

Arnold View Primary School

Inspection report

Unique Reference Number	131642
Local Authority	Nottinghamshire
Inspection number	328629
Inspection dates	24–25 June 2009
Reporting inspector	Marianne Harris

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	287
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	Mr P Key
Headteacher	Mrs D Bryant
Date of previous school inspection	22 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Gedling Road Arnold Nottingham NG5 6NW
Telephone number	0115 956 0967
Fax number	01159 561104

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Arnold View Primary School is of above average size, with provision for children in the Early Years Foundation Stage in the Nursery and Reception classes. The number eligible for free school meals is average. Most children are White British, but there are small numbers from a wide range of minority ethnic backgrounds, none of whom are at an early stage of learning English. The proportion of pupils with learning needs is average. Some have significant complex needs, whilst the majority has specific learning difficulties, primarily dyslexia. The proportion of pupils with a statement of special educational needs is above average. The attainment on entry of most children is slightly lower than expected nationally. The school has the Healthy Schools Gold Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Arnold View is a good school where pupils, whatever their abilities, achieve well. Parents are very supportive of the school and agree that their children enjoy learning and are making good progress. Pupils are very enthusiastic and consequently their personal development and well-being are excellent. They have a very good understanding about keeping healthy and safe and know that there is always an adult they can turn to if they have a problem. They are very proud that they have achieved Healthy Schools Gold Award.

Standards at the end of Key Stage 2 have risen in the past few years and are now above average in English, mathematics and science. The proportion of pupils reaching the higher levels has increased recently, and current indications are that about half of the current Year 6 is likely to reach the higher, Level 5, standards. Pupils with specific needs achieve well. They receive good support in class and their needs are met effectively so that they can be fully involved in lessons. Specialist help is often called upon to ensure that all pupils make good progress.

Teaching and learning are good. Teachers' planning is clear and the purpose of each lesson is shared with pupils so that they know what they are going to learn. Lessons are interesting and enjoyable with many themed days to enrich learning. Pupils talk excitedly about the many visits they have and the visitors into school who help learn about many subjects. Some teaching in the school is outstanding, but there have been few opportunities for this excellent practice to be shared within the school. Work is well marked, with many comments to help pupils improve their work. However, there is too much dependence on printed worksheets in some classes and this reduces the opportunities that pupils have to record ideas for themselves.

All staff in the school are committed to ensuring that pupils are safe and extremely well cared for, guided and supported. All systems are robust and parents say that they feel that their children are safe in school. Targets are set for each child so that they know what it is that they are aiming for, and teachers often remind pupils of these.

The school is well led and managed. The headteacher has been most successful in creating a good senior leadership team, which is enthusiastic about improving the school further. Governors support the school effectively and many of them are frequent visitors to the school. The recent improvements, notably the rise in standards, indicate that there is good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to their school life in the Early Years Foundation Stage. Effective leadership and management have resulted in good induction procedures, ensuring that children settle quickly into school and make good progress. By the time they join Year 1 many have reached the levels expected for their age and some have exceeded them. Well-planned lessons in early reading, writing and mathematics skills ensure that children soon become confident in the basic skills. Sessions are planned to include all areas of learning and the outside area is used particularly well. Children are enthusiastic about learning outside and take great pride in the scarecrows they made for the garden. Teachers carry out rigorous assessments of the progress that each child makes. This progress is particularly good in children's personal development because staff have high expectations of children behaving very well, concentrating and playing together in a friendly, polite way. The activities that are planned are a good balance

of those that children choose for themselves and those that adults lead. However, there are a few occasions when pupils sit for too long and begin to get restless. Great emphasis is put on ensuring that all children are extremely well cared for.

What the school should do to improve further

- Share the excellent practice that exists in the school so that teaching is improved further.
- Ensure that there are fewer worksheets for the pupils to complete, so that they have more opportunities to record ideas for themselves.

Achievement and standards

Grade: 2

Standards have risen steadily across the school. Staff had identified that standards by the end of Year 2 had declined recently and successful strategies, such as themed days where pupils write from experience, have been very effective in raising standards in English and mathematics. By the end of Year 2, standards are average and are rising year on year. By the end of Year 6 standards in English, mathematics and science are above average, meaning that pupils have made good progress and achieved well. Pupils with specific needs, including those with complex difficulties, make good progress because their needs are met effectively within the class. Standards in other subjects are also above average, such as in information and communication technology (ICT).

Personal development and well-being

Grade: 1

Pupils' have an excellent understanding of keeping healthy and staying safe. They take on responsibilities very willingly and are keen to share their views of the school. Their behaviour is exemplary. Pupils believe rightly that they have a voice within the school and are very proud of the money they have raised for local and national charities. They celebrate their awards, such as Arnold in Bloom, and speak of their class gardens enthusiastically. They have a thorough understanding of the importance of recycling and speak of the need to conserve energy and not waste resources. Pupils in Year 5 act as Young Leaders and take their responsibilities to organise playground games very seriously. Attendance is above average. Pupils report that they enjoy learning and that lessons are interesting, especially those that happen on special themed days. Pupils across the school have very mature attitudes to their work. Many are beginning to assess their own and others' work confidently. They listen to suggestions and act upon them to improve their work. This sensible attitude and the good progress they make in basic skills means that they are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Much has been done to improve teaching so that it is more consistent across the school. Teachers usually explain the purpose of each lesson clearly and make sure that pupils understand what it is they are learning about, and what they should achieve at the end of each lesson. Teaching assistants are skilful at supporting pupils with needs so that they can have full access to the lessons. Effective use is made of 'talk partners', where pupils discuss their ideas with a partner before they share their views with the rest of the class. However, there are times when there

is too much reliance on printed worksheets and this limits the opportunities that pupils have to record and write for themselves. Planning is good and identifies which pupils may need extra support, whilst providing challenge for the more able pupils so that they do not find their work too easy.

Curriculum and other activities

Grade: 2

Pupils are excited by learning because the curriculum is effectively planned to appeal to the range of pupils within the school. Special days and weeks, such as eco week and science days, make learning interesting and relevant. The visit from an Olympic athlete engaged pupils from the Early Years Foundation Stage to Year 6. Visits and visitors have a significant impact on pupils' personal development, as pupils work together and discuss what they have seen and heard. Many parents commented on the range of clubs that not only cover sport and music, but provide art and gardening opportunities for pupils of all ages. The school has worked on linking subjects together so that lessons in ICT are used to teach mathematical ideas effectively. Staff acknowledge that there is more work to be done in this area.

Care, guidance and support

Grade: 1

Pupils benefit from a caring staff, safe environment and robust systems that ensure every step is taken to ensure that their well-being is promoted. Child protection procedures are robust and all staff are trained regularly. Academic targets are set for each child and teachers remind their classes about what they are aiming for. Work in books is marked rigorously so that pupils are encouraged, alongside receiving points for improvement. Attendance is monitored thoroughly and outside agencies are used to follow up families who are finding it difficult to get their children to school. Other outside agencies are used effectively to support pupils with particular needs and targets are set so that these pupils can achieve well. Parents believe that their children are very well looked after and that they become mature young people.

Leadership and management

Grade: 2

The headteacher has been very successful in creating a senior leadership team that is committed to improving the school further. Subject leaders have a good understanding about standards in their subjects, but have had few opportunities to ensure that the excellent practice that exists in the school is shared with other teachers. There has been good improvement since the last inspection, with standards rising, more able pupils being challenged and handwriting improving. Much emphasis has been put on presentation so that the very best is displayed for all to see. The governors are very involved in the life of the school and see it as being at the heart of the local community. They have successfully promoted community cohesion, both locally, where pupils participate in a variety of local events, such as the Arnold Hill Parliament, nationally and globally. Pupils benefit from a working relationship with a school in Finland, and learn about multi-cultural Britain through visits and visitors into school.

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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?	2
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	1
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	2

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 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

3 July 2009

Dear Pupils

Inspection of Arnold View Primary School, Arnold, NG5 6NW

Thank you very much for welcoming us into your school recently. I am now writing to let you know what we found out.

We spoke to many of you who told us that school is very enjoyable and a good place to be. We agree with you. Your behaviour is most impressive and you get along together extremely well. Your gardens are beautiful and there has been a lot of hard work making them so colourful. Your parents think that you make good progress and we agree. This is because the teaching is good. We have asked your teachers to share some of the excellent things that happen in some lessons so that all of you can benefit from really exciting lessons. We have also asked Mrs. Bryant to make sure that there are fewer worksheets for you to complete so that you have the opportunity to write for yourselves.

Thank you for telling us about your good curriculum. You really enjoyed the visit from an Olympian. Many of you mentioned the other themed days you have and it is impressive how much you know about being eco-aware. I would particularly like to thank the children who spent a long time explaining their 'e-learning' to me. It was most interesting and I would have liked to spend more time exploring the program.

All of the adults in the school take every step to make sure that you are extremely well cared for. Your teachers give you many ideas on how to improve your work and we know that you will listen to them.

Thank you, once again, for your help. We wish you all the best in the future.

Yours faithfully,

Marianne Harris

Lead inspector