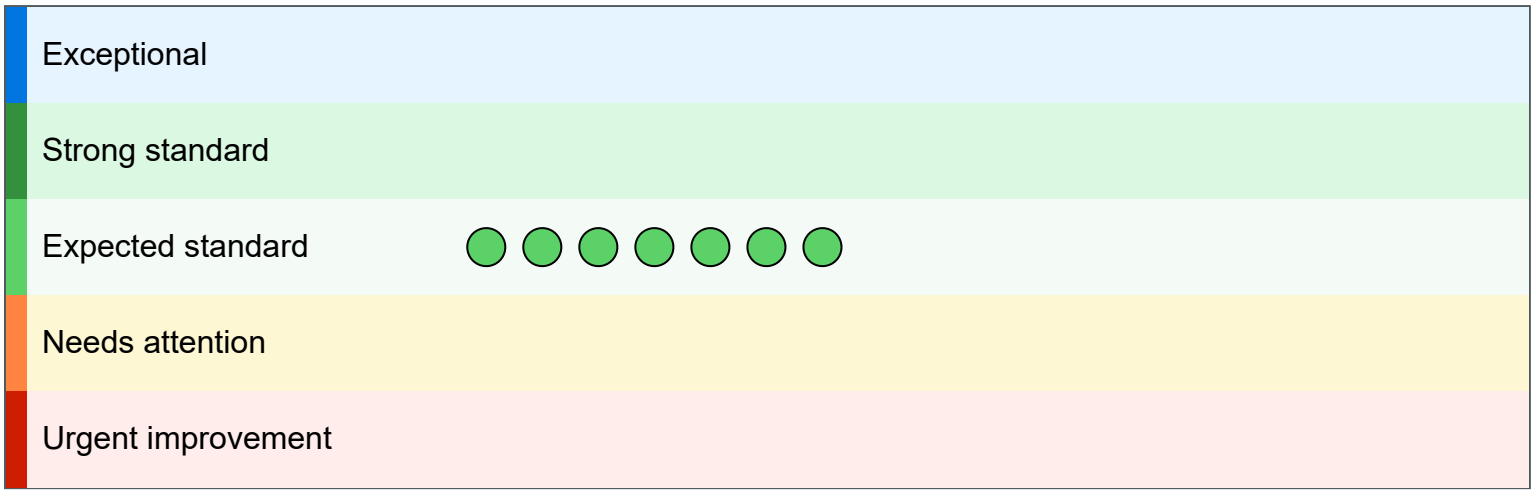
Arnesby Church of England Primary School

Address: Mill Hill Road, Arnesby, Leicester, Leicestershire, LE8 5WG

Unique reference number (URN): 146602

Inspection report: 8 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Due to the school having very small cohorts of pupils, there are limitations in comparing published data with national averages. However, previously, some pupils did not achieve as well as they should have. Through improvements in the curriculum and its delivery, pupils gain essential knowledge and achieve much better now, including disadvantaged pupils. Pupils' grasp of new mathematical knowledge benefits from greater security with the multiplication tables. Pupils grow to be fluent readers particularly, gaining a secure understanding of texts. They are confident writers too and apply their secure knowledge of phonics when spelling words. Sometimes, pupils' inaccuracies in spelling, handwriting and punctuation persist longer than they should. Pupils build their knowledge of the whole curriculum well over time. Those with special educational needs and/or disabilities make suitable progress too but are sometimes hindered by inconsistencies in support. Overall, the school prepares pupils well for their next steps in learning.

Attendance and behaviour

Expected standard

The impact of leaders' actions is seen most clearly in pupils' greatly improved attendance at school. Pupils' absence decreased from above to below national averages. Pupils enjoy school and feel a secure sense of belonging, which contributes to their high attendance. Leaders make sure that parents and carers understand the importance of attending school regularly and punctually. Pupils arrive on time each day and settle quickly to their learning. Leaders monitor pupils' attendance very closely to maintain high standards. They intervene quickly and effectively when there is a concern, balancing challenge with sensitive support.

Pupils' behaviour is positive in all areas of the school. Classrooms are calm and orderly and disruptions to learning are rare. Staff consistently promote high expectations in line with the school's values. If any pupil has a barrier to living up to these expectations, staff provide the right support. Individual support to help manage their emotions is effective. Pupils apply themselves well to their work. Leaders are focused on helping them develop greater self-discipline and cultivate more diligent attitudes towards learning. Leaders ensure that pupils know what bullying is, but that pupils do not experience it. Pupils trust staff to resolve any concerns quickly and effectively.

Curriculum and teaching

Expected standard

Leaders overhauled the curriculum following the last inspection. They worked with staff and used expertise from the trust to ensure it is ambitious and sets out coherently and precisely what pupils should learn over time. The curriculum prioritises pupils securing essential knowledge in phonics, reading, writing and mathematics.

Leaders worked effectively with teachers to improve the delivery of the curriculum too. Lessons follow a common structure. Teachers provide purposeful opportunities for pupils to practise new learning. They revisit knowledge regularly to help pupils remember it. Teachers adapt learning suitably to support the needs of different age groups in their classes. Typically, they make suitable adaptations for pupils with special educational needs and/or

disabilities too. Sometimes however, these adaptations are inconsistent or do not overcome pupils' barriers to learning as well as possible. Teachers check pupils' understanding routinely to address misconceptions. Sometimes they are not persistent enough in ensuring pupils correct inaccuracies in their work, missing opportunities to address gaps in essential knowledge as swiftly as possible.

Leaders have a clear understanding of the quality of the curriculum and teaching. They are focusing on the right areas to improve, striving to ensure pupils can benefit from consistently high-quality teaching.

Early years

Expected standard

Leaders ensure children make a positive start to their schooling and that the Reception Year prepares them well for Year 1. From the outset, staff build positive relationships to make sure that children soon feel happy, safe and settled. They help children learn all the routines of the busy classroom so children can play and learn with confidence alongside their Year 1 peers.

Since the last inspection, leaders ensured that staff know clearly what children should learn and when. The new curriculum is structured well and sets out clearly the important knowledge and skills that children will learn. Carefully chosen stories and topics bring children's learning to life and give them plenty to talk about. Through engaging children in purposeful conversations, staff build children's learning effectively overall. They adapt the provision and activities to help address gaps in children's knowledge and any barriers to their learning or wellbeing. Children regularly practise the fundamental skills of reading, counting, letter and number formation. Sometimes staff do not address the errors children make as swiftly as possible, allowing some errors to become engrained. Nonetheless, children achieve well on the whole, building the knowledge they need across all areas of learning.

Inclusion

Expected standard

Leaders have embedded an inclusive culture across the school. Through the visits that children make before they start school in the early years, leaders and staff get to know them well and learn about their needs. At any point that pupils join the school, leaders and staff build trusting relationships with parents and carers, helping them work together to identify and understand any barriers to their children's learning or wellbeing.

Where appropriate leaders draw on the expertise of external professionals to help meet the needs of pupils with special educational needs and/or disabilities (SEND). Overall, they ensure staff provide timely support that enables pupils with SEND to access school life and the curriculum fully alongside their peers. Leaders check pupils' support plans and progress regularly. However, their monitoring of the support pupils with SEND receive lacks rigour. This means that any inconsistencies or weaknesses in support are not remedied as swiftly as possible.

Very few pupils are disadvantaged so leaders consider carefully how to use additional funding to address the individual challenges for these pupils, including those previously

known to social care. These pupils benefit especially from emotional wellbeing support, impacting positively on their attendance and, consequently, their academic progress.

Leadership and governance

Expected standard

Leaders have brought great stability and a clear vision to the school since the last inspection. They focused diligently on all areas needing improvement, taking decisive action. Leaders' actions have impacted positively in every aspect of the school. They are ambitious and unwavering in their commitment to ensuring that pupils thrive and achieve their full potential. They are already taking the steps needed to strengthen the quality of teaching.

Trustees work effectively with local governors to fulfil their statutory duties. There are clear systems to ensure that they know the school well and provide appropriate challenge and support. Trustees and governors have an astute understanding of pupils' experiences and the impact of measures to make improvement. Together with the trust, they ensure that leaders keep working on the right areas, in the best interests of pupils.

Staff speak highly of the support they receive and how leaders consider their workload and wellbeing when implementing changes. Staff understand the school's priorities. They appreciate that leaders ensure their professional development enables them to contribute positively to the school's continual improvement. With Arnesby being a small school, leaders make effective use of collaboration with trust leaders and other school colleagues to improve the curriculum and develop staff expertise.

Leaders recognise that strong partnerships with parents and carers, and the wider village community, have been central to the school's improvement. They place a high priority on building trusting relationships and actively involving parents in the life and work of the school.

Personal development and wellbeing

Expected standard

Pupils' personal growth and preparing them to be responsible members their communities beyond school is at the heart of the school's work.

Leaders make sure that pupils develop their understanding of fundamental British values. Pupils connect these to the school's Christian values and expectations. Visits to a mosque, synagogue and Hindu temple, provide pupils with meaningful, first-hand experiences to help broaden their understanding of different communities and beliefs. Pupils further develop their understanding of how people can be different, through activities such as blindfolded rugby and wheelchair rugby in addition to well-chosen stories. They learn the importance of treating everyone fairly, with empathy and respect.

Pupils benefit from a programme of well-considered and memorable experiences that support their character development. These include educational visits, adventurous residential trips, learning about different careers, charity work, themed weeks, dramatic productions, experiences with different animals and sporting events. A range of pupil leadership opportunities such as school councillors, librarians and faith leaders help pupils learn about responsibility.

Leaders consider pupils' views while developing the school's programme of extra-curricular clubs. Pupils develop talents and interests while enjoy gardening, netball and chess for example. Leaders actively promote pupils' participation in the range of opportunities available. They work proactively to remove barriers, including those linked to disability or financial circumstances, so that all pupils can access and benefit from these experiences. In doing so, they ensure that every pupil can embody the school's ethos that 'every child shines'.

Pupils develop their understanding of healthy relationships, physical and mental health, and personal safety through a carefully planned programme of learning. They learn how to keep themselves safe, whether they are out in the community or online. They know when and how to seek help if they have concerns. Pupils' wellbeing is a clear priority. They receive targeted emotional support when needed.

What it's like to be a pupil at this school

Pupils really enjoy attending this school and their attendance is increasingly high. They are proud that everyone receives a warm welcome at their small, inclusive school with a big heart. Staff support pupils with any barriers to their learning or wellbeing to learn and have the same opportunities as their peers. Parents and carers speak very highly of the school, appreciating how their children are at the heart of its work.

When pupils are new to Arnesby, they settle in quickly and soon make firm friends. Playtimes are harmonious. Pupils of all ages play happily together and show great care for one another. Pupils behave very well in their classes too. They try their best to follow the school's helpful routines and high expectations for their behaviour. They are polite and respectful with staff, visitors and each other. Pupils feel safe and secure and they have no worries or concerns about behaviour such as bullying. They have confidence that staff would address any rare occurrences should these arise.

Pupils thrive at Arnesby because leaders have made considerable improvements in all aspects of the school since it was last inspected. Children in the Reception Year get off to a positive start with their education. Pupils throughout the school enjoy learning and benefit from a purposeful and engaging curriculum that is enhanced with fascinating trips and activities. They are achieving better standards in reading and writing, for example, because leaders make sure that staff teach the curriculum well overall.

Through the curriculum and the school's strong engagement with the community, pupils know the village of Arnesby intricately. Pupils also learn well about life beyond the village and how to be responsible members of modern society. Overall, the school ensures pupils are ready for their next steps, including when they leave for secondary school.

Next steps

- Leaders should further develop the consistency of high-quality teaching, including in the early years. This particularly includes ensuring that staff make consistently suitable adaptations to meet pupils' needs and that they consistently and effectively address pupils' misconceptions or gaps in handwriting, spelling and punctuation.
- Leaders should develop greater rigour in their monitoring of the provision for pupils with special educational needs and/or disabilities, ensuring that any barriers to these pupils' success are more swiftly and effectively addressed.

About this inspection

This school is part of Embrace Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paula Jones, and overseen by a board of trustees, chaired by John Haggart.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and trust leaders. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion.
The lead inspector met with a member of the board of trustees and representatives of the local governing committee. The lead inspector also met with the CEO.

The inspectors confirmed the following information about the school:
The headteacher had only just joined the school at the last inspection in September 2023.
This school is registered as having a Church of England religious character. The school's most recent section 48 inspection was in June 2024.
The school currently uses no alternative provision.

Headteacher: Ruth James

Lead inspector:
Claire Stylianides, His Majesty's Inspector

Team inspector:
Dawn Ashbolt, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 8 September 2026

School and pupil context

Total pupils

41
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

70
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.32%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.88%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

17.07%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	61%	Below
2024/25 (final)	S	62%	S
2023/24 (final)	29%	61%	Below
2022/23 (final)	S	60%	S

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (final)	S	75%	S
2023/24 (final)	57%	74%	Below
2022/23 (final)	S	73%	S

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	72%	Below
2024/25 (final)	S	72%	S
2023/24 (final)	43%	72%	Below
2022/23 (final)	S	71%	S

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	73%	Below
2024/25 (final)	S	74%	S
2023/24 (final)	57%	73%	Below
2022/23 (final)	S	73%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	46%	S
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	S	62%	S
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	S	59%	S
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	60%	S
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	68%	S
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	78%	S
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.1%	5.2%	Below
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	7.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	2.7%	13.0%	Below
2023/24 (3 term)	17.6%	14.6%	Close to average
2022/23 (3 term)	25.0%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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