

Inspection of Arkholme Church of England Primary School

Arkholme, Carnforth, Lancashire LA6 1AU

Inspection dates: 23 and 24 April 2024

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 Good

What is it like to attend this school?

Pupils are cherished at this small and friendly school. Staff are committed to helping pupils to gain a strong sense of community and belonging. Pupils feel confident to be themselves in the school's supportive atmosphere. They said that they are proud of their school. They are happy and feel safe.

The school has high expectations of pupils' achievement. Pupils live up to these expectations. They apply themselves during lessons and achieve well. Pupils enjoy learning together. For example, the whole school recently enjoyed studying the same book and sharing their work with each other.

Pupils make a strong contribution to the calm environment of the school. They are polite and well mannered. Pupils have respectful relationships with staff, who care for them well. In the early years, children settle quickly into school routines.

Pupils benefit from a wide range of trips and visits. They enjoy visiting new places to learn about life beyond their village. Pupils have visited places further afield and have enjoyed trips to the seaside, the theatre and a museum.

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

The school has developed an ambitious curriculum that successfully meets the needs of pupils, including those with special educational needs and/or disabilities (SEND). The school has carefully considered what pupils should learn, starting from the beginning of the early years. As pupils get older, subject curriculums are suitably designed to build on pupils' previous knowledge. This enables most pupils to develop a broad understanding across the curriculum. Children in the early years acquire the skills and knowledge that they need and are well prepared for Year 1.

In most subjects, teachers deliver the curriculum well. However, in a small number of subjects, the delivery of the curriculum is not as effective. In these subjects, teachers sometimes do not select appropriate activities to help pupils to learn and remember the important information that they should know.

Teachers use assessment information effectively to check how well pupils are learning. As a result, they address misconceptions in pupils' understanding. In the main, teachers check that pupils have understood learning before moving on to new ideas and concepts.

The school has prioritised reading from the beginning of the early years. Pupils read from books that match the sounds that they already know. They enjoy stories read by adults. Most pupils develop into fluent and competent readers. Staff identify pupils who fall behind in the phonics programme. However, the support that they provide to help pupils to catch up quickly is not as effective as it should be. This is because the school has not provided sufficient training to help staff understand how to address gaps in pupils' phonics knowledge. Older pupils demonstrate a love of

reading. They spoke with confidence about the books that they have read and the authors that they enjoy.

The school identifies pupils with SEND as early as possible. Staff work with specialist providers to make some adaptations to curriculum delivery so that these pupils can learn well alongside their classmates.

Pupils demonstrate positive behaviour. Lessons are usually calm and purposeful. Pupils in the mixed-age classes, including in the Nursery class, learn well together. They know that positive behaviour is expected each day. Children in the early years enjoy exploring during purposeful play and become increasingly independent and confident. Pupils enjoy coming to school. Levels of attendance are high.

The school has thought carefully about how to provide for pupils' personal development. Pupils, including those with SEND, enjoy access to a wide range of high-quality clubs and activities. These include eco-club, reading, outdoor art and sports clubs. The curriculum enables pupils to learn about relationships, healthy living and the wider world. Older pupils readily take on leadership roles, including ambassadors in reading, sports and worship.

Members of the governing body are knowledgeable and committed to the school. They are clear about what the school does well and what needs to improve. The school supports staff well in managing their workload and well-being. Staff are very much a team and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not ensured that staff deliver the curriculum consistently well. As a result, some activity choices do not help pupils to develop and deepen their knowledge over time. The school should support staff to implement the curriculum as intended.
- The school has not ensured that staff have the expertise to support pupils who struggle to keep up with the phonics programme. As a result, some pupils do not gain the phonics knowledge that they need quickly enough. The school should ensure that teachers are provided with sufficient training to enable them to overcome gaps in pupils' phonics knowledge.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119523
Local authority	Lancashire
Inspection number	10321369
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair of governing body	Beryl Waddington
Headteacher	Joy Ingram
Website	www.arkholme.lancs.sch.uk
Dates of previous inspection	29 and 30 January 2019, under section 5 of the Education Act 2005.

Information about this school

- The school provides a breakfast- and after-school club for pupils.
- The school does not make use of any alternative provision.
- This Church of England school is in the Diocese of Blackburn. Its last section 48 inspection, for schools of a religious character, was in January 2018. The school is awaiting confirmation from the diocese about its next section 48 inspection.

Information about this inspection

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

- Inspections are point-in-time judgement about the quality of a school's education provision.
- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors conducted deep dives into these subjects: reading, mathematics and geography. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. They listened to pupils from Years 1 to 3 read to a familiar adult.
- Inspectors met with the headteacher, the subject leaders and the teachers.
- An inspector met with members of the governing body, including the chair of governors.
- An inspector spoke with a representative of the local authority.
- Inspectors spoke with pupils about their experiences of school during meetings and around school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also reviewed the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Philip Barlow

Ofsted Inspector

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