

Inspection of a good school: Arno Vale Junior School

Saville Road, Woodthorpe, Nottingham, Nottinghamshire NG5 4JF

Inspection dates:

28 and 29 June 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

The pupils at Arno Vale Junior school are happy and safe. They know if they have any worries or concerns that the adults are there to help. They know the school values and rules.

Many parents and carers are positive about the work of the school. A typical parent comment is, 'the staff are kind, caring and supportive to my child. If I have any concerns they address them sensitively and quickly.' They appreciate the hard work of the school during the pandemic.

Pupils have positive attitudes to their learning and enjoy their lessons. They share their thinking about what they are learning with one another. This helps them understand what they are learning.

Pupils say that bullying is rare. They know what to do if they are being bullied. They say adults listen carefully and make it stop.

Teachers carefully plan what pupils need to learn. They demonstrate to pupils what to do to be successful in lessons. However, because leaders have not clearly identified the important knowledge that pupils need to learn in all areas, pupils are not learning as much as they could in every subject.

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

In some subjects, leaders have designed the curriculum well. For example, in mathematics, they have identified what pupils should learn and when. They have identified a clear approach to teaching which is ambitious. In this subject, teachers ensure that pupils are presented with work that is at the correct level of challenge for them. They

use assessment to identify what pupils know and what they need to learn next. Daily 'practice time' ensures that pupils get extra support to understand any learning they find difficult. Teachers make sure that pupils revisit important knowledge regularly. As a result, pupils achieve well in this subject.

However, leaders have not identified the important knowledge and skills that pupils need to know in all subjects. As a result, teachers are not able to ensure that pupils' learning builds from one year to the next in every subject. Teachers do not know what leaders expect them to teach the children in every subject.

Leaders have put in place regular phonics teaching for those pupils who are still struggling to read. The phonics curriculum is detailed and specific. It builds pupils' knowledge of letters and the sounds they make progressively. However, training in phonics has yet to ensure that all adults can effectively support pupils to read fluently and accurately. Leaders have not made sure that pupils have frequent opportunities to read from books that match the sounds they know.

Leaders have constructed a curriculum to support pupils' wider development. In 'changing me' lessons, pupils learn about puberty and body parts. Pupils learn about Islam and Judaism in religious education lessons. Talks from guest speakers help pupils build on this knowledge. Learning about different family groups helps ensure that pupils are ready for life in modern Britain. One pupil said, 'It doesn't matter what your background is, we treat everyone the same.'

Pupils benefit from the numerous clubs leaders have organised, including several sports clubs. These are well attended. Pupils can take on such responsibilities as being class ambassadors and eco warriors.

Pupils have good attitudes to learning. They are focused on their work. Pupils listen carefully to adults. They work well with each other. They try their hardest in lessons.

Leaders ensure pupils with special educational needs and/or disabilities (SEND) are well supported. They use recommendations from external agencies and findings from internal assessments to ensure that learning targets match pupils' needs precisely. Pupils with SEND benefit from a range of additional resources and specialist input. They make good progress from their starting points.

Teachers say that leaders are mindful of their workload. They feel leaders' expectations are reasonable. Leaders support them to deliver the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in safeguarding. They complete regular online training and receive frequent safeguarding updates. They are alert to signs of possible abuse and know how to identify vulnerable pupils. Staff know how to report any concerns they have. Leaders

ensure safeguarding records are detailed and actions taken are swift. They are tenacious in following up any concerns. Leaders engage well with other agencies when needed.

Pupils have lessons about how to stay safe including when online. The local police have delivered teaching on knife crime. Pupils learn about not talking to strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the important knowledge that pupils need to be taught. This means that in these subjects teachers do not know exactly what to teach and when. Leaders need to ensure that teachers know what to teach, and when, in all subjects.
- The support from adults for pupils who need help with reading is inconsistent. Books that pupils take home to read do not always match the sounds they know. This means that some pupils are not becoming fluent readers as quickly as they should. Leaders should ensure that books pupils read match the sounds they know. They should also ensure that all staff involved delivering reading catch up, including phonics intervention, have the necessary knowledge and skills to be able to provide effective support so that pupils quickly become fluent and accurate readers.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2013.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	122509
Local authority	Nottinghamshire County Council
Inspection number	10227765
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Bruce Cameron
Headteacher	Andrew Rossington
Website	www.arnovale.co.uk/
Date of previous inspection	23 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provision.
- There have been no significant changes to the school since the last inspection.

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 held meetings with the headteacher, subject leaders and members of the governing body.
- The inspector carried out deep dives in these subjects: reading; mathematics; and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector considered the curriculum in other subjects.
- The inspector heard pupils in different year groups read books.

- The inspector reviewed the responses received on Parent View and considered the results of Ofsted's surveys for staff and pupils.
- To judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. The inspector also spoke with staff and pupils.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
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