

Inspection of Arreton St George's Church of England (Aided) Primary School

School Lane, Main Road, Arreton, Newport, Isle of Wight PO30 3AD

Inspection dates: 12 and 13 July 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy to be part of their friendly community. They appreciate differences and welcome everyone to their school. Pupils learn about democracy by electing the 'worship leads'. They proudly plan and run fundraising events to help charities they support.

Pupils know how to stay healthy. They enjoy clubs after school, such as football, gymnastics and drama. Pupils understand the benefits of healthy eating. They are excited about trips and events, such as visiting a warship and the local farm and watching the launch of a lifeboat. Pupils enjoy opportunities to take on roles and responsibilities such as 'librarian' and 'sports leader'.

Pupils feel safe. Staff address pupils' concerns efficiently. However, some pupils are worried about bullying and unkind behaviour. Pupils say that at playtimes, some of their friends disrupt and take over the games they set up.

Leaders are ambitious for what all pupils can achieve. Their actions to improve reading, mathematics and physical education (PE) have been effective. However, pupils do not learn as well as they should in the rest of the curriculum. Leaders are taking action to ensure that the whole curriculum is well planned and clearly sequenced.

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

Leaders are working successfully to bring about improvements in many areas of the school. They are further ahead in some respects than others. In most subjects, leaders have not made sure that the curriculum is well crafted. For example, in subjects such as geography and history, leaders have not identified the essential knowledge pupils should learn and the order in which it will be taught. This means that teachers do not have the information they need to deliver the curriculum effectively. Consequently, pupils do not achieve as well as they should and are not well prepared for the next stage of their education.

Leaders identify the wider needs of pupils with special educational needs and/or disabilities (SEND) effectively. They work well with external agencies to provide resources to pupils with SEND, such as support for speech and language needs. However, pupils with SEND are not supported well enough in lessons. Staff do not always provide pupils with the help and resources they need to help them learn successfully. As a result, pupils with SEND do not achieve as well as they should.

Children make a strong start in early years. They show high levels of curiosity, enjoyment and concentration. Staff work closely with parents and keep them well-informed about their children's learning. The early years curriculum is clearly designed and sequenced. Early years staff are well trained to teach the curriculum. They help children to develop a strong understanding of language and vocabulary.

Children enjoy well-considered opportunities to develop their confidence and understanding of early mathematics. They manage their feelings and behaviour well, and take pride in their achievements.

Leaders prioritise reading. The phonics programme is clearly sequenced and staff who deliver phonics are well trained. They ensure that pupils read books which match the sounds they learn in lessons. This helps pupils to learn to read with increasing fluency and comprehension as they move through the school. If pupils find reading difficult, staff quickly provide extra help. There is a tangible love of reading across all year groups. Pupils read a wide range of books and are keen to discuss them.

Relationships between staff and pupils are positive, supportive and nurturing. Staff teach pupils about resilience and to think about the consequences of their choices. However, pupils are not always committed to their learning. Leaders recognise that pupils' behaviour and conduct are not consistently good. They have plans in place to address this.

Pupils engage with views that are different from their own and are keen to challenge discrimination. They are well prepared for life in modern Britain. Leaders carefully consider pupils' wider development. One parent said, 'Staff go above and beyond, giving their time for our children to have trips and extra-curricular activities'. School values of perseverance, honesty and friendship underpin school life. Pupils thoughtfully discuss topical issues, such as the war in Ukraine and mental health. They learn about different cultures and communities. Pupils understand some of the differences and similarities between religious festivals and rituals. Leaders work hard to ensure that disadvantaged pupils access after-school opportunities.

Staff feel well supported and say that leaders are considerate of their workload and well-being. There have been changes to governance since the last inspection. Governors realise that they have not challenged leaders well enough about the quality of education in the past. However, governors recognise what the school does well and where improvements need to be made.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have embedded rigorous safeguarding systems and procedures. Staff are well trained, taking swift action to report their concerns and keep pupils safe. Staff recognise local risks and place a high priority on pupils' knowledge and understanding of water safety. Leaders ensure that safeguarding records are detailed and well maintained. They work well with external agencies to get pupils the help they need.

Pupils learn about healthy relationships and know how to stay safe online. They also benefit from visits from local health experts, such as a dental nurse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are not taught a well-planned curriculum in all subjects. As a result, pupils do not achieve as well as they should. Leaders should develop a well-sequenced curriculum and make sure that all teachers have strong subject knowledge. This will enable pupils to know and remember more across all subjects.
- Staff do not consistently provide pupils with SEND with the support they need in lessons. This means that pupils with SEND do not achieve as well as they should from their starting points. Leaders should ensure that staff are well trained to help all pupils with SEND to achieve well.
- Some pupils are worried about the behaviour of others, particularly at playtimes. Leaders must ensure that the new behaviour policy and procedures are embedded effectively.

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	118180
Local authority	Isle of Wight
Inspection number	10238334
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair of governing body	Jodie Gibson
Headteacher	Rebecca Day (interim executive headteacher)
Website	www.arretoncepri.iow.sch.uk
Date of previous inspection	20 and 21 November 2018, under section 5 of the Education Act 2005

Information about this school

- The executive headteacher was appointed in January 2022. At the time of this inspection, she was supporting the new incoming headteacher who will take up her post in September 2022.
- Since the previous inspection, the governing body and the leadership team have undergone significant changes. The interim deputy headteacher and the special educational needs and disabilities coordinator are new to their roles.
- As a Church of England school, Arreton St George's is part of the Diocese of Portsmouth. The most recent section 48 inspection was in July 2018.
- At the time of this inspection the school was using one alternative provider.

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 interim executive headteacher, senior leaders, staff and pupils. The lead inspector met with four governors, including the chair. He also met with an officer from Hampshire local authority.
- The lead inspector spoke on the telephone with a representative of the Diocese of Portsmouth and a senior officer from Hampshire local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, PE and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils.
- Inspectors considered the responses to the confidential staff survey and spoke to a range of staff about their views on the school.
- Inspectors took account of the responses to the online questionnaire, Ofsted Parent View, and the additional free-text responses.
- The lead inspector also considered written correspondence from parents.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. Inspectors also considered the responses to Ofsted's online pupils' survey.

Inspection team

Scott Reece, lead inspector

Her Majesty's Inspector

Vicky Matthews

Ofsted Inspector

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