

Inspection of a good school: Auckley School

School Lane, Auckley, Doncaster, South Yorkshire DN9 3JN

Inspection dates:

6 and 7 June 2023

Outcome

Auckley School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy school. They say that everyone is welcome. Pupils appreciate their caring teachers, who frequently go above and beyond to help them. Pupils want to come to school, and they attend well. Pupils feel safe at school. They know that if they are worried about anything, they can tell an adult, and it will be taken seriously.

Pupils behave well. They know their school values are important. They are proud to receive praise and awards for being respectful, kind, resilient and doing their best. They say that bullying is rare. Adults help them to resolve any fallouts fairly.

Leaders have high expectations for pupils' learning. This includes pupils with special educational needs and/or disabilities (SEND). Staff work hard to provide a broad and inspiring curriculum, which pupils visibly enjoy. Pupils pay close attention in class and relish the opportunities they experience. Pupils benefit from a wealth of sporting, creative and cultural opportunities, which are accessible to all. For example, pupils told the inspector how the residential visit helped them learn about nature and lifecycles when they took part in pond dipping.

There are many extra-curricular activities in school. Pupils can learn to play a variety of musical instruments or take part in a range of sports clubs, such as cricket or football. They can perform in the rock band, practise yoga or learn to cook. Pupils also undertake leadership roles in school, such as 'tiny forest' tree keepers.

What does the school do well and what does it need to do better?

Leaders are truly passionate that all pupils will become fluent and confident readers. This is their number one priority. Books are carefully chosen to support the curriculum, so pupils have access to 'beautiful books' in all subject areas.

Pupils in Nursery listen and begin to write letter sounds as soon as they are ready. Children in Reception have a great start to early reading. They learn phonics from their first day. Staff are well trained to deliver the new phonics programme. They provide pupils with extra support if they are struggling to keep up. Leaders check that pupils read books that match the sounds they have learned. Children in the early years get off to a positive start. Teachers know how young children learn, and they model communication and vocabulary effectively. This helps children to become ready for Year 1.

Leaders have designed an ambitious curriculum in all subjects. The important knowledge and vocabulary that pupils need to learn and remember have been identified and logically sequenced. In most subjects, this supports pupils to build their understanding over time. For example, in mathematics, pupils in Year 2 were able to find fractions of money. This built on from comparing different fractions and finding fractions of whole numbers. In history, pupils develop a strong understanding of the impact of invasion and use this within their responses in class. Pupils are able to articulate their learning through questioning and work in their books. Pupils use high-level vocabulary, such as 'empire expansion,' to talk about their work on the Industrial Revolution.

However, in religious education (RE), plans have not been followed consistently enough. This makes it hard for pupils to remember long term what they have been taught or to make links to prior learning. Leaders have already put plans in place to change this.

Leaders make sure that there are effective systems in place to swiftly and accurately identify the additional needs of pupils with SEND. Pupils with SEND learn the same ambitious curriculum as their peers. They are fully included in all aspects of school life. Teachers adapt their lessons and activities to ensure that pupils with SEND receive effective support to help them learn. For example, pupils with SEND use an electronic application to read the questions out loud during the lesson.

Pupils' personal development and preparation for life are strengths at Auckley. Pupils learn about the diversity of British society and the serious issues others may face. Some of this work is delivered through carefully chosen books, which pupils read together in class. These cover topics such as the plight of refugees. Leaders provide pupils with a careers week, which helps pupils put their learning within the curriculum into a real-life context. Leaders provide pupils with a range of sporting experiences. They want all pupils to find an active and healthy pathway to pursue as they grow up.

Leaders and those responsible for governance are mindful of staff workload and well-being. Staff feel supported, listened to and empowered by leaders. Trustees are well informed about the school. They share leaders' passion and commitment to nurturing and inspiring their pupils. They offer appropriate support and challenge, which ensures that leaders implement and maintain a high-quality education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training so that they remain alert to the signs that pupils may be at risk of harm. Staff follow clear procedures to report their concerns, which is followed up diligently by leaders. Leaders develop strong links with local agencies to obtain timely help for vulnerable pupils and their families.

Leaders have clear systems in place to ensure that staff are recruited and trained appropriately. Governors complete checks to ensure that safeguarding remains a priority at the school. Pupils know how to keep themselves safe. Staff support parents in helping to teach pupils about keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have worked on the curriculum and made clear the knowledge that pupils need to know and remember in all subjects. However, in RE, plans have not been followed consistently enough. This makes it hard for pupils to remember long term what they have been taught or to make links to prior learning. Leaders should ensure that curriculum plans for RE are followed consistently so that the pupils have a deeper understanding of the religions they study.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137335
Local authority	Doncaster
Inspection number	10269184
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	Board of trustees
Chair of trust	Victoria Snowden
Headteacher	Emma Fox
Website	http://www.auckley.doncaster.sch.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- This school does not currently use any alternative education provision for its pupils.
- The school operates a breakfast and after-school provision for pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspector observed pupils read to a familiar adult.
- The inspector met with members of the governing body, including the chair of the governing body.

- The inspector considered a wide range of documentation, including leaders' evaluation of the school and their improvement plans. The inspector also reviewed the information on the school's website.
- The inspector observed pupils' behaviour as they moved around the school, in class and in the outdoor play areas.
- The inspector met with the designated safeguarding leader and checked how leaders record and respond to safeguarding concerns.
- The inspector checked the safeguarding policies and leaders' records of checks on the suitability of staff to work with pupils. The inspector spoke to the headteacher, leaders and other staff about safeguarding procedures and training. The inspector also spoke to staff about their workload and well-being.
- The inspector spoke with pupils about different aspects of school life, including behaviour and bullying.
- The inspector spoke to parents during the inspection and considered the views of parents who responded to Ofsted's parent questionnaire, Ofsted Parent View.
- The inspector considered the views of staff from conversations and took account of the responses to Ofsted's staff survey.

Inspection team

Rebecca Clayton, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023