

Selston High School

Chapel Road, Selston, Nottingham, NG16 6BW

Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The large majority of teaching is good and some is outstanding. This is having a positive impact on the attainment and progress of students.
- Students make good progress throughout the school, and in a range of subjects including English, mathematics and science.
- Students say they feel very safe in the school and are extremely well cared for. Most parents support this view and say their children enjoy being at the school.
- Students are respectful to each other, their teachers and other adults at the school. The behaviour of students is good and attitudes to learning are very positive. Many show enthusiasm in their lessons.
- Attendance is above the national average and is continuing to rise this year. Punctuality to school and to lessons is good.
- The curriculum is now better planned to provide the courses students need, and it prepares them well for the next stage of their education. All students who left Year 11 last year went on into education or employment.
- The school provides a rich programme of extra activities. This greatly helps the students to develop good social skills and moral, spiritual and cultural understanding.
- Senior leaders make accurate judgements and they are successfully improving both teaching and students' achievement. Governors are effective.

It is not yet an outstanding school because

- Though achievement in modern foreign languages and humanities is rising, it is not yet good.
- Subject leaders do not all take enough responsibility for improving their subjects.

Information about this inspection

- Inspectors observed teaching and learning in 35 lessons, of which nine were joint observations with senior leaders. In addition, they made a number of shorter visits to lessons and tutorial sessions.
- Inspectors held meetings with the headteacher, the school’s leaders and managers, and groups of staff.
- Members of the inspection team held meetings with three groups of students, representing all age groups in the school. Discussions also took place with students informally.
- A meeting was held with the Chair and other members of the Governing Body. Conversations were also held with a representative of the local authority and an education consultant who has been working closely with the school.
- The inspection team observed the school’s work and scrutinised documents, including the school’s own evaluation of how well it is doing, the school improvement plan and statistical information about students’ achievement, attendance and exclusions.
- There were 82 responses to the online questionnaire (Parent View) and 48 responses to the staff questionnaires. Additional comments were received from parents, and consideration was given to the views expressed by families in response to the school’s own surveys completed by 215 parents, and by all students on roll in 2012 and 2013 and approximately half of the Year 7 students who joined the school in September 2013.

Inspection team

Robert Ridout, Lead inspector	Additional Inspector
Sean McClafferty	Additional Inspector
Rosemarie McCarthy	Additional Inspector
Anne McAvan	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized secondary school.
- Over 95% of the students are from White British, Irish or other White or mixed White backgrounds. The proportion from minority ethnic groups is well below the national average.
- The proportion of students eligible for the pupil premium is typical for the average school in England. The pupil premium is additional funding given to the school for students who are known to be eligible for free school meals, children who are looked after by the local authority, and those with a parent in the armed services.
- The proportion of disabled students or those who have special educational needs supported by school action is above that of other secondary schools. The proportion of students supported by school action plus or with a statement of special educational needs is below average.
- A very small number of students are enrolled on alternative programmes operated by a range of providers including the Beckhampton School in Nottingham, Real Education, Buxton Enterprise, Vision at the West Nottinghamshire College, Education Well-being, Right Track, and the Burrows Berrywoods Hospital in Northamptonshire.
- The school has recently appointed new subject leaders for modern foreign languages, humanities and science.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Ensure that all leaders take full and effective responsibility for leading the improvements needed within their subjects, especially in humanities and modern foreign languages.

Inspection judgements

The achievement of pupils

is good

- Students' attainment on entry to the school in Year 7 is slightly below average. Over recent years, the proportion of students' achieving five or more GCSE passes at A* to C including English and mathematics has risen from 53% in 2010 to 58% in 2013 and is now broadly in line with the national average.
- Effective action taken by the school to raise levels of attainment, combined with improvements in the quality of teaching, have secured better results in both 2012 and 2013. Results show that the progress made by students has improved and school data shows that current students, especially the more able, are on track to maintain this higher level of achievement in the future.
- Over the last two years, the proportion of students making expected progress and the proportion making more than expected progress in mathematics have been consistently above the national average. This was not the case in English in 2012, but results rose in 2013 when over 40% of students made better than expected progress.
- Lesson observations and scrutiny of work confirm that current students are making good progress across a range of subjects, including English, mathematics and science. However, whilst achievement is improving in humanities and modern foreign languages, it is not yet good.
- Students make good progress in BTEC vocational courses, and an above-average proportion achieve merits and distinctions.
- In the past, students have been entered early for examinations. This has prevented them from achieving the best grade of which they are capable in both humanities and modern foreign languages.
- Those students who are educated off site have their needs met effectively and achieve as well as their peers.
- Careful tracking of all groups of students, including the small numbers from minority ethnic groups, ensures that they achieve as well as other students. The result is that the school is effective in promoting equal opportunities.
- Disabled students and those who have special educational needs make good progress. Those who arrive with weak reading and writing skills make rapid gains in their learning as a result of a drive to improve these skills. Some of the weakest students make outstanding progress when supported through specially designed support programmes designed to help them improve.
- The Year 7 'catch-up' funding is having a good impact. Students receive additional support and are making at least half as much progress again as their peers in the school.
- The school uses funding from the pupil premium to provide additional support in the classroom and special courses to boost eligible students' progress. The difference in standards between those eligible for the pupil premium and other students has significantly narrowed in English and was about half a GCSE grade in 2013. In contrast, similar students in mathematics did not make the same accelerated progress, and lagged others by over a grade. Home tuition is now being provided for this group of students and the gap is now closing in both subjects. Current Year 11 students have narrowed the gap in both English and mathematics. In lessons observed during

the inspection, students supported by the pupil premium made progress that was equal to that of all other students.

- A strong culture of reading for pleasure has developed in the school. Students are encouraged to read quietly in tutor time. As a result, students appear confident when asked to read out loud as part of a lesson.
- The vast majority of parents who responded to the online questionnaire or the school's own survey are very satisfied with the improved progress their children are making.

The quality of teaching is good

- The quality of teaching over time is good and the school's data shows there is an increasing proportion that is outstanding, across a range of subjects. In eight out of 10 lessons observed during the inspection, teaching was good or better. This matched the school's views exactly. Teaching is not as consistently strong, however, in modern foreign languages or humanities.
- As a result of more accurate monitoring and evaluation by leaders in most subjects, teaching quality has improved as teachers work better together to improve their skills and to share best classroom practice. When they work together, teachers now observe and prompt each other during lessons on how or what to do next to help students to learn more effectively.
- Teachers usually set high expectations for students and provide challenging work that students find interesting and engaging, including the more able. There are strong and positive relationships between students and the adults who work with them.
- Students are keen to learn and there is a good work atmosphere in classrooms. Mutual respect features strongly. Students persevere with their work. The use of displays of words helped students to learn subject-specific vocabulary and improve their spelling in some lessons seen during the inspection. There is a clear focus on supporting literacy across all subjects as all teachers work to a common set of literacy targets.
- Where teaching was good or better, teachers planned their lessons well to ensure that students of all abilities were well challenged. For example, they sometimes provided helpful, annotated seating plans that outlined very specifically what particular students needed to do to achieve their very best. As a result, all adults working in the classroom knew how to support students of all abilities to achieve well and make good or better progress.
- Teaching assistants provide good-quality support to students of all abilities as a result of the good collaborative work that goes in to the preparation and delivery of the lessons.
- In some lessons, carefully planned group challenges made sure that students enjoyed working together without direct adult input, and came up with original and creative ideas. They brainstormed and planned together, and then displayed their conclusions for others to learn from. Students say they value the chance to try out new things and work on real-life problems together as it helps them learn, encourages them to support each other and helps them to develop their social skills.
- Teachers question students well and, where appropriate, insist that students answer in full sentences. Students' answers are tested and they are encouraged by the teacher to think more deeply about their responses.

- Most teachers give students good feedback and high-quality marking. Feedback and marking in books are generally helpful and tell students what to do next to improve. Students regularly use a purple or green pen to communicate with each other or with their teacher in response to the marking. Homework is set and completed regularly.
- A notable strength of the school is the positive and welcoming learning environment created in most classrooms. Students say they enjoy school. This is a view echoed by the vast majority of parents.

The behaviour and safety of pupils are good

- The behaviour of students is good. Students are extremely polite, well mannered and courteous towards each other and the adults that work with them. There is a high level of mutual respect amongst all staff and students.
- Behaviour in classrooms is good and sometimes outstanding. Students' attitudes to learning are good in most lessons because teachers support, challenge and engage them in relevant activities.
- Students respond quickly to the requests of teachers and they demonstrate good social skills when working in groups in the classroom or when they are moving around the school at lunchtime or break time. Behaviour is especially good where students queue in an orderly fashion in the dining room before sitting to talk with friends.
- Exclusion levels have been high. This is because the school had raised its expectations of the students' behaviour and there was a period of adjustment. Behaviour is still improving and exclusions are less frequent.
- The school's work to keep students safe and secure is good. Students say that bullying is rare and they are confident that, when it does happen, an appropriate adult will deal with it well.
- Students have a good understanding of the different types of bullying and are very clear about the potential dangers of the internet and the use of mobile phones, and how to guard against these risks.
- Students whose circumstances make them especially vulnerable are exceptionally well looked after by the school. After-school clubs, lunchtime events and additional home support all contribute to the safety of these students.
- Attendance has risen because of the actions of the school. Particularly vulnerable students have been targeted and supported to improve their own attendance. Rewards for good attendance have played a key part in the school's strategy for raising attendance levels to above the national average.

The leadership and management are good

- Governors and senior leaders provide good leadership and demonstrate a strong commitment to improving provision at the school. The headteacher is passionate and determined to secure further improvements. His ambition for the school is clear and staff describe it as infectious. The school's decision to rebrand itself as 'Selston High School' has had a very positive impact on its community. Students, staff and parents are clearly proud

of their school.

- Senior leaders work well together. Their methodical and diligent team approach to establish strategies that secure improvements works well, sets an example throughout the school and ensures that staff at all levels are fully involved in driving the school forward.
- School leaders know their school well, assess its performance accurately and have identified the strengths and the next steps needed to raise achievement further. The headteacher and senior team know that the time has come to empower other leaders to take complete responsibility for improving the teaching and the learning in their subjects, so that they can achieve more and fulfil the school's mission, 'inspire success'. Subject leaders have been held to account for their areas of responsibility but some have had to be more closely supported to improve results and carry out the monitoring and support of their staff.
- The quality assurance systems operated by the school are exemplary. Subject and other leaders regularly meet to evaluate progress and to deliver and receive training. Those who have taken the responsibility value their active involvement in school improvement, and many leaders speak very highly of the professional training they receive.
- Teaching is monitored more robustly than at the time of the previous inspection and the views leaders hold about the standards of classroom practice are very accurate. Inspectors agreed with the judgements of school leaders during joint observations.
- Performance management arrangements are robust and judgements are linked to both the quality of teaching and students' achievement. The staff are supported well to help improve their work but leaders show the courage and conviction to appropriately challenge underperformance in teaching. Senior leaders and the governing body ensure that pay progression is clearly linked to performance.
- Targets for improvement are challenging, and training activities focus on ways of improving teaching in order to raise literacy standards and achievement overall. As a consequence, students' progress has accelerated since the last inspection and is now good or better in the large majority of subjects.
- The new curriculum provides good opportunities for students to develop a breadth of skills and talents, which enable them to achieve success that is celebrated across the whole school community. The school's early entry policy in modern foreign languages and humanities has been abandoned but will continue to show its negative impact on results for one more year.
- The school offers a rich and diverse range of extra-curricular activities each week. This provision contributes significantly to the students' good spiritual, moral, social and cultural values.
- The local authority has supported the school well in the past and is currently engaged in work to close the gap in achievement for students eligible for the pupil premium. It recognises that the school is good and is improving, and now adopts a light-touch approach to the support it provides.
- Safeguarding and child protection policies and practices fully meet current requirements. The school manages issues well, including the challenge of the public right of way that is established through the school grounds and which has been a source of concern.

■ **The governance of the school:**

- Members of the governing body are actively involved in ensuring that the school continues to improve. They have a secure knowledge and understanding of data and how well the school is doing. They ask challenging questions of senior leaders about performance in all aspects of the school's work. The governors have good links with the subject teams, and heads of departments are increasingly being held to account for improving the quality of teaching and the raising of achievement of students in their care. Governors have a good understanding of how good the teaching is and the activities which staff are engaged in to raise standards. Falling student numbers have brought increased pressures to the school's finances, which governors are managing well. The well thought-out rebranding of the school has brought about raised expectations and significant improvements in standards. Governors monitor the impact of pupil premium funding closely. Governors oversee performance-appraisal arrangements effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122857
Local authority	Nottinghamshire
Inspection number	425124

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	697
Appropriate authority	The governing body
Chair	Betty Dixon
Headteacher	Kevin Gaiderman
Date of previous school inspection	18 September 2012
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