

# Seely CofE Primary School

Burntstump Hill, Arnold, Nottingham, NG5 8PQ

**Inspection dates** 4–5 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- The recent improvements made by leaders and governors have not yet brought about good teaching and achievement.
- Over their time in the school, pupils in Upper Key Stage 2 have made only the progress expected of them because of underachievement earlier in their careers. While they have made recent rapid gains, the standards they are achieving are only broadly average.
- The quality of teaching is not consistently good, particularly in Key Stage 2.
- Teachers' marking is not always helpful in guiding pupils to achieve more.
- Teachers' expectations of what pupils can achieve are not high enough, particularly for the most able. As a result, not enough pupils make good progress in writing and mathematics to reach the higher levels in their work.
- In mathematics, pupils do not have enough opportunities to use and apply their knowledge in solving problems. As a result, their progress is restricted.
- Pupils do not have enough opportunities to apply the skills learnt in English lessons to produce longer pieces of writing in their topic work.
- Too many leadership responsibilities are being carried out by the headteacher.

### The school has the following strengths

- The headteacher has set high expectations for pupils and teachers. Through his leadership, the school is recovering well from a period of instability and underachievement.
- Governors support the headteacher well, and are becoming effective in improving the quality of pupils' learning. They are also prepared to challenge the headteacher if they have concerns.
- Parents are supportive of the school, and appreciate the improvements that have taken place.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. As a result, the school is a harmonious community in which pupils are well prepared for life in modern Britain.
- Pupils' behaviour is good. When teaching engages them, they are keen to do their best, and they get on well with each other. They feel safe in school and have a good understanding of how to stay safe in different situations.
- The teaching of phonics (the sounds that letters represent) is effective. Pupils in Key Stage 1 and the Reception class make good progress in these lessons.
- Children enjoy a rich variety of experiences in the Reception class which enable them to make good progress. Effective teaching promotes their basic literacy and numeracy skills.

## Information about this inspection

- The inspector observed teaching in all classes. One observation was carried out jointly with the headteacher.
- A wide range of school documents was taken into account. This included samples of pupils' work, improvement plans, policies, self-evaluation reports, headteacher's reports to governors, monitoring files, documents relating to safeguarding procedures, topic plans and information for families. The inspector considered the information on the school's website.
- A meeting was held with a group of pupils. The inspector also had discussions with senior leaders, teachers and other staff, a group of three governors and a representative from the local authority. He held a telephone conversation with a representative of the diocesan board of education.
- The inspector took account of the 16 responses to the online questionnaire, Parent View, and spoke informally to parents in the playground.
- The views of the eight members of staff who completed the staff questionnaire were taken into account.

## Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average sized primary school, with a Reception class and three mixed-age classes.
- The majority of pupils are of White British heritage.
- Children in the Reception class attend full time.
- The proportion of pupils from minority ethnic groups is average, but very few speak English as an additional language.
- The proportion of pupils who join or leave the school at different times through the year is higher than average. The number of pupils attending the school has increased by almost half in the past two years.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional government funding for pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is slightly higher than average.
- There were too few pupils in Year 6 in 2014 to qualify for the judgement about whether the school meets the government's current floor standards. These are the minimum expectations for attainment and progress at the end of Year 6, in reading, writing and mathematics.
- In the past two years, there have been significant staff changes, as well as the prolonged absence of a key member of staff.
- The school has achieved Healthy Schools' status.

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

- Improve the quality of teaching, and therefore pupils' achievement, by:
  - giving pupils more opportunities to apply and develop their mathematical skills through solving problems
  - giving pupils more opportunities to practise the skills they have learnt in English lessons by writing for a range of purposes in their topic work
  - ensuring that the work for the most-able pupils is difficult enough
  - ensuring that teachers' marking gives advice to pupils on how they can do better in the future.
- Strengthen the effectiveness of leadership and management by:
  - distributing some of the roles currently undertaken by the headteacher to other members of staff so that he can focus on driving improvement.

## Inspection judgements

### The leadership and management

### requires improvement

- Although the headteacher has correctly introduced robust procedures and policies to create an environment in which good learning can take place, this has not yet resulted in pupils making consistently good progress.
- Because of significant staff turnover and the extended absence of a key member of staff, the headteacher has taken on a range of roles which would normally be considered to be the roles of middle leaders. While the governors and headteacher plan to broaden the leadership team in the future, the school's dependence on the headteacher to carry out such a wide range of roles has limited the overall impact of the improvements he has made.
- The leadership of teaching and learning has not yet led to teaching which is consistently good across Key Stage 2. However, the teaching in the Reception class is good, and in Key Stage 1 it is improving rapidly.
- The headteacher has made sure that all teachers have challenging targets for pupils' progress and school improvement, and regularly checks their progress towards these. The headteacher and governors ensure that pay rises are linked to successful teaching. Their checks on the quality of teaching ensure that they know well the strengths and weaknesses of the school.
- There are regular checks on the progress being made by pupils, and extra help is given to those who are at risk of falling behind. However, the most-able pupils are not given work that is challenging enough for them to make the progress they could.
- Disadvantaged pupils are now making good progress in reading, writing and mathematics because leaders have focused on providing extra support for these pupils.
- The school is effectively adopting the requirements of the new National Curriculum, and has developed its preferred approach to assessment. There is an interesting range of topics, and learning is enhanced by visitors to school, such as theatre and dance groups. Pupils in Year 6 can take part in an overnight camping experience to develop self-reliance and cooperation. However, pupils have few opportunities to visit places of interest which would enhance their learning. Pupils' spiritual, moral, social and cultural development is well catered for. Because of the emphasis on values, pupils have a strong sense of fairness, and of what is right and what is wrong. This successfully prepares them for life in modern Britain.
- There are positive relationships between pupils, and discrimination is not tolerated. The school successfully promotes equality of opportunity and pupils' well-being.
- The school uses the primary physical education and sport premium successfully to improve teachers' skills in giving good quality physical education lessons. This has been done by using specialists to coach teachers, and by buying better resources for these lessons. However, pupils do not yet have enough opportunities to participate in inter-school competitions.
- Parents are supportive, and have welcomed the changes introduced by the headteacher. Some commented on the improvement in their children's progress and their enjoyment of school. All those who responded to Parent View agreed that their children were safe at school, and that behaviour was good.
- Good leadership of early years provision has resulted in children in the Reception class making good progress.
- The local authority recognised that pupils were not making enough progress, and has attempted to set up partnerships with successful local schools to improve the quality of teaching. This originally targeted early years provision and the quality of teaching in Key Stage 1, and was successful in doing so. However, subsequent arrangements for partnerships to date have not proved feasible. The local authority has

monitored the progress of the school, and has correctly advised the school to produce short-term action plans to improve teaching in mathematics, which are proving to be effective.

- Safeguarding arrangements meet requirements. These are effective, and include background checks on adults working in school, and risk assessments covering aspects of school life, such as off-site visits.

#### ■ The governance of the school:

- The governing body is aware of where improvements have been made, and where more improvements are required. They receive good information from the headteacher about the achievement of pupils and the quality of teaching. For example, they are aware of the current focus on improving the quality of mathematics teaching.
- Governors have received training on how to interpret data about pupils' progress and attainment, which enables them to make their own judgements about the school's effectiveness by comparing the school's data with other schools' nationally, rather than relying completely on the headteacher.
- The governing body oversees the processes used to hold teachers and the headteacher to account. Governors are aware of the links between teachers' pay and their performance, and are aware that the headteacher reviews teachers' performance annually. Governors are aware of the headteacher's commitment to tackling underperformance, and support him in doing this.

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

#### **Behaviour**

- The behaviour of pupils is good.
- Pupils are keen to talk about their work, and in lessons can share ideas so that they are more successful. They show enthusiasm when presented with challenging tasks.
- Movement around school is orderly. Pupils play well together at playtimes. Some older pupils take on the role of 'peacemakers' during playtimes, settling any disputes among other pupils, should the need arise. Pupils' relationships with each other and with adults are good.
- Pupils agree that behaviour is well managed, and that the 'traffic light' system of rewards and sanctions is fair. They say that behaviour has improved rapidly as a result of consistent behaviour management.
- Attendance has improved, and is now about average. There have been no exclusions in this academic year.

#### **Safety**

- The school's work to keep pupils safe and secure is good.
- All pupils who spoke to the inspector said that they feel safe in school. They know about different types of bullying, such as cyber-bullying, and know how to stay safe when using the internet. They also learn about aspects of staying safe when away from school, such as road safety.
- Pupils said that bullying was very rare, and that any bullying was dealt with effectively by adults.
- Staff are well trained in child protection, and maintain effective links with other agencies so that help can be organised promptly. Procedures for maintaining both the well-being and academic progress of vulnerable pupils are effective.

### **The quality of teaching** requires improvement

- While teaching has improved in the past year, it nevertheless requires further improvement because it does not ensure that pupils make fast enough progress as they move through the school.

- Pupils do not always receive helpful feedback on their learning. Although teachers mark pupils' work regularly, the written comments do not sufficiently help pupils to understand how to improve their work and move their learning forward.
- Although teachers set tasks in lessons at different levels, with the intention of supporting pupils with differing needs and abilities, the most-able pupils are not regularly given work that stretches them enough, and this prevents them from reaching the higher standards they are capable of.
- The teaching of mathematics does not offer pupils enough practice in deciding which mathematical operation to use to solve a problem. While many pupils have good skills in calculation, they are not always sure how to apply these in new situations.
- In writing, while pupils can practise using correct punctuation and grammar, they do not have enough opportunities to put these skills and knowledge to good use in writing longer passages in their topic work.
- In reading, teachers set high expectations to help pupils develop their phonic knowledge and skills in the Reception class and Key Stage 1. As a result, pupils show confidence in tackling unknown words and more difficult texts.
- In the Reception class, children are encouraged to use all their communication skills (speaking, listening, reading, and writing) as an essential part of their daily activities. As a result, the children become confident, independent learners.
- Learning is based correctly on the teachers' knowledge of what pupils still need to achieve. They set appropriate targets for most pupils, though these targets are not always challenging enough for the most able.

### **The achievement of pupils**

### **requires improvement**

- The quality of teaching over time has not been good enough to promote good achievement. The weaker teaching received by older pupils earlier in their careers led to underachievement. Although this is now being tackled successfully, their progress and attainment over their whole school career is no better than that which would normally be expected.
- The high proportion of pupils who have joined the school in recent years means that making direct comparisons about the attainment of a group of pupils over time is unreliable.
- The majority of pupils are making faster progress than in the past. This is because teaching is improving and pupils' progress is tracked closely, so that any pupil who is falling behind is given extra support.
- The proportion of children leaving the Reception class with a good level of development in 2014 was above average. This was because the teaching was well matched to meet the varying needs of the children.
- The performance of Year 1 pupils in the national phonics check was higher than that found nationally, because of effective teaching which met the needs of the pupils.
- Pupils' attainment at the end of Key Stage 1 in 2014 was lower than in 2013. While the proportion of pupils attaining the expected levels for their age was in line with national averages, the proportion attaining higher levels was lower.
- The pupils who are coming to the end of Key Stage 1 in 2015 are expected to attain levels which are broadly in line with national averages. In particular, the proportion of pupils who are expected to attain the higher Level 3 in reading and writing is greater than the national average, although the proportion expected to attain Level 3 in mathematics is below the 2014 average.

- Of the pupils currently in Key Stage 2, those in Years 3 and 4 are making good progress in reading and writing and expected progress in mathematics. Pupils in Years 5 and 6 have made at least expected progress in reading and writing since they were in Year 2, but less than expected progress in mathematics, because of underachievement earlier in their careers. However, the progress of pupils in Years 5 and 6 during this academic year, including their progress in mathematics, is good.
- Of the pupils who are currently in Year 6, the proportion on course to attain expected levels in reading and writing are in line with national averages, but in mathematics the proportion is slightly lower.
- Pupils' attainment at the end of Key Stage 2 in 2014 was below average, particularly in mathematics. However, this was largely due to poor achievement earlier in their careers, as their rates of progress over Key Stage 2 in reading and writing were broadly in line with national averages. However, their progress in mathematics was weaker.
- The small number of disadvantaged pupils in Year 6 in 2014 means that it is impossible to comment on their achievement without risk of identifying them. Most of the disadvantaged pupils currently in school are making better than expected progress in reading, writing and mathematics because of effective support.
- The progress made by disabled pupils and those who have special educational needs in this academic year varies like that of their peers. They receive appropriate support from teachers and teaching assistants to meet their needs.
- The most-able pupils are not always challenged sufficiently in their learning, and so do not make the progress they are capable of. However, in mathematics the most-able pupils are challenged in Year 6, with pupils working towards the highest Level 6.

### The early years provision

is good

- The early years provision is good. Children made good progress from their different starting points last year. This year, children are also making good progress.
- Usually, children join the Reception class with skills and knowledge typical for their age. This year, a greater proportion of children entered the Reception class with skills below those typical for their age. However, they have now caught up so they are where they should be, and will be well prepared for starting Year 1.
- Teaching is good. A well-planned range of activities enables children to develop skills and knowledge in all areas of learning. Children behave well, and get along well with each other.
- Some children already have the confidence and ability to write sentences independently, with good letter formation and recognisable spelling. All are progressing well with their phonics and early reading skills.
- The early years provision is managed and led effectively. The coordinator systematically uses information about children's achievements, as well as the gaps in their knowledge, to plan their learning.
- 'Learning Journals' are maintained regularly, and show the progress that each child is making and their stage of development. These are shared with parents so that they can celebrate their child's achievements.
- The outdoor area provides a wide range of learning opportunities for the children. During the inspection, tadpoles in the pond stimulated much talk as well as excitement, which was used to good effect by the teacher to develop children's vocabulary and their understanding of the world.
- Welfare and safeguarding arrangements are good. The teacher takes good care of children at all times.

## 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>	122786
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	461978

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	90
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Lasseter
<b>Headteacher</b>	Mark Thrower
<b>Date of previous school inspection</b>	3 June 2013
<b>Telephone number</b>	0115 963 2833
<b>Fax number</b>	0115 963 0108
<b>Email address</b>	office45@seelychurch.notts.sch.uk

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