

Arnold View Primary School

Gedling Road, Arnold, Nottingham, NG5 6NW

Inspection dates

25–26 March 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good because pupils join the school with skills that are broadly typical for their age and leave with attainment that is above average.
- Staff use questioning well to encourage pupils to work things out for themselves and talk about what they are learning.
- Teachers mark books in a way that helps older pupils understand what they need to do to improve.
- Children in Nursery and Reception make good progress because they are taught exceptionally well.
- Parents and carers overwhelmingly say that their children are happy, safe and making good progress.
- Pupils do well because the school takes exceptionally good care of them as individuals.
- The strong and determined headteacher and deputy headteacher have had a positive impact on teaching and the achievement of pupils.
- The strong team spirit that pervades the school means that everyone is involved in improving the school.
- Governors support and check the school's work closely.
- Pupils' behaviour and attitudes to learning are good. Pupils work together and support each other very well in lessons, and they talk enthusiastically about their learning.

It is not yet an outstanding school because

- Pupils' targets do not help them to understand what they need to learn next.
- Marking in younger pupils' books is sometimes too difficult for them to understand.
- There are not enough opportunities for pupils to develop their writing and mathematical skills in different subjects.

Information about this inspection

- The inspectors observed 17 lessons, including five observed jointly with the headteacher or deputy headteacher. Visits were also made to sessions on phonics (the link between letters and sounds) and to see pupils working in groups or individually.
- The inspectors looked at pupils' workbooks, met with groups of pupils to talk about the work in their books, listened to pupils read, attended an assembly and looked at work on display.
- The inspectors held discussions with pupils informally around the school and met with groups of pupils, the headteacher, other staff, governors and parents.
- A telephone conversation was held with a representative from the local authority.
- The inspector took account of the 54 responses to the online questionnaire (Parent View) and letters received from parents. The results of the 25 staff questionnaires were also analysed.
- A range of documents were examined, including those describing the school's own view of its performance and standards, plans for the school's future development, records of how pupils' learning is monitored, how the quality of teaching is checked, minutes of governing body meetings, records of behaviour and attendance, the school website and records relating to safeguarding.

Inspection team

Sue Rath, Lead inspector	Additional Inspector
Christopher Webb	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- Most pupils are White British. The proportion of pupils from ethnic minority groups is below the national average as is the number of pupils who speak English as an additional language.
- The percentage of disabled pupils and those who have special educational needs supported through school action is above average. The number of pupils supported at school action plus or with a statement of special educational needs is low.
- The percentage of children for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by ensuring that:
 - all pupils know and understand the learning targets that teachers have set for them
 - marking in Key Stage 1 is simplified so that it is easier for pupils to understand what they have done well and what they need to do to improve.
- Ensuring that pupils have opportunities to develop and extend their writing and mathematical skills in other subjects.

Inspection judgements

The achievement of pupils is good

- Children's knowledge and skills when they join the Nursery class are generally typical for their age. Children relish the wide range of good-quality activities provided and make good gains in their learning in the Nursery and Reception classes. They move to Year 1 with skills and knowledge that are above that typically expected for their age.
- Pupils make good progress in developing early reading skills and quickly learn to enjoy stories and other books. They are taught phonics (letters and sounds) systematically. In the Year 1 national phonic screening in 2013, the proportion reaching the required standard was in line with the national average, which was an improvement on 2012.
- Standards at the end of Year 2 in 2013 were average. Current school data shows that more pupils are expected to achieve higher levels this year and that progress is good. This represents the continuation of an improving trend.
- In 2013, standards at the end of Year 6 were around six months ahead of pupils nationally in reading and mathematics. Although standards in writing were average, the progress that pupils made across Key Stage 2 was good.
- Progress across Year 1 to 6 is good for all groups of pupils, including pupils of different abilities. This is because they are well motivated and keen to achieve well. The school's assessment of how pupils are progressing shows that pupils in 2014 are on track to achieve at a higher level in Year 2 and at a similarly above-average level in Year 6.
- The careful tracking of pupils' progress by senior leaders has helped to identify which pupils need support. In turn, this has improved the rate of progress that all pupils make. More-able pupils do well because teachers plan work that extends their thinking and is set at the right level for them.
- The teaching of reading is given high priority, with regular opportunities for pupils to practise their reading skills. Pupils are taught grammar from the start of Key Stage 1 to good effect. For example, Year 2 pupils were helped to understand what an imperative verb is while writing instructions to run a bath, and Year 6 pupils explained that 'being so hungry I could eat a horse' was an example of a hyperbole during a reading lesson. In 2013, Year 6 pupils' attainment in the English grammar, spelling and punctuation test was almost two terms ahead of pupils nationally.
- Pupils make rapid progress in mathematics because teaching builds on pupils' knowledge and understanding systematically as they move through the school.
- Writing skills are taught imaginatively and effectively, and the school's focus on providing exciting opportunities for boys to write has quickened the progress that they make. However, there are not enough opportunities for pupils to apply their skills in writing, or indeed mathematics, across other subjects. There are some examples when this is done well; for example, Year 5 pupils developed their use of explanatory texts while writing in a history lesson about the Second World War.
- Pupils who are eligible for the support provided by pupil premium funding make good progress and achieve well. School leaders give careful consideration to the type of support needed and

check regularly to ensure that the extra help is making a difference. In 2013, these pupils attained in line with their classmates in reading and mathematics but were six months behind them in writing; however, this gap was narrower than in 2012.

- Disabled pupils and those who have special educational needs make similar progress to other pupils in school. Individualised support for pupils with complex needs ensures that they are catered for very effectively.
- Pupils make good progress in physical development and in staying fit and healthy because the primary sports funding is used well to support their health and well-being and extend the sporting opportunities that are available to them. For example, an after-school club develops pupils' racket skills, and Class 6 and 7 pupils are expected to develop new skills next term when they learn to ice-skate.

The quality of teaching is good

- Teaching is good. During the inspection work seen in books and discussions with pupils confirmed this judgement. Teachers set high expectations for pupils to work hard and behave well. Pupils settle quickly to tasks and persevere even when work is challenging.
- Where teaching is most effective, teachers ask questions that require pupils to think carefully and explain their answers and ideas in detail. Follow-up question, such as 'How do you know?' or 'Why?', maintain pupils' attention and ensure that they think through their answers carefully. For example, in a Year 1 mathematics lesson, one child described with confidence how she had made a pattern of numbers that total 20 by adding $19+1$ then $18+2$, explaining that one number was ascending while the other descended.
- Teachers assess pupils' learning accurately and plan lessons that build on previous work and what pupils are able to do. However, they do not always use this information when setting targets for pupils that help them to understand what they need to learn next.
- Teachers use information and communication technology well to support learning. For example, older pupils use e-book readers during reading lessons to development their reading skills. In a Year 6 history lesson, pupils used the internet effectively to find out information about propaganda in the Second World War.
- Teaching in the Early Years Foundation Stage is of a high standard. Staff provide activities that captivate pupils' imagination and help them to learn. For example, children eagerly used their phonic knowledge to read a set of clues that had been left by Peter Pan, while others developed their speaking skills by acting out adventures on a pirate ship. Adults step in at appropriate points to enhance children's learning and to assess and record their progress.
- The marking of pupils' work is regular and shows pupils where they have been successful and how to improve. Older pupils talk about how they have responded to their teachers' marking and that this has helped them with their learning. However, younger pupils sometimes find the marking hard to understand and so are not always clear about how they can improve their work.
- Teaching assistants play an effective and confident role in the school. They work closely with teachers and are sensitive to pupils' needs. They adapt quickly to the emerging needs of potentially vulnerable pupils and, as a result, those pupils working with teaching assistants, including disabled pupils and those who have special educational needs, are fully involved in lessons and make good progress.

- Teachers make classrooms warm and inviting, with many good examples of pupils' work that celebrate their achievement. The standard of presentation in pupils' work is good, reflecting the school's high expectations. Teachers provide useful examples around the classroom to support pupils with their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and welcoming, and extremely proud of their school. Their behaviour during playtimes, lunchtimes, assembly times and when moving around the school is exemplary.
- Pupils' attitudes to learning are good and their desire to do well is a key feature of the school. They quickly learn the school's routines in Nursery and Reception and respond promptly to staff's instructions.
- Teachers' expectations of behaviour are high and they make good use of rewards and sanctions to promote good behaviour so that even low-level disruption in lessons is uncommon.
- All parents who responded to Parent View or spoke to inspectors considered behaviour to be good, and most felt that bullying was dealt with effectively. School records confirm that pupils' behaviour is good on a daily basis and over time.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and well cared for by adults in the school. They show a good awareness of how to keep themselves safe; for example, when using computers and mobile phones.
- Parents and carers have great confidence in the care that the school provides, and pupils agree that they feel happy and safe at school. One parent said, 'The school couldn't do more for my child; at Arnold View they are always prepared to go the extra mile.'
- Pupils understand different types of bullying. Incidents of bullying are rare and pupils report that they feel confident that, if they are concerned, the school will deal with this quickly.
- The school has worked to raise attendance, which was average in 2013. Attendance has improved because of the school's careful monitoring and warning letters when it falls below a certain level. The level of attendance since September is significantly higher and likely to be above average this year.

The leadership and management are good

- Strong, determined leadership by the headteacher and deputy headteacher has ensured that the school has improved well since the last inspection. They provide teachers and parents with a clearly articulated vision for an even better school.
- The headteacher and the deputy headteacher have encouraged a strong team spirit amongst all staff, who feel part of the drive to bring about improvement. Numerous comments were made by staff about how everyone works together to do the best for Arnold View pupils.
- The school's self-evaluation is based on an accurate analysis of what works well and what is needed to raise attainment higher. The headteacher's rigorous analysis of pupils' progress and her accurate evaluation of the school's work provides all teachers and the governing body with a

clear understanding of the school's performance, including in the Early Years Foundation Stage.

- The leadership of teaching is good, and the school places a high priority on improving teaching through high-quality support and training. Systems for managing staff performance are thorough, with targets linked to pupils' progress. Other targets are linked to individual training needs or whole-school development areas. These are monitored carefully. The school's own records of the monitoring of teaching show that support to improve teaching has been effective.
- Subject leaders are ambitious and knowledgeable about their subjects. They play an active part in checking the quality of teaching in their subjects and providing additional training for teachers when they identify an area of weakness.
- The curriculum meets the needs of pupils well. Pupils make a variety of visits to learn about different places and times. In particular, the pupils enjoy the theme weeks and days. A display of skilful artwork in the style of different artists demonstrates the range of skills that pupils learnt during the recent art week. The wide range of stimulating events makes a strong contribution to the development of pupils' spiritual, moral, social and cultural development.
- The primary school sports funding has been used to provide a range of additional sporting opportunities for pupils. For example, a coach extends the range of sporting activities and trains teachers, pupils represent the school in more competitions, and the range of after-school clubs has been extended.
- The Parent View response indicates that parents have a very positive view of the school, with almost all parents who responded saying that they would recommend the school to another parent.
- The local authority provides direct support only when needed for this popular and successful school. However, staff and governors attend support meetings, training and information sessions organised by the local authority.
- **The governance of the school:**
 - The governing body has a clear knowledge of the school's strengths and weaknesses and what it needs to do to improve further. They receive detailed reports from the headteacher and also visit the school regularly themselves to check on areas of work. Visits to lessons, looking at pupils' work and discussions with pupils help governors to have a clear picture of the quality of teaching.
 - Governors have a good understanding of what published data says about the school's performance and receive regular updates on pupils' progress. They know how the pupil premium funding is being spent and the difference it is making.
 - Governors review the headteacher's performance management and set appropriate objectives related to the school's plan for improvement. They monitor the performance management targets that are set for staff and check the links that are made to pay progression.
 - Governors make sure that they keep up to date with training to improve their effectiveness.
 - Statutory duties are carried out effectively, and regular checks by the designated safeguarding governor ensure that all safeguarding procedures are carried out appropriately.

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	131642
Local authority	Nottinghamshire
Inspection number	431555

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Paul Key
Headteacher	Denise Bryant
Date of previous school inspection	24 June 2009
Telephone number	0115 9560967
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