

Inspection of a good school: Arlecdon Primary School

Arlecdon Road, Arlecdon, Frizington, Cumbria CA26 3XA

Inspection date: 17 February 2023

Outcome

Arlecdon Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending this welcoming school where they know everyone. Older pupils are strong role models. They help younger pupils, including children in the early years, to settle in well and to make friends. Pupils are kind and caring. They get on well together.

Leaders expect pupils to behave well. Pupils are well-mannered, and they enjoy respectful relationships with staff. Children in the early years benefit from the vibrant learning environment that leaders have created. Pupils say that bullying is not tolerated. On the rare occasions when bullying occurs, staff deal with it effectively. This helps pupils to feel safe.

Leaders have high expectations for the achievement of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well.

Pupils are proud to take on leadership roles, such as being playground buddies and members of the school council. Each week, mystery readers from Year 5 enjoy bringing favourite books to life for children in the Nursery and Reception classes. Pupils develop a love for the outdoors, for example through residential visits to the Lake District, where they take part in land- and water-based activities. Pupils spoke enthusiastically about performing at a local theatre.

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

Leaders, including those responsible for governance, are aspirational for all pupils. To this end, they have recently reviewed subject curriculums across the school to ensure that they are suitably ambitious. In the early years, leaders ensure that staff deliver the well-designed curriculum effectively. As a result, children are well prepared for Year 1.

Pupils across the school are increasingly benefiting from leaders' actions to strengthen the curriculum. However, in a few subjects, including mathematics, some older pupils have

not developed the depth of understanding that they should over time. Some of these pupils have gaps in their knowledge as a result.

Teachers use their strong subject knowledge effectively to design activities that help pupils, including those with SEND and those who are disadvantaged, to learn the curriculum well. In the majority of subjects, teachers regularly check what pupils know, and they use this information well to address any misconceptions that pupils may have.

Leaders have established a strong reading culture throughout the school. They have put in place a well-organised programme that supports pupils to read well. Pupils spoke enthusiastically about the key ethical and moral themes from the books that they read. They said that this helps them to learn about the importance of making the right decisions.

Children begin to learn to read as soon as they start in the Reception class. Teachers and support staff are trained well to deliver the phonics curriculum effectively. Leaders have a detailed understanding of each pupil's reading ability. They use this information with precision to ensure that less confident readers catch up quickly with their phonic knowledge. Pupils read books that match the sounds that they have learned. This helps them to become confident, fluent readers.

Leaders accurately identify the needs of pupils with SEND. They act swiftly to put in place appropriate support for these pupils, liaising well with other agencies when necessary. This is so that these pupils can access the curriculum and learn well alongside their peers.

Lessons are calm and purposeful. Pupils learn without disruption. Children in the early years learn well together. Pupils enjoy earning rewards for meeting the expectations that leaders have of their conduct.

Pupils experience a wide range of extra-curricular clubs, such as gymnastics, art and cookery club. They relish opportunities to visit cities, including London and Edinburgh. Pupils know how to stay physically and mentally healthy. They know the importance of the democratic process, such as when they are voting for school council members. Pupils learn about different cultures, and they respect the differences between people.

Leaders, including governors, have a clear vision for the school. They value the strong relationship that they have with trustees. Together, governors and trustees provide effective support and challenge to leaders. Staff appreciate the thought that leaders have for their well-being. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture at the school. They routinely check on the safeguarding knowledge of all staff and review the quality of the school's policies and procedures. Leaders ensure that pupils are kept up to date about how to stay safe.

Leaders ensure that staff receive the training that they need to keep pupils safe. Staff are alert to any signs that a pupil may be at risk of harm. They are quick to report any concerns about a pupil's welfare. Leaders act promptly to make sure that pupils get the help that they need. When necessary, staff work closely with other agencies to support pupils and their families.

Pupils know how to stay safe online and know whom to talk to if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, including mathematics, some older pupils have gaps in their knowledge. This means that these pupils are not as well prepared for the next stage of their education as they should be. Leaders should ensure that staff support these pupils to address the gaps in their knowledge so that they are well prepared for secondary school.

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

This is the first ungraded inspection since we judged the predecessor school, Arlecdon Primary School, to be good in April 2016.

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.

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	147395
Local authority	Cumbria
Inspection number	10270309
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	46
Appropriate authority	Board of trustees
Chair of trust	Michelle Pearse
Executive headteacher	Sophie McCabe
Website	www.arlecdon.cumbria.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Arlecdon Primary School converted to become an academy school in September 2019. When its predecessor school, Arlecdon Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Changing Lives Learning Trust.
- Leaders do not make use of any alternative provision.

Information about this inspection

- 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 completed deep dives in early reading, mathematics, and art and design. They met with subject leaders, visited lessons, reviewed pupils' work and spoke with staff and pupils. Inspectors observed pupils reading to a familiar adult.
- Inspectors met with the headteacher and other senior leaders throughout the inspection. Inspectors met with representatives from the multi-academy trust, including

the chair of trustees, the deputy chief executive officer and the school improvement partner. Inspectors met with the chair of governors.

- Inspectors met with leaders to discuss early years, SEND, behaviour and the provision for pupils' wider development.
- Inspectors considered responses to Ofsted Parent View, including the free-text comments. They took account of the responses to Ofsted's online surveys for staff and pupils. They gathered the views of staff and pupils throughout the inspection.
- To evaluate safeguarding, inspectors met with leaders, staff and pupils. Inspectors checked a sample of leaders' safeguarding records and reviewed the recruitment checks made on staff.
- Inspectors spoke with pupils about their experiences of school life and their views of behaviour and bullying. Inspectors observed pupils' behaviour during lessons and at lunchtime.
- Inspectors spoke to staff about their workload and well-being.

Inspection team

Andy Cunningham, lead inspector

His Majesty's Inspector

David Lobodzinski

Ofsted Inspector

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