relation to pupils' achievement and the way in which teachers' performance leads to pay progression. The governing body understands well how the funding for pupil premium is spent and they ensure that it is making a difference to these

pupils. They also ensure that staff and pupils work in a safe environment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124958
Local authority	Surrey
Inspection number	413088

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 of pupils on the school roll	370
Appropriate authority	The governing body
Chair	Rik Page
Headteacher	Tanya Dakin
Date of previous school inspection	10–11 May 2010
Telephone number	020 8393 4721
Fax number	020 8786 8193
Email address	info@auriol.surrey.sch.uk

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