

# Seely Primary School

Perry Road, Sherwood, Nottingham, NG5 3AE

**Inspection dates** 26–27 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Requires improvement</b> <b>3</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The achievement of the pupils requires improvement. The attainment of the pupils in national tests in 2014 was low and not enough made the expected levels of progress.
- The quality of the teaching is not good enough consistently to ensure securely good progress by the pupils. The teachers do not always make sure that the work they set takes full account of what the pupils know, understand and can do. They do not always use questions and time in lessons effectively enough to speed up the pupils' progress.
- There are not enough opportunities for pupils to develop their speaking skills.
- The early years provision requires improvement. The boys' achievement is notably lower than the girls'. There are not enough opportunities for the children to learn outdoors.
- The school's improvement and action plans do not contain enough information to enable leaders and managers and the governing body to check that the school is making progress quickly enough and whether the progress made is good enough.
- The quality of the records kept by the school about some aspects of its work are not of good enough quality to enable the most-searching analyses and a deep understanding of the quality of that work.

### The school has the following strengths

- The two co-headteachers have worked together very effectively and unstintingly to create a cohesive school community within a short space of time. They have focused sensibly on the appropriate priorities for this newly formed school.
- They have been supported well by an increasingly effective and influential governing body. The work of other leaders and managers is beginning to result in improvements.
- As a result of the efforts of leaders and managers, the quality of teaching is improving and the pupils' achievement is starting to rise.
- The school is very inclusive. Relationships are strong. Pupils from a wide variety of backgrounds and with very diverse needs, sometimes of a very high level, show respect and tolerance towards each other and towards adults. Behaviour is good and pupils feel safe in the school.

## Information about this inspection

- The inspectors observed 20 lessons, including two jointly with the three co-headteachers. They carried out other visits to classrooms to check on the pupils' work and behaviour. They listened to pupils reading and scrutinised examples of their work.
- The inspectors held meetings with leaders and managers, representatives of the governing body and other members of staff. They spoke with a representative of the local authority. They analysed questionnaires completed by 39 members of staff. They spoke with many pupils, in groups, in lessons, and around the school.
- The inspectors checked the 50 responses on Parent View, spoke with parents at the beginning and end of school, and took account of two letters written by parents to the lead inspector.
- The inspectors looked at a range of documentation, including the school's development and action plans, policies, records relating to the support provided by the school to individual pupils, records relating to the pupils' behaviour, the school's information on the pupils' achievement and attendance, safeguarding, and records of the meetings of the governing body.

## Inspection team

Clive Moss, Lead inspector

Her Majesty's Inspector

Malcolm Johnstone

Additional Inspector

Helen Owen

Additional Inspector

## Full report

### Information about this school

- The school opened in September 2013. It was formed from the amalgamation of two previous schools, Seely Infant and Nursery School and Seely Junior School, both of which closed.
- The school is twice as big as the average primary school.
- The proportion of disabled pupils and those with special educational needs is well above average. Some of the pupils have high levels of multiple and profound needs.
- The proportion of pupils eligible for the pupil premium (additional funding from the government for pupils known to be eligible for free school meals or who are looked after) is well above average.
- The proportions of pupils from minority ethnic groups and of pupils whose first language is other than English are well above average. The pupils come from a wide variety of backgrounds.
- Early years provision is part-time in the Nursery and full time in the Foundation classes.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

### What does the school need to do to improve further?

- Improve the quality of teaching by:
  - making better use of information about how well the pupils are doing and making sure that the work they are provided with fits their learning needs, including by checking more carefully on the progress they are making during lessons and adjusting the work accordingly
  - providing clear guidance to pupils during lessons about what specifically they have done well and how to improve their work
  - using time in lessons more effectively so that the pupils are able to complete the work that has been set and to ensure that activities do not go on for too long
  - providing more opportunities for pupils to improve their speaking skills
  - ensuring sufficient attention is given to improving the achievement of boys in the early years
  - providing more opportunities for children to learn outdoors in the early years.
- Increase the effectiveness of leadership and management by:
  - ensuring that development plans are prepared to a high standard, so that it is easy for leaders and managers, including the governing body, to track and evaluate the progress made by the school
  - embedding and developing further the monitoring and checking of the quality of teaching, begun recently by teachers with leadership and management responsibilities, so that consistently good teaching is sustained over time
  - ensuring that there are clear protocols for recording and reporting information about the implementation of the school's policies and in files detailing support provided for individual pupils.

## Inspection judgements

### The leadership and management are good

- The co-headteachers have worked together very effectively to quickly create a cohesive school with a collective sense of purpose. They have, rightly, focused sharply in the first year of the new school's existence on improving the quality of teaching and understand clearly the current strengths and areas requiring improvement. As a result, the quality of teaching, though not currently consistently good, is improving well and beginning to raise the achievement of the pupils. This demonstrates the capacity for sustained improvement.
- The school has made the achievement of disadvantaged pupils one of its top priorities. It has used the pupil premium funding thoughtfully and considered carefully the kinds of activities and opportunities needed to support the pupils who are eligible. It checks how well the pupils are doing, in order to evaluate how effectively the funding has been used.
- The inclusion of all pupils from the diverse backgrounds and wide range of needs represented at the school is central to the school's ethos and values. There is no evidence of any discrimination within the school as shown in the good relationships throughout the school amongst both pupils and staff.
- In addition, the school checks how well different groups of pupils are doing and has ensured that most pupils have equal opportunities to succeed and that there are no significant differences in the progress they make. There has not been enough emphasis, however, on raising the achievement of boys in the early years.
- Members of staff with leadership and management roles have a good understanding of their responsibilities. They are enthusiastic and have approached the more-extensive responsibilities they have been given this academic year with commitment. Although still at an early stage of development, they can show how their actions to improve the quality of the school's work are having a positive effect, for example, on the quality of teaching, the pupils' behaviour and attendance.
- The staff are responding well to the direction provided by leaders and managers. A well-thought-out approach to training and professional development is enabling the teachers to improve their work.
- Some features of leadership and management are less well developed. School improvement and action plans are not written well enough to support the most-rigorous monitoring of the school's progress and so increase the pace of change.
- Also, some of the records kept by the school, for example, in relation to behaviour and the support provided to individual pupils, do not allow information to be scrutinised and analysed easily, so that the school has a deep understanding of all aspects of its work.
- The school enjoys an understandably high level of confidence amongst parents. Nevertheless, it is apparent that a minority does not get the information they require about the progress their children are making.
- The school provides a broad range of well-balanced learning opportunities and experiences for the pupils. It has looked carefully at what it does currently to promote British values and has identified and begun work on relevant areas for improvement, such as how it will educate the pupils about the dangers of radicalisation and extremism.
- There is a good range of activities designed particularly to meet the needs of more-able pupils. The extended range of opportunities they receive is leading to better achievement for these pupils, enabling them, for example, to achieve higher levels in mathematics.
- Much emphasis is given to promoting the pupils' social, moral, spiritual and cultural development, the success of which is reflected in the good-quality relationships. A good example of its work can be seen in a recent whole-school project about the characteristics of good relationships. This included looking at important social issues such as domestic violence. Comments in examples of the pupils' work showed how thought-provoking the project was.
- The school's arrangements for safeguarding meet requirements. The school works well with a broad range of local services and agencies to support the needs of pupils.
- Support from the local authority has been helpful to the school in improving the quality of teaching, particularly within literacy and numeracy. The school has made good use of training opportunities for the staff provided both by the local authority and through its partnership with other local schools.
- The primary schools sports funding has been used appropriately, including buying specialist support for teaching physical education from a local secondary school and for training the staff. The school has not yet undertaken a comprehensive evaluation of the impact of how it has used the funding, but it has, for

example, enabled the school to raise the profile of competitive sports and to be successful in winning an inter-school football competition.

#### ■ **The governance of the school:**

- An external review of governance was carried out recently. As a result, the governing body is increasingly influential on the school's work. Members of staff, particularly those with leadership and management responsibilities, are very aware of the governing body's interest in and scrutiny of their work. The governors are increasingly knowledgeable about the school and are probing and challenging in the questions they put to leaders and managers.
- The governing body has a good understanding of both the current achievement of the pupils and of the quality of teaching. It is helping to set high expectations for the improvement of both. It makes sure that it is informed about these things regularly, including through direct contact with leaders and managers and visits to the school.
- It oversees the way in which the performance of the staff is managed and makes sure that senior leaders tackle areas of underperformance and that pay enhancements are linked to good teaching.

## **The behaviour and safety of pupils are good**

### **Behaviour**

- The behaviour of pupils is good. The staff apply the school's policies for managing behaviour consistently and effectively. The pupils show positive attitudes to learning and take pride in their work, attributes that stand them in good stead for the next stage of their education.
- The school has developed a set of Seely Core Values designed to reflect British values and which promote tolerance, respect and care for each other. Those values are reflected well in the strong relationships throughout the school and the way in which pupils, from all the different backgrounds represented, work together in classrooms and socialise around the school.
- The pupils show respect not only for each other and the staff, but also for the school's premises and equipment.
- The pupils say that some of them do fall out sometimes. They say also that such things are sorted out quickly. Occasionally, they hear name calling, including the use of racist language, but say again that such things are dealt with effectively by the staff.
- Instances of bullying are rare. The pupils did not see bullying as an issue at the school, when asked about it by the inspectors. They say that such things are sorted out effectively, including by the peer mediators, 12 pupils who have been trained to help with managing behaviour and sorting out problems. The peer mediators are also an example of the ways in which the school develops a sense of responsibility amongst the pupils.
- A very small number of pupils behave sometimes in very challenging ways. There have been a small number of short-term exclusions at the school and one permanent exclusion recently.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils from a range of different backgrounds all told the inspectors that they always feel safe at the school and that they are cared for well. Almost all of the parents who responded to the Parent View survey confirmed this and a substantial majority strongly agreed that it was so. The view was echoed in conversations between parents and inspectors and in letters written by parents to the lead inspector.
- All members of staff have been reminded recently of their responsibilities with regard to safeguarding pupils and were able to identify the sorts of factors to which they need be alert. They know to whom they should report any concerns.
- The pupils have a good understanding of how to stay safe in a range of circumstances. For example, they learn and are able to talk about staying safe online, road safety, and the dangers of misusing drugs. They use equipment sensibly and safely, as was seen for example, in the early years and in a Key Stage 1 science lesson that involved a practical activity.
- Attendance at the school currently is above average. The school's strategies to improve attendance have been effective in reducing the number of pupils with a high level of absence.

**The quality of teaching** requires improvement

- The teaching has not yet secured good rates of progress by the pupils. Information about what the pupils know, understand and can do is not used well enough to make sure that they are given work that relates to their current stage of development and learning needs, so that they can make the best progress possible. The teachers' expectations are, occasionally, too high.
- The teachers do not always check carefully enough how much progress the pupils are making in lessons and adjust what happens accordingly. Sometimes, they do not use questions sufficiently to clarify what the pupils understand and then to deepen the pupils' learning. Also, they do not always give the pupils sufficient specific guidance during the course of lessons about what has been done well and how to improve. This restricts the progress the pupils are able to make.
- Time is not always used to best effect in lessons. Sometimes, the pupils are unable to complete the tasks they have been set. On other occasions, activities go on for longer than they need to. Both of these things slow the progress of the pupils.
- Insufficient time and emphasis is given to developing the pupils' speaking skills. The inspectors found good examples of teachers using higher-level vocabulary with the pupils. However, the lack of emphasis to developing speaking results in the low levels of speaking skills, apparent in the early years, persisting through the school, particularly amongst boys.
- Typically, the pupils show interest in their work and engage well with the tasks they are given. They take care with and show pride in their work. The teachers use a wide range of interesting topics, subjects and activities that capture the interest of the pupils and which result in generally good levels of concentration in lessons.
- Some effective teaching of literacy is now leading to better rates of progress by the pupils. Pupils are provided with a variety of opportunities to develop their skills, producing writing for different purposes and in a range of subjects. Vocabulary and sentence structure are developed well.
- Reading is promoted strongly. Projects involving high-profile visitors to the school and activities that have successfully engaged parents, including from families that find it more difficult than others to work with the school, are leading to good attitudes to reading amongst the pupils and to them reading beyond the school day.
- The close support targeted at pupils with particular learning needs helps those pupils to make progress, particularly with aspects of their learning not always concerned directly with their academic performance. It enables these pupils to learn alongside their classmates for much of the time.

**The achievement of pupils** requires improvement

- Many children enter the early years provision with very low levels of skills for their age. In 2014, the attainment of the Year 6 pupils in national tests was low compared with the national averages and, generally, they did not make the progress expected of them. Those results represent, however, only the first year of the school's operation.
- Data held by the school, scrutiny of the pupils' books, and observations in lessons indicate that the pupils' achievement is improving. Standards of attainment are rising and the pupils are making more-secure progress, particularly in literacy. These improvements are reflected in parents' and carers' positive views of the progress their children are now making.
- In 2014, the proportion of disadvantaged pupils in Year 6 making at least the levels of progress expected was lower than for other pupils nationally in reading and in writing particularly. In mathematics, however, a greater proportion of the disadvantaged pupils made at least the levels of progress expected of them than was the case for other pupils nationally.
- The difference in 2014 between the attainment of the Year 6 pupils who were eligible for the pupil premium and the average for all pupils nationally amounted to the pupils at the school being about 1.5 terms behind in reading, writing and mathematics. There was almost no difference in attainment in reading, writing and mathematics between pupils eligible for the pupil premium and other pupils at the school.
- The achievement of more-able pupils is mixed, but here also, improvements are evident. The proportion of Year 2 pupils in 2014 reaching Level 3 or above was well below the national averages in reading and mathematics, but only just below in writing. In Year 6, the proportion of pupils reaching Level 5 or better was low in reading and writing and below average in mathematics. It was just below average in English grammar, punctuation and spelling and an above-average proportion reached Level 6 in mathematics.
- The achievement of disabled pupils and those with special educational needs is similar to that of other

pupils at the school. There is a higher proportion of pupils with profound physical and learning difficulties than is typical for a mainstream school. These pupils and others with special educational needs are provided with intensive support that typically means that they make good progress in relation to their very specific needs.

- In Key Stage 1, the achievement of pupils from minority ethnic backgrounds is mixed. Of the main groups at the school, pupils from Asian, or Asian British backgrounds did better in the national tests in 2014 than the pupils at the school did on average, but pupils from White and Black Caribbean backgrounds did less well. At the end of Key Stage 2, however, all of these groups were above the school average.
- At both key stages, pupils for whom English is an additional language did better in the national tests in 2014 than others at the school.

### The early years provision

### requires improvement

- The staff ensure that the children have experiences that develop all areas of learning. However, the outdoor learning area is not used fully effectively and the Nursery environment is not especially attractive or stimulating for the children.
- The staff make good observational assessments of the children's learning, which generally they use effectively. Nevertheless, the girls make better progress than the boys. In particular, the progress of the boys in reading, writing, and learning to manage their feelings is notably less than the girls'.
- Disabled children and those with special educational needs receive effective support to deal with their particular learning needs.
- The staff responsible for the early years provision have a clear understanding of what is done well and those aspects that need improving. The staff forge good relationships with parents, including with families for whom contact with the school is more difficult. Key workers for each child ensure that all parents have a known point of contact.
- The children settle into the early years well and develop good attitudes to school by the time they enter Key Stage 1. The relationships between the adults and the children are nurturing. Safety and welfare issues are dealt with well. For example, all members of staff have received up-to-date training in paediatric first aid.

## 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

<b>Unique reference number</b>	139430
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	447806

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	521
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Naomi Fearon
<b>Headteacher</b>	Jacqui Newton (Co-headteacher); Sally Pearce (Co-headteacher)
<b>Date of previous school inspection</b>	Not previously inspected
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