

Inspection of Arnbrook Primary School

Bestwood Lodge Drive, Arnold, Nottingham, Nottinghamshire NG5 8NE

Inspection dates: 28 and 29 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils like coming to school. They say that teachers are kind and help them 'to learn something new every day'. Pupils respect each other and feel safe at school. They enjoy having the opportunity to become 'a hero', 'an ambassador' or 'a champion'. These responsibility areas are in reading, playtime, lunchtimes and football. Pupils benefit from a programme that teaches them about their own mental health and well-being. Pupils can recognise any concerns in themselves and others.

All staff have high expectations of all pupils. Pupils learn six behaviours to help them achieve the most from each lesson. These are taught through the 'awesome Arnbrookers' characters: 'creative, curious, determined, focused, reflective and collaborative'. These learning behaviours start in the early years. They show a positive impact on pupils' behaviours for learning across the school.

Pupils behave well and bullying is rare. Pupils are aware of different types of bullying and know how to report it. Leaders are quick to act when any bullying is reported. Routines are set up well in all year groups starting in the early years. The school environment is calm. Relationships between adults and pupils are positive and built on trust.

Pupils can attend clubs linked to their interests, including art, reading and sports. Leaders work hard to make positive links with their local community. These include visits to local places of worship and the local university.

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

Leaders have developed the curriculum well in the core subject areas. In each of these subjects, the curriculum builds on knowledge and skills over time, starting in the early years. This helps to ensure that children in the early years have a good start to their education and are well prepared for Year 1.

Pupils remember what they have learned in the core subjects and can apply their knowledge and skills to other subject areas. This is also the case in some of these other subjects, including design and technology. However, leaders have yet to ensure that they identify precisely what pupils should learn and when across all subjects.

Teachers' assessments help pupils to remember more. This starts in the early years. Pupils know the three steps used in every lesson to help them remember what they are learning. 'Rewind' recaps earlier learning, 'play' considers current learning, while 'fast forward' focuses on the next steps in pupils' learning. Teachers use these three steps to identify and support any pupils who may be falling behind in their learning.

Leaders have prioritised reading. The teaching of phonics starts in the early years. All teachers and support staff receive training to teach phonics. Support is in place

for any pupils who do not become fluent in their reading quickly enough. Reading books match the sounds that pupils already know. The love of reading is clear to see throughout the school. In the early years, children enjoy being a part of the daily story telling. Teachers read to children in a way that excites and engages them. Pupils enjoy their weekly reading races. They have daily opportunities to read books. They are proud of their achievements in reading. Many in key stage 2 are fluent readers.

There is a range of opportunities to promote pupils' personal development. These include residential trips and music lessons. Pupils study a rich personal, social, health and relationships curriculum. The early years environment supports children's emotional development, and leaders ensure that children learn about feelings. Pupils show respect for people who are different to them. They can talk about the different protected characteristics, for example. Pupils know about different types of families and the importance of not accepting any form of discrimination. Pupils learn about and celebrate different faiths and cultures. One pupil said, 'We are taught to treat others like we would like to be treated ourselves.' Pupils can discuss differences and similarities and link their ideas back to their own school values. The 'big question' takes place weekly to allow pupils to think about topical debates which are close to home and further afield.

Leaders have the same ambition for pupils with special educational needs and/or disabilities (SEND) as they have for all pupils. Pupils with SEND are supported well in their learning to help them know and remember more. Some pupils have challenging behaviours that relate to their additional needs. Plans are in place to support these pupils to manage their own behaviour and emotional well-being.

Leaders have worked hard to improve pupils' attendance, which is now in line with the national average. However, some pupils are regularly absent from school. This limits their opportunities to learn.

Trustees have a good understanding of the school. They work hard to challenge and support leaders. Most staff are positive about the support they receive from leaders. They say their workload and well-being is always considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everybody's responsibility. Staff receive regular safeguarding training. They have a good understanding of the local safeguarding risks. All staff receive a weekly safeguarding newsletter. Staff are clear about how to report a concern about a pupil or about the actions of member of staff.

Leaders and staff know how to recognise pupils who may be at risk of harm. They identify families that may need support and take any necessary actions. Leaders work well with external agencies to support pupils.

Pupils learn how to keep themselves safe. They learn about healthy relationships and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils struggle to recall what they have learned over time in some subjects. The precise knowledge that pupils will learn is not always clear in these subjects. Leaders should ensure that there is clarification as to what knowledge pupils will learn and when across all subjects, so that pupils, including those with SEND, can build their understanding over time.
- A small number of pupils are persistently absent. These pupils miss out on important learning and wider experiences. Leaders must ensure that pupils who are regularly absent receive the support they need to improve their attendance.

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	140357
Local authority	Nottinghamshire County Council
Inspection number	10241077
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	196
Appropriate authority	Board of trustees
Chair of trust	Henrietta Robinson
Headteacher	Peter Fowlie
Website	www.arnbrookprimary.net
Date of previous inspection	20 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteacher, the coordinator for the provision for pupils with SEND, the early years leader, curriculum subject leaders and teachers from across all year groups.
- The lead inspector met with members of the trust board.
- Inspectors met with several groups of pupils to talk about their learning across the curriculum.
- Inspectors carried out deep dives in the following subjects: reading; mathematics; design and technology; and geography. For each deep dive, inspectors 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.

- Leaders also considered curriculum planning in science.
- Inspectors listened to a selection of pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors 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. Inspectors also spoke with staff and pupils.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors took note of the responses received on Parent View and considered the results of the Ofsted staff survey.

Inspection team

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