



Arnesby Church of England Primary School

Inspection report

Unique Reference Number 120109
LEA Leicestershire

Inspection number 275906
Inspection dates 21 June 2005
Reporting inspector Roger Fry

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Mill Hill Road
School category	Voluntary Controlled		Arnesby
Age range of pupils	4 – 11		Leicester
			Leicestershire
			LE8 5WG
Gender of pupils	Mixed	Telephone number	0116 2478563
Number on roll	54	Fax number	0116 2478563
Appropriate authority	The governing body	Chair of governors	David Hogg
Date of previous inspection	February 1999	Headteacher	Diane Miller

Age group 4 - 11	Published July 2005	Reference no. 275906
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in consultation paper of February 2004. It was carried out with the support and co-operation of Arnesby Primary School and of the local education authority.

The inspection was carried out by an additional inspector supported by one of Her Majesty's Inspectors.

Description of the school

Arnesby is a small primary school serving Arnesby and Shearsby and surrounding villages with 54 pupils on roll. The proportion of pupils known to be entitled to a free school meal is well below the national average. The proportion of pupils with learning difficulties is below average. Very few pupils are from minority ethnic groups and all are fluent in English. When the children join the Reception class, their skills and knowledge are generally average for their age, but above average in English. The headteacher has been in post for just less than a year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Arnesby Church of England Primary School provides a good education for its pupils, a view shared by the school, parents and pupils. The school has improved well since the last inspection, mainly because better teaching has led to higher standards. The headteacher and staff work well together and have a clear and accurate view of the school's strengths and how it can improve. The school is well led and managed and has the capacity to make the improvements needed. It gives good value for money.

The children make a good start in Reception and, because the teaching is good, they achieve well throughout the school. The school looks after its pupils very well and helps them to become thoughtful and helpful young citizens. Pupils enjoy school; their behaviour and attitudes are very good and the school's attendance rate is excellent.

Grade: 2

What the school should do to improve further

- check pupils' rate of progress more accurately
- ensure that the work set for higher attaining pupils consistently matches their abilities
- raise standards in mathematics and science to equal those in English.

Achievement and standards

Pupils achieve well throughout the school and reach the challenging targets set for them. This judgement is more favourable than the school's own evaluation that achievement is satisfactory. Standards are rising. Boys and girls do equally well and those with special educational needs make good progress.

Children join Reception with broadly average knowledge and skills in most aspects of their work, but their reading and social skills are above average. Children make good progress and reach the national targets for their age by the beginning of Year 1, and some children exceed these standards.

The results of national tests vary considerably from one year to another. This variation is to be expected because the numbers of pupils in each year are small, but over time standards are above average. This year, Year 2 pupils are reaching standards above average for their age, but Year 6 pupils' standards are average.

Standards in English are a major strength of the school and for the past four years have been very high in Year 6. Standards in mathematics and science over the same period have varied between average and well above average, but they are not as good as in English because the teaching was not as good.

Grade: 2

Personal development and well-being

The school evaluates pupils' personal development as good but the inspectors judge it as outstanding.

The school fulfils its stated ambition to create a secure and stimulating atmosphere in which pupils develop self-respect and respect for others. Pupils enjoy school very much; their attendance is outstandingly good and their behaviour and attitudes are very good. The pupils' spiritual, moral and social development is good, although their awareness of other cultures could be better. The school fosters a keen awareness of healthy lifestyles.

Pupils have positive attitudes to physical education and take part in fundraising events. Pupils have good opportunities to take initiative, for example, in the school council. The school is at the heart of its village community and regularly hosts events such as concerts and fetes. Pupils make a very good contribution to the community. Pupils' business skills are developing very well through taking part in mini-business activities.

Grade: 1

Quality of provision

Teaching and learning

The school correctly judges the teaching and learning as good overall. Pupils are enthusiastic learners; they work hard and make good progress. Relationships are good and classrooms are interesting and enjoyable places for learning.

All pupils receive much individual attention and those with special educational needs especially benefit from this and make good progress which shows in the school's test results. Parents appreciate the effectiveness of the teaching and praise the teachers' hard work and dedication. In all lessons observed, the teaching was good and pupils were busily engaged in their work.

Teachers have particular expertise in the teaching of English. Teachers also make good use of practical equipment help pupils learn, for example, in mathematics. Despite this, however, the teachers tend to rely too heavily on published materials for the work in mathematics. In both mathematics and science, pupils' work is not marked with the same degree of thoroughness as in English. These factors account for the differences in standards between the subjects.

The teachers need to monitor their pupils' progress more closely. This is necessary, for example, to ensure that the work set for pupils of different abilities is at the right level, especially for the higher attaining pupils. The school is aware of the problem and has begun to tackle it.

Grade: 2

Curriculum and other activities

The inspection team agrees with the school that the curriculum is good. The curriculum meets statutory requirements and the provision for literacy is very good. There is a good range of clubs for pupils to join, including sports and arts activities. Pupils also take part in exciting projects; for example, running mini-businesses in Years 5 and 6. The older pupils have also used computers very effectively to make a multi-media presentation to parents about the village church and the local windmill.

The school prepares pupils well for the future and puts a great emphasis on pupils' safety and health education.

Grade: 2

Care, guidance and support

The school evaluates its care, support and guidance for pupils as good. However, the inspectors judged the provision as outstanding. Several parents gave the caring and supportive atmosphere as a main reason for choosing to send their children to Arnesby, sometimes from some distance. The very low pupil absence is partly due to the good system the school has to follow any absences.

Pupils work hard to achieve rewards for hard work and good behaviour. Their concerns are taken seriously and teachers and other adults counsel pupils skilfully when they need it. Pupils are well involved in making decisions through the school council. The staff should monitor pupils' progress more thoroughly.

In order to do this, the teachers need to improve their records of what the pupils' achieve throughout the school and they have begun to do this.

Grade: 1

Leadership and management

Inspectors agree with the school that it is well run. Despite some underestimation in its self-evaluation before the inspection, the leadership actually knows the school's strengths and weaknesses well and this is one of its main strengths. The school has a good capacity to make further improvement.

The headteacher has done well over the past 12 months to improve the school. Morale is high and teamwork good. The headteacher has high expectations and all staff are working together to improve the school. Pupils feel very well included in all the school does and all are valued and treated fairly and equally. Although teaching is improving, certain staff recognise that they would benefit from further professional training in mathematics.

Following her appointment, the headteacher quickly made a number of changes to benefit pupils, for example, a considerable improvement in the provision for information and communication technology (ICT). There are now 10 laptop computers for pupils. Action has been taken more recently to fill gaps in Year 5 and Year 6 pupils' knowledge in science. Action has also been taken to improve teaching in Years 1 and 2, which has led to higher standards.

The school's governance is good. The chair of governors provides well-informed support and leads the governing body well. The governors' agenda centres on raising standards. The accommodation has improved. The school's leadership is aware of the shortcomings in resources for mathematics and science lessons.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	N/A
Education for all learners aged 14-19 provides an understanding of employment and the economy.	N/A

Alexandra House T 0207 421 6800
33 Kingsway F 0207 421 6707
London WC2B 6SE www.ofsted.gov.uk



Arnesby Church of England Primary School
Mill Hill Road
Arnesby
Leicestershire
LE8 5WG

22 June 2005

Dear Pupils,

We enjoyed our visit to your school. You made us very welcome. A special thanks to those who talked with us about life in school.

We noticed the following:

- You told us that you enjoy going to school every day. Your attendance is outstandingly good and on the day of the inspection everyone was at school. We can see why you are very proud of your school. It is at the heart of the village community.
- The work in English in Years 5 and 6 has been very good over the last four years.
- You behave very well and have very good attitudes to work. You make good progress in lessons.
- Your teachers make lessons interesting, they care for you and you respond by working hard and helping with community events.

There are three things the school needs to do to help it improve further:

- We would like your teachers to continue to collect information about your progress.
- We would like the teachers to plan lessons that are matched even better to your individual abilities.
- We would also like your teachers to raise your standards of work in mathematics and science to equal those you are reaching in English.

Thank you,

Roger Fry
(Lead Inspector)