

AURIOL JUNIOR SCHOOL

‘NURTURING LIFE LONG LEARNERS’



Auriol is a three form entry junior school in Surrey. The school has a Specialist Centre for pupils with hearing impairment. The school community is predominately White British; with over thirty different languages spoken.

Since the last inspection the school has undergone rapid improvements under the skilful leadership of the Headteacher, Mrs Tanya Dakin and her newly appointed Deputy Headteacher Mrs Mandy McDowall. Together, they worked tirelessly to create a school where raised expectations and the outcomes for pupils are put at the forefront of every decision made.

“The headteacher has skilfully led the school through a period of rapid improvement since the previous inspection. She has been determined to improve teaching and its impact on pupils’ progress.”

Ofsted May 2015

The previous inspection report highlighted a significant number of issues that required addressing in order to get the school to ‘Good’, including: teaching and learning, assessment, Governance, Performance Management, professional development, progress and middle leadership.

The first priority was to develop leadership at all levels. The Headteacher consulted with the Local Authority to carry out a review of the Governing Body which resulted in a change of personnel and structure. The new dynamic team of Governors were committed to supporting change and driving standards forward. Their

focused and clear vision for the school enabled them to provide the necessary challenge to move the school forward.

“Governance has improved considerably since the last inspection... They ask challenging questions and looked for evidence of improvement.”

Ofsted May 2015

A vital step to improvement was to build the capacity of both Senior and Middle leaders. This required leaders to deepen their understanding of leading learning and ultimately the development of their teams to improve outcomes. An aspect of this was to develop confidence in using data effectively to identify trends, target provision including CPD and hold others to account.

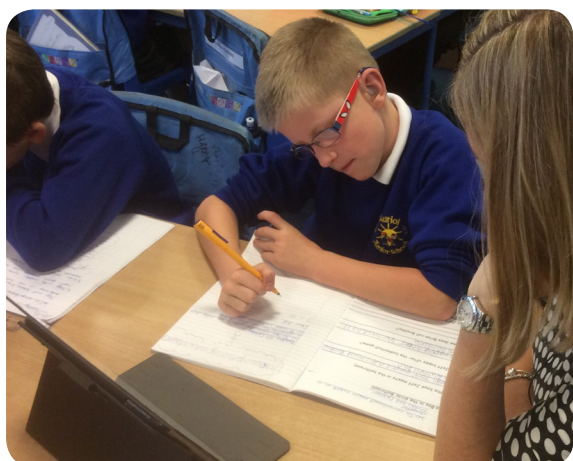
“Senior and Middle Leaders... carry out their duties meticulously and have a secure and accurate understanding of the schools’ strengths and areas for development.”

Ofsted May 2015

To strengthen teaching, learning and assessment the Senior Leadership team provided clear direction, consistency, challenge and support at all levels. All stake holders needed to be passionate about improving outcomes for the pupils. Without this commitment, leading the change would be impossible. A focused programme of professional development, linked to Performance Management, became the driver



for change and instilled accountability at all levels. Teachers benefited from opportunities to develop their skills through in house coaching, sharing good practice and external training from the Local Authority. The strengthening of teachers' subject knowledge, alongside the development of an engaging curriculum and raised expectations, resulted in challenging learning for all, in a stimulating and safe environment.



The newly devised curriculum was key to developing enquiring minds and providing links between skills and knowledge in different subject areas. Setting was abandoned in the core subjects in line with the school's ethos that no child's learning should be capped and every child is capable of achieving the highest standards. *"Staff have worked hard to develop the school curriculum. They have devised topics which interest pupils and ensure there is a strong focus on pupils developing and applying their basic skills."*

Ofsted May 2015

A large investment was made into purchasing mathematical resources, which provided pupils with the concrete materials to support their understanding of mathematical concepts and development of reasoning. *"The strong improvements to the mathematics curriculum and the teaching of mathematics are having a marked impact on pupils' attainment and enjoyment of the subject throughout the school."*

Ofsted May 2015

The school used Pupil Premium to successfully raise the achievement of disadvantaged pupils by appointing a strong visionary leader to rigorously

monitor the achievement and attendance of this group. The aim, to successfully close the gap and improve outcomes for this group of pupils, was achieved through the school's embedded vision of quality first teaching, supported by timely interventions.

The fully inclusive Specialist Centre's enhanced collaboration with all professionals and parents developed a strong team around the child. The hearing impaired pupils were provided with more personalised interventions and support to accelerate their progress in line with their peers. Additional funding for resources, improved the educational amplification systems so that every pupil in the Specialist Centre used a digital wireless radio aid, providing optimum listening conditions for them to access their learning. The centre focused on raising deaf awareness throughout the school enabling pupils to develop their deaf identity whilst also being fully included into their mainstream class.

"... leadership of the specialist centre is good... all have an equal opportunity to learn in an orderly and supportive environment and one in which discrimination is not tolerated"

Ofsted May 2015

Auriol Junior School is now a thriving centre of learning where all stakeholders are actively involved in maintaining the learning culture of the school. The children and staff at Auriol have embraced a growth mind set and fully appreciate the impact that positive learning behaviours have on improved outcomes.

"Learning means challenging my thinking and knowing it is ok to make mistakes along the way"

Year 6 Pupil

