

Arnesby Church of England Primary School

Mill Hill Road, Arnesby, Leicester, LE8 5WG

Inspection dates 12–13 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils make good progress and, in Key Stage 1, they make outstanding progress.
- Teachers adjust tasks well in English and mathematics to cater for the very wide range of abilities in the mixed-age classes.
- The school makes good use of the newly developed areas outside the school to improve learning and play, particularly for the Reception and Nursery classes.
- Teachers know that they are improving their skills from the support and training provided for them. Teaching is usually good and, sometimes, outstanding.
- Parents have confidence in the school's leadership. They rightly believe the school is improving, that their children get a good education and are happy in school.
- There is a clear sense of purpose and the headteacher and governors are very clear about how to improve achievement and teaching further.
- Pupils' high attendance is evidence of their enthusiasm for school.
- Pupils feel safe in school and they and their parents are confident that any misdemeanours will be quickly dealt with.
- Pupils show highly positive attitudes to work and to school life. They are eager to learn and work with great independence.
- There is a friendly atmosphere in school. Pupils and staff show each other respect and relationships are warm. There is a real sense that every child matters.

It is not yet an outstanding school because

- A small number of pupils are not making good progress.
- Teachers' questioning does not always deepen pupils' understanding or extend their thinking.
- Feedback to pupils on their work, especially in mathematics, does not always make it clear to them how they should improve.
- There is insufficient correction of spelling, punctuation and grammar in pupils' books.
- The use of technical vocabulary relating to grammar and texts is not frequent enough.
- The curriculum is not planned carefully enough and work in some subjects is not quite at the right level.

Information about this inspection

- The inspector visited nine lessons or parts of lessons including two observed jointly with the headteacher. She looked at work in pupils' books, listened to pupils read, visited an assembly and observed playtime activities.
- Meetings were held with the headteacher, members of the governing body, key staff and pupils.
- Documents looked at included: the school's self-evaluation summary, information on pupils' progress and documents relating to safeguarding, school management and the curriculum.
- Parents' views were taken into account through the 12 responses to the Ofsted online survey (Parent View), meeting parents at the school gates and the school's most recent survey of parents' views. The inspector considered eight staff questionnaires.

Inspection team

Mary Le Breuilly, Lead inspector

Additional Inspector

Full report

Information about this school

- Arnesby Church of England Primary School is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- Few pupils are known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and others).
- There are no disabled pupils and or pupils with a statement of special educational needs. Those who have special educational needs are supported either through school action, or school action plus.
- The numbers of pupils joining and leaving the school outside normal times is well-above average. Some of these pupils leave at the end of Year 5 to attend a local selective secondary school.
- Prior to the appointment of the current headteacher two years ago there was considerable turbulence in school leadership over an extended period of time.
- A part-time nursery class for 3 to 4 year old children was established in the school in April 2013.
- The school has recently undergone a considerable programme of building work and refurbishment.
- There were too few Year 6 pupils in 2013 to comment, reliably, on whether floor standards – current government expectations for attainment and progress – were met.

What does the school need to do to improve further?

- Improve teaching and progress by:
 - making better use of questions that check pupils' understanding and challenge them to think deeply about their work
 - improving feedback to pupils that makes it clear what they need to do to progress, especially in mathematics
 - developing pupils' understanding and use of technical words relating to grammar and texts
 - ensuring that spelling, punctuation and grammar are regularly corrected.
- Develop a curriculum plan that helps teachers provide work at an appropriate level in all subjects.

Inspection judgements

The achievement of pupils is good

- Standards in reading, writing and mathematics at the end of Year 6 have been broadly average for the past three years. There are often small numbers of pupils in Year 6. Consequently, results can vary from year to year and, while standards fell last year, they rose sharply the year before.
- Many children join the school with skills and understanding below the levels expected for their age. The progress they make in the Reception class is good and, as a result, children often catch up to expected levels and their skills develop well by the time they enter Key Stage 1.
- Children in the Reception class work with enthusiasm and make good progress in recognising and blending letters and sounds to make words (phonics). The national phonics reading check in Year 1 showed that this progress accelerates in Year 1 with many pupils making outstanding progress.
- Progress in reading is good and for many pupils, particularly in Key Stage 1, it is outstanding. Pupils are encouraged to read widely and often and many are developing a love of reading.
- Progress in writing is good and boys make particularly good progress. Similarly, progress in mathematics is good, overall, and it is outstanding in Key Stage 1.
- The few pupils who are known to be eligible for the pupil premium often make better progress than their peers because the funding is used effectively. By the time they leave school at the end of Year 6 they are about a year ahead in and mathematics and reading, and two and a half terms ahead in writing. This is in contrast to most primary schools where pupils eligible for free school meals often achieve less well than others.
- There are too few disabled pupils and those who have special educational needs to reliably evaluate their achievement. However, over time, individuals usually make good progress and achieve well in both English and mathematics. This is because the school provides effective extra support to help them succeed.
- The individual nature of the work set allows pupils of all abilities to thrive. More-able learners make good progress. Some of the most able move class to work with older pupils and this helps them progress at a faster rate.

The quality of teaching is good

- Teaching is good, overall, and some teaching is outstanding. Teachers plan carefully and they work hard to make lessons interesting and relevant. Most teachers show a deep commitment to their pupils and are very keen for them to succeed.
- In the best lessons seen, work was set that challenged every pupil despite the very-wide range of abilities within the class. Pupils often worked independently, frequently turning to each other for initial help and confident that their teacher would be able to help them at a later time if they needed it. Teachers provided appropriate resources to support individual pupils that helped them work on their own.

- Teachers have developed highly effective routines in the classroom that help lessons to flow smoothly. For example, if the teacher is occupied and not available to help, there are books where pupils note down things they are finding difficult. Pupils expressed confidence that their teacher looked at these books and gave them the help they needed at a later point.
- Pupils reflect carefully on their work and they are able to state what they have to do to improve. They receive a lot of verbal feedback on their learning from teachers and they value this. However, marking of their work does not always indicate to them how they should improve. They were less clear what their teachers thought about what their next steps in learning should be, particularly in mathematics. Many spelling mistakes and errors in grammar or punctuation are also left uncorrected.
- Pupils are not secure in the use of technical vocabulary for grammar and writing and this sometimes hinders their understanding of the tasks they are set.
- The quality of the questions teachers ask is too varied. There are not enough questions that allow pupils to demonstrate how much they understand or that stimulate them to think more deeply.
- Learning in English and mathematics lessons is well planned and the good progress pupils make is evidence that these subjects are taught well. Teaching in other subjects, however, is not always so carefully planned and this sometimes results in work that does not challenge pupils or that is set at an inappropriate level. While many of these lessons provide activities that the pupils enjoy, their progress is not always evident.
- The Nursery class was not timetabled to attend during the inspection, so it was not possible to observe lessons there. Photographs, art work and writing that the children have produced and the school's information about their progress show that the new Nursery has got off to a good start.
- Teaching in the Reception class is good. Children clearly enjoy spending time in the newly developed outdoors area. A wide range of activities for learning and play are available and children have the opportunity to improve in many different aspects, including activities relating to letters and sounds, number work and physical development. Adults support their learning very well through conversation and questioning.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are outstanding. They are very keen to learn and work with enthusiasm. They are excellent independent learners, helping each other out when the teacher is busy and showing persistence in trying to understand work. Their books show that they try their best and are keen to succeed.
- Pupils treat each other and the adults in school with respect. Relationships are friendly and supportive. One parent said, 'It's like another family for them in school.'
- Pupils' attendance is high. New pupils starting the school in Reception or in other years feel welcomed and supported and they settle in quickly. Parents of new Reception children described their children skipping happily across the playground into school without a backward glance.
- Pupils behave very well in class. Disruption to learning because of minor behaviour problems is

almost unknown. Teachers insist on high standards of behaviour and pupils respond well, needing only the smallest reminder from their teacher to reinforce their concentration.

- The school provides very good support for individual pupils who have behaviour problems. This is provided quickly and sensitively and, as a result, these pupils make significant improvements in behaviour.
- Behaviour at break times and around the school is calm and happy. Pupils appreciate the exciting new play areas that have been built for them. There are opportunities for energetic play and for quiet chat, and pupils of all ages socialise well.
- Both parents and pupils report that bullying is rare. They say that any minor incidents are quickly dealt with. Pupils are aware of different kinds of bullying, for example using mobile phones or social networking sites, and they know how to react to bullying.
- Pupils know how to keep themselves safe because the school provides opportunities for them to learn about aspects such as road safety, internet safety and safety in the water.

The leadership and management are good

- The headteacher leads the school with drive and energy and a clear sense of purpose. She has provided much needed stability for the school during the past two years and the school has been able to improve and develop under her leadership. Parents, governors and staff speak positively about the changes that have taken place.
- Leadership of the Early Years Foundation Stage is good. The expansion of provision to include places for younger children has been well managed. The teaching of Reception and Year 1 in a single class means that there are good role models for younger children and they are well prepared to tackle more formal learning in Key Stage 1.
- The school is rigorous in checking standards in all year groups, including the Early Years and Foundation Stage, and teachers are held to account for the progress the pupils are making. The school knows its pupils very well.
- Teachers are keen to make the range of subjects interesting and relevant to pupils and to provide opportunities for them to be creative. However, because there is no overall curriculum plan, arrangements lack precision and there is no formal check on what has been covered from year to year.
- Teachers are clear that the training and skills development they receive is helping them to improve and evidence from the school's monitoring supports this view.
- The number and range of activities on offer outside lessons is impressive for such a small school. Pupils have opportunities to take part in a range of sporting and other activities through the provision of clubs, sometimes run by volunteers from outside school. Pupils appreciate these opportunities and take-up is good.
- The school has not yet received the additional funding it has been allocated to support developments in sport. Nevertheless, it has introduced a wide range of sporting opportunities and many pupils take part in these. Planning is well advanced to expand these opportunities when funding is received.

- Funding for the pupil premium has been used to provide additional support and resources for eligible pupils. As a result, these pupils make progress that is at least good.
- The local authority does not provide direct support to the school, but the school is part of a local 'family' of schools that works together and a National Leader for Education works with the headteacher as an educational adviser. The school has benefited from this and has also provided support to other schools within the family.
- Provision for social, moral, spiritual and cultural understanding is outstanding. The caring attitudes of the pupils and their outstanding behaviour and attitudes to learning reflect the quality of that provision. The school provides trips and visits, external visitors, involvement with charities and close links with the local churches. While the school clearly forms an important part of village life it also looks beyond the village to prepare pupils for life in modern society.
- **The governance of the school:**
 - Governors know the strengths and weaknesses of the school well and they play an active part in the life of the school and interpret performance data confidently.
 - They provide a good balance of support and challenge for the school and hold it to account for pupils' achievement and personal development. Their active involvement has helped the school to improve.
 - Governors know what the quality of teaching is. They link teachers' performance to rates of pay and they have adopted appropriate policies to ensure this applies to staff across school.
 - Governors take their roles seriously and regularly attend training. Health and safety concerns, finance and pupils' progress are carefully monitored through meetings, visits and reports.

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	120109
Local authority	Leicestershire
Inspection number	425079

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

Type of school	Primary
School category	Select
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair	Martin Price
Headteacher	Chris Dorian-Hurst
Date of previous school inspection	2 October 2008
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