



# Arno Vale Junior School

## Inspection Report

**Unique Reference Number** 122509  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 295428  
**Inspection dates** 15–16 February 2007  
**Reporting inspector** David Speakman

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Junior	<b>School address</b>	Saville Road
<b>School category</b>	Community		Woodthorpe
<b>Age range of pupils</b>	7–11		Nottingham NG5 4JF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 9536400
<b>Number on roll (school)</b>	243	<b>Fax number</b>	0115 9536406
<b>Appropriate authority</b>	The local authority	<b>Headteacher</b>	Mr C Blount
<b>Date of previous school inspection</b>	9 February 2006		

<b>Age group</b> 7–11	<b>Inspection dates</b> 15–16 February 2007	<b>Inspection number</b> 295428
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## Introduction

The inspection was carried out by two Additional Inspectors

## Description of the school

This is an average sized junior school serving an area on the northern boundary of Nottingham city. About a quarter of pupils come from out of the immediate catchment area, with about 10 per cent coming from the city. Pupils generally come from advantaged backgrounds; the proportion of pupils entitled to claim a free school meal is well below average. The number of pupils from minority ethnic backgrounds is about average but none are at the early stages of learning English. A below average proportion of pupils has learning difficulties or disabilities and none have a statement of special educational needs. Attainment on entry to Year 3 is above average. The school has gained the Healthy School's Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

When the school was inspected in February 2006 it was served with a notice to improve. This was because there were weaknesses in the leadership and management, in pupils' achievement and therefore in the overall effectiveness of the school. These were all judged to be inadequate. The school has worked hard since the previous inspection and there has been significant improvement in these key areas. Achievement is now satisfactory and standards are consequently improving. There is a new deputy headteacher and a new senior leadership team has been created which has worked effectively to secure improvement. The inspection outcomes agree with the school that its effectiveness is satisfactory. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. It provides satisfactory value for money.

By the end of Year 6 attainment is above average. In 2006, standards in mathematics and science were well above average and have improved since 2005. Although still above average, standards in English were not as high as in mathematics and science. This was due to standards in writing and the proportion of pupils reaching the higher level was not as high as in mathematics and science. Pupils' personal development is good. They behave well in class and around school and they feel secure whilst in school. This helps them enjoy school and their attendance is excellent. They willingly engage in activities to stay fit and healthy, and contribute well to the school, local and wider communities. They are prepared well for the next stages of their education.

The quality of education provided by the school is satisfactory. The quality of teaching and the curriculum are satisfactory. There is some variation in the quality of teaching across the school and in aspects such as the marking of pupils' work and the involvement of pupils in lessons. Overall, the level of care, guidance and support pupils receive is good. Pastoral care is good. The school has come a long way in introducing systems to monitor pupils' academic progress and this is now satisfactory and helping to improve achievement. The school is aware that they still need to improve marking of pupils' work and to make targets easier for pupils to understand.

Leadership and management have improved and all aspects are satisfactory. After the last inspection, the school replaced its three-year school improvement plan with a short-term action plan designed to meet the issues from the report and to secure improvement in these areas. This has been achieved and now the school is left without a current long-term improvement plan which clearly documents planning for the future and reflects the direction set for further improvement by the senior leadership team and governing body.

### What the school should do to improve further

- Improve achievement in writing, particularly for the higher attaining pupils, to raise standards in English so they match those in mathematics and science.
- Rigorously monitor teaching to ensure that teaching and learning in each class is at least good.

- Re-introduce the long-term school improvement plan and include detailed action plans.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and has improved since the previous inspection, when it was judged to be inadequate. The results of tests held at the end of Year 6 in 2005 and 2006 show that achievement was significantly lower than could be reasonably expected. The senior leadership team and the governing body have worked hard to change the way they evaluate the school's performance and now focus on achievement rather than on above average standards. They have developed and implemented rigorous monitoring of pupils' achievement from the above average starting point. School assessment data now shows an improving situation and confidently predicts improved standards and therefore better achievement, which is now satisfactory for all groups of pupils across all year groups. There still remains an issue with standards in writing, particularly for the pupils capable of higher attainment.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well being are good. Their spiritual, moral, social and cultural development is good. Pupils greatly enjoy school and are proud of their many achievements, particularly sporting successes. Attendance is excellent. Behaviour is good, and the playground 'squaddies' ensure that minor disagreements are soon resolved amicably. Pupils say they feel 'very safe' in school. They claim there is no bullying and that pupils of all backgrounds get along well together. The school has strengthened its provision for pupils' cultural development and has suitable plans to extend this across all subjects. Significant fund-raising successes give pupils great satisfaction and are well organised by the influential school council. Good opportunities to take responsibilities, work and play in teams, and high standards in basic skills prepare pupils well for their next school and ultimately for their future working lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The impact of teaching on achievement is satisfactory. Although much good teaching was seen during the inspection, there is some inconsistency in practice. The involvement of pupils varies; some teachers talk for too long and lose the interest of pupils, whilst others involve pupils throughout by using questioning effectively. The quality of marking of pupils' work is generally well-developed in Literacy but in other subjects and in some classes it does not uniformly identify good work or advise where improvement is needed. Planning of lessons has improved significantly over the last

year and because teachers plan together, pupils of the same age in different classes experience very similar learning opportunities. The objectives of each lesson and measures by which pupils can assess their own and others' learning are clearly and commonly shared, so pupils know how well they are doing. Behaviour is managed effectively; classrooms are stimulating with well-displayed work, all contributing to an effective learning environment. Teaching assistants are effective with the target groups to which they are assigned, providing skilful levels of support for these pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory because it meets requirements and is enriched effectively by a range of additional activities. There is a good range of physical activities, including sports teams that experience considerable success, but the school provides few visits and some parents and pupils would like to see more of these. Visitors help to bring learning to life, and, for example, help provide an awareness of different religious customs and beliefs. There are suitable opportunities for pupils who are gifted and talented, including instrumental tuition and focused workshops in sport and music at a linked secondary school. A good programme of personal and social education enables pupils to acquire a thorough understanding of relationships, personal safety and healthy lifestyles. The school recognises that the next step is to extend the use of information and communication technology (ICT) across all subjects and to explore the development of cross-curricular links, particularly between Literacy and other subjects. Pupils with learning difficulties and disabilities are adequately supported by having individual education plans. However, the evaluations of these do not always make it clear whether targets have been reached.

## **Care, guidance and support**

### **Grade: 2**

Parents and pupils alike appreciate the good pastoral care. Pupils are secure in the knowledge that they always have someone to turn to in school if they need help. New pupils are helped to settle quickly and there are good arrangements to support Year 6 pupils preparing to move on to secondary school. Pupils have a voice through the school council and this listens and acts on their suggestions. There are many opportunities for pupils to take responsibilities in school, contribute to the wider community and develop teamwork skills. The school has strengthened its arrangements for assessment by introducing a robust system for checking that pupils are making the progress expected of them and providing suitable support for those who are not. All pupils now know what they need to do to improve because they have targets and these are shared with parents. Almost all parents feel that they can help their children at home, but a few find targets difficult to understand because they include educational jargon.

## **Leadership and management**

### **Grade: 3**

All aspects of leadership and management have improved since the previous inspection and are now satisfactory. The creation of a new senior leadership team, consisting of the headteacher, the new deputy headteacher and subject leaders for English and mathematics, has been central in securing improvement in the last year. They set a clear direction for improvement where there were identified weaknesses and successfully improved these areas. However, there is no long-term plan for improvement in the form of a school improvement plan, detailing how the school is to move forward from this point. School self-evaluation and monitoring performance is satisfactory, but there are still some inconsistencies in practice which more rigorous monitoring, particularly of teaching, should identify. The governors have improved significantly and their impact on school improvement is now satisfactory. They are perceived by the school to be 'key players' in school improvement and are now more challenging and questioning.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

19 February 2007

Dear Pupils

Arno Vale Junior School, Saville Road, Woodthorpe, Nottingham. NG5 4JF

Thank you very much for making us welcome in your school and classrooms when we visited you recently. We enjoyed talking to you and finding out how you are all doing. We found that your school has improved since the last inspection a year ago and you have played an important part in this improvement. You have good attitudes to learning and behave well in school and this means that your teachers and the governors have been able to get on with improving the school.

It is clear that you enjoy school and that you all get on well together. The school council members and the 'squaddies' help the school run smoothly and make sure that that your opinions and views are considered to be important and listened to. There have been important improvements in the way that teachers keep a close eye on your work and progress. You are now making better progress in your lessons. We were impressed by the way you all take part in looking at other pupils' work and help each other decide how well you are all doing.

Although things have improved a lot this last year, there is still further to go and you can all play your part by continuing to cooperate with your teachers. We have asked Mr Blount, the teachers and the governors to look at:

- helping you to improve your writing, particularly those of you capable of reaching higher standards, so that test results in English are as good as in mathematics and science
- making sure that teaching is good in all classes
- planning for the school to improve even further in the future.

We wish you all well.

David Speakman

Lead inspector