

Arnesby Church of England Primary School

Inspection report

Unique Reference Number	120109
Local Authority	Leicestershire
Inspection number	313521
Inspection date	2 October 2008
Reporting inspector	Frances Gillam

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	50
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Kim Hall
Headteacher	Diane Miller
Date of previous school inspection	21 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mill Hill Road Arnesby Leicester LE8 5WG
Telephone number	01162 478563
Fax number	01162 478563

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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

the progress made by boys compared with girls

the progress made by pupils in mathematics

the impact of leadership and management on driving and sustaining improvement.

Description of the school

Almost all pupils who attend this smaller than average sized primary school come from a White British background. The proportion of pupils eligible for a free school meal is well below the national average. Children in the Early Years Foundation Stage (EYFS) are taught in a dedicated area within the infant classroom with older pupils in Years 1 and 2. The school is part of a federation. The headteacher shares equally her leadership and management time between both schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Arnesby Church of England Primary is a good school. Pupils of all abilities thrive and achieve well in its friendly and caring environment. Pupils soon grow in confidence and make outstanding progress in their personal development and well-being. Pupils say that the high level of care they receive and the way staff treat them fairly are key reasons why they like coming to school. Staff recognise and value pupils' efforts and these features help to establish strong and positive relationships. These relationships and the pupils' exemplary behaviour support the calm and well-ordered atmosphere in classes. Good provision in the EYFS and good teaching in each class enable pupils to progress well in their work and to reach above average standards by Year 6. There is no difference between the progress of boys and girls. Learning support assistants play an important role in supporting the small number of pupils who need extra help with their learning. Their timely interventions and sensitive support enable these pupils to play a full part in lessons and to make good progress in their work. Teachers make very good use of interactive whiteboards to complement their teaching. This visual stimulus keeps the pupils engaged and extends their learning successfully. Many pupils commented positively on the mini-enterprise projects the school provides. These give pupils an extremely good understanding of the world of work and, together with the pupils' strong personal skills and their well-developed skills in literacy and numeracy, they provide a very successful springboard for pupils' future learning. The school's good self-evaluation processes provide governors and staff with a clear idea of the school's effectiveness. This enables senior leaders and managers to identify the correct priorities for improvement. The action taken is usually successful. Pupils continue to do very well in English and their achievements have improved in science. These features show that leadership and management are good and that the school has a good capacity to improve further. Pupils express particular enjoyment for their lessons in literacy and science. In these subjects, they have many useful opportunities to discuss their work and to work together to solve problems. Pupils appreciate the challenges this provides and the chances they have to develop their ideas and to learn from one another. They appreciate especially the activities that enable them to investigate information and to try things out for themselves. However, senior leaders acknowledge that improvement in mathematics has been relatively slower. The features outlined above are not as strong in mathematics and, as a result, pupils' learning is not always as good or enjoyable as it could be.

Pupils' strong sense of the difference between right and wrong and their very good understanding of how they should treat each other reflect in the high levels of care, consideration and empathy that they have for others. Pupils make an excellent contribution to the community. Pupils give willingly of their time to provide coffee mornings for the elderly and to take part in church and local community events. These activities forge strong links with the church and people living locally, and give pupils a strong sense of the part they can play in making the world a better place to be. The good curriculum promotes aspects of pupils' personal development very well. Pupils have a very clear understanding of what constitutes a healthy lifestyle. They use this understanding very well and this enables them to make sensible choices about their diet and the way they live their lives. Participation rates in sporting events are high because pupils fully understand the importance of exercise in keeping fit and because they thoroughly enjoy the physical activity.

Good care, guidance and support provide a secure foundation for the successful development of pupils' personal and academic skills. Parents are right to have confidence that the school

will care very well for their children. Safeguarding procedures are robust and staff do a very good job of reminding pupils how to keep safe and stay healthy. Pupils act very sensibly in and around the school and with due attention to the safety of others. These are key reasons why pupils declare they feel safe and free from harm. Pupils say there is always someone on the staff that they can go to with any worries or concerns, and pupils feel that staff deal with any problems promptly and fairly.

Pupils make good use of the targets they have to help them improve their work and, together with teachers' marking, they provide clear pointers for improvement. Staff keep careful track of pupils' achievements. They have a good understanding of how well individual pupils are doing and devote careful attention to meeting their needs. Tracking the progress of different groups of pupils is developing and is placing the school in a firmer position than previously, for example, to note any variation in the performance of girls and boys. Staff in the EYFS are responding positively to the new arrangements for children in this age range. However, their observations when children first start school are not always frequent or detailed enough to determine precisely children's starting points in creative and physical development and in their knowledge and understanding of the world. This means that in these areas, children do not always get off to a quick start with their learning.

Generally, parents are very pleased with the school but a small number of parents feel that sometimes they find out about things when it is too late for them to comment, for example on the recent changes to the school uniform. The headteacher and governors acknowledge that in a small number of instances communication between the school and parents could have been better.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's attainment on entry to the Reception Year is broadly average. From this starting point, children achieve well. Staff build successfully on children's personal skills and the children soon become confident, independent learners. The warm and caring atmosphere and the attention the children receive help them to settle quickly and to become familiar with the classroom routines. Relationships are friendly, but respectful, and the children work hard. Staff pay due care and consideration to the children's personal needs and this helps to make children feel safe and free from harm. The lively and stimulating range of activities on offer, in and out of doors, encourages children to explore and investigate; the children do this enthusiastically! The EYFS leader acknowledges that observations of children's achievements, particularly in the creative and physical areas of learning and in the children's knowledge and understanding of the world, are not always regular or detailed enough to provide a really secure platform on which to build future learning. This means that the children do not always make such a positive start in these areas of learning as they do in others. Policies, records and procedures comply with statutory requirements and the leader of the EYFS has the necessary capacity to support and work with her colleague to improve the assessment arrangements.

What the school should do to improve further

- Improve the opportunities in mathematics for pupils to discuss their work, to work together and to solve problems, so that the challenge and the enjoyment they have in their learning increases.

- Improve the way children's achievements in the EYFS are observed and recorded, so that staff have more regular and detailed information to enable them to plan the next steps in children's learning more effectively.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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?	2

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Children

Inspection of Arnesby Church of England Primary School, Arnesby LE8 5WG

Thank you for making the inspection team so welcome when we visited your school recently. We enjoyed meeting you and seeing all the interesting things you were doing.

Your school gives you a good education. Your teachers and the people in charge of your school do a good job. This enables you to achieve well and to reach above average standards by Year 6.

Here are some of the particularly good things we found out about your school.

- You are very good at looking out for yourselves and others. This makes your school a safe and happy place to be.
- You behave extremely well because you know how important it is to be kind and respectful to others.
- You have an excellent understanding of how to stay fit and healthy. You make very good use of the sporting activities your school provides, because you know the importance of exercise in keeping fit.
- You are very well cared for and this makes you feel safe and secure in school.
- Mini-enterprise projects are helping you to gain a really good understanding of the world of work.
- You are keen to help others less fortunate than you are and you support your school and your local community extremely well.

We have asked the people in charge and your teachers to work together on two things to help you speed up your learning.

- Make sure that in mathematics your teachers increase the opportunities for you to talk about your work, and for you to work together and solve problems.
- Help children in the Reception Year make an even better start to school.

You can all help by keeping up the good work!

Yours sincerely

Fran Gillam Lead inspector