

# Inspection of Arc School Napton

Vicarage Road, Napton-On-The-Hill, Nr Southam, Warwickshire CV47 8NA

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Inspection dates: 10 to 12 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

All staff at Arc School Napton work successfully to re-engage pupils back into education. They understand pupils' needs well. Staff skilfully develop pupils' confidence and self-esteem. Pupils become motivated to learn because of this. Staff have high expectations of what pupils can achieve academically.

Pupils enjoy learning both within school and outdoors. They have exceptional opportunities to flourish in forest school. This helps pupils to develop courage, resilience, teamwork and collaborative learning. They enjoy many opportunities to talk to a wide variety of people and join in with village life.

The school specialises in support for pupils with special educational needs and/or disabilities. Pupils' behaviour is well managed because staff respond sensitively when pupils struggle to concentrate. Staff do not tolerate bullying and sort it out quickly if it happens. Pupils say they are happy in this school. This is reflected in their high attendance. Most pupils say they are safe because the teachers look after them.

Teachers encourage pupils to say what they think. They have good discussions about what is the news and what they are learning in class. Pupils enjoy talking about what is right and what is wrong.

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

On arrival in Arc Napton, pupils often have negative attitudes to learning. All the staff recognise this, but because they care for the pupils and maintain high expectations, pupils settle well into an effective routine of learning. Leaders ensure that pupils study a curriculum that prepares them well for their next steps.

Pupils learn a broad range of subjects in depth. Leaders plan these subjects logically so that they build pupils' knowledge step by step. Leaders have introduced a new phonics scheme as well as a new mathematics scheme, and these are fully embedded into practice. However, the personal, social, health and economic education (PSHE) scheme and the religious education scheme are very recently introduced. As a result, some aspects of these subjects have not been taught in enough depth.

Teachers assess pupils when they arrive in the school. Regular assessment ensures that teachers continually update their knowledge of what pupils know and can do. Teachers assess both the academic and social progress of the pupils. This means that they know what to plan for pupils to do next.

Teachers' subject knowledge is good. A strong emphasis on learning new words supports pupils' language development. Pupils enjoy learning and are proud of the work in their books. However, too often, staff write for pupils even when they are capable of writing independently. This means that pupils do not have enough opportunities to practise writing.

Pupils' reading is improving greatly. Teachers' knowledge of how to teach pupils their letter sounds is strong. Phonics is taught twice every day for pupils at the early stages of learning to read. Teachers read to their classes every day and each pupil reads to an adult every day. This is helping to ensure that pupils are ready for the next stage in learning. Most pupils say that they really enjoy reading.

There is usually a calm atmosphere in the school. Pupils generally move around sensibly and show respect to adults and their peers. Most pupils attend well. They say that they are happy in this school. Adults skilfully support pupils who have high levels of anxiety and a variety of special needs, to manage their emotions.

Pupils have opportunities to visit places related to their curriculum studies. For example, a visit to Warwick Castle helped them to learn about the past. Pupils who visited a falconry centre were courageous enough to hold the falcons on their wrists. A variety of adults, for example fire service personnel, the police, a farmer and an ice-cream man, have visited the school to talk to pupils about their lives, to help broaden pupils' experiences.

Pupils vote for representatives on the school council during elections. They know about healthy eating and have opportunities to learn first aid. Pupils know that everyone should be treated equally, and they are clear that discrimination is unkind and not tolerated.

The new leadership team, in a very short time, has set in place effective new systems. For example, 'How we do' documents have been introduced, which set out how different subjects should be taught. Leaders and staff have strong shared values. Leaders place a strong emphasis on professional development for their staff. Teachers welcome the professional development that is put in place for them.

Leaders work well with other agencies, such as speech therapists and occupational therapists. They also employ an educational psychologist to support the pupils and staff.

Staff say they love working at the school and that leaders care about their well-being and work-life balance. They say that they work as a strong team of equals and that leaders' doors are always open.

Parents who wrote testimonials very much appreciate the progress that their children are making. They are glad that leaders and staff are so supportive. Leaders inform all new parents about the relationships education policy.

Leaders from Kedleston Group are highly challenging and supportive. They know their statutory duties well. Regular audits of all aspects of provision ensure that the trajectory of improvement continues to be strong.

The school meets the requirements of the Equality Act 2010.

## Safeguarding

The arrangements for safeguarding are effective.

All staff are vigilant about identifying pupils at risk from harm and keeping children safe. The safeguarding policy is displayed on the school website. It meets the latest government guidance. Leaders have ensured there are clear systems and processes in place for safeguarding pupils. All staff are appropriately trained and know how to report a concern about a pupil. Leaders work closely with local authorities so that pupils get the right help and support. Pupils are taught to keep themselves safe, including how to stay safe online. Leaders ensure that all the staff they employ are safe to work with pupils.

## What does the school need to do to improve?

- Too often, staff write for pupils instead of expecting them to write for themselves. This means that pupils do not make enough progress in writing. Leaders should ensure that pupils who are capable of writing independently have more opportunities to do so.
- New schemes of work are in place for PHSE, including relationships education, and for religious education. These are not fully embedded into practice. This means that pupils have not learned aspects of these subjects in sufficient depth. Leaders must ensure that these new curriculums are fully implemented.

## 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.

## School details

<b>Unique reference number</b>	141007
<b>DfE registration number</b>	937/6011
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10254671
<b>Type of school</b>	Other Independent Special School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	20
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Kedleston Group
<b>Chair</b>	Paul Brosnan
<b>Headteacher</b>	Jenny Arnold
<b>Annual fees (day pupils)</b>	£56,442
<b>Telephone number</b>	01926817547
<b>Website</b>	<a href="https://kedlestongroup.com/napton">kedlestongroup.com/napton</a>
<b>Email address</b>	<a href="mailto:s.robinson@kedlestongroup.com">s.robinson@kedlestongroup.com</a>
<b>Date of previous inspection</b>	14 to 16 September 2021

## Information about this school

- Arc School Napton is a small independent special school for pupils between the ages of five and 11. Although the school is registered to teach pupils from five years old, during this inspection, all pupils were in key stage 2.
- All pupils have an educational, health and care plan. Most pupils have behavioural and/or social and emotional mental health needs. Nearly all pupils have histories of disrupted education.
- The headteacher took up post in February 2022.
- Pupils are taught in mixed-age classes.
- The school does not make any use of any alternative provision.
- The school is part of the Kedleston Group Limited.
- The school's last full standard inspection was in September 2021.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- The inspectors met with all the teachers, including the headteacher.
- The inspectors also met with the chief executive officer and the regional director of The Kedleston Group.
- The inspectors met with the operations manager and the office manager, as well as the site manager.
- The lead inspector spoke to all the teaching assistants.
- The lead inspector spoke to the assistant educational psychologist employed by the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics and PSHE, including relationships education, as part of this inspection. For each deep dive, inspectors met with curriculum leaders and teachers of these subjects. They talked to pupils and visited lessons accompanied by leaders. They also looked at pupils' work.
- Inspectors scrutinised a range of documents. These included school policies, safeguarding records, curriculum plans for a wide range of subjects, pupils' attendance and behaviour records, health and safety records and the single central records as well as a variety of emails.

- Inspectors observed pupils' behaviour in a range of different classes and at different times of the day. They talked to pupils informally about bullying, behaviour and welfare.
- The team inspector visited the forest school.
- The lead inspector carried out a tour of the premises to check compliance with the independent school standards.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View. These included free-text comments. Inspectors also considered responses to Ofsted's online staff survey.

### **Inspection team**

Mary Maybank, lead inspector

Ofsted Inspector

Kate Brunt

Ofsted Inspector

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