

Inspection of Colonel Frank Seely Academy

Flatts Lane, Calverton, Nottingham, Nottinghamshire NG14 6JZ

Inspection dates: 17 and 18 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils value the vertical tutor group system. Younger pupils said that they get to make friends with older pupils, and this helped them settle into the school when they started in Year 7. Pupils describe the tutor groups as a small family within a larger school family. Pupils told inspectors that they felt safe and happy.

The daily morning line-up helps pupils get off to a good start. Teachers remind pupils of the high expectations they have. Teachers check that pupils have all that they need to learn in lessons. They also check and address any worries pupils have that might stop them from learning as well.

All pupils learn how to listen actively, craft speeches and speak to large audiences. The focus on oracy helps pupils to become more confident and articulate.

Students in the sixth form are well supported to achieve highly in most subjects. They are well prepared for their next steps.

There is a respectful culture at this school. Pupils told inspectors that teachers do not tolerate any form of bullying.

More parents and carers are now choosing to send their children to this school. Most parents would recommend the school.

What does the school do well and what does it need to do better?

Leaders have redesigned the curriculum so that it stays broad for as long as possible for all pupils. Pupils in key stage 3 study subjects in the national curriculum for three years. They learn about many subjects in depth. Many pupils opt to study a range of subjects, including languages and humanities, in key stage 4.

Subject leaders have ensured that they have carefully considered what they want pupils to know and be able to do by the end of each key stage. They have broken these large concepts down into smaller steps. For example, in modern foreign languages, phonics, grammar and vocabulary are broken down and introduced in a logical order. This helps pupils to write and speak with confidence in French, Spanish, or both, by the end of key stage 3. In subjects such as these, pupils build on this strong foundation in key stage 4 and the sixth form.

Leaders have trained staff to use recall activities to check that pupils know and remember the most important knowledge. Teachers use these strategies consistently and pupils achieve well. Many teachers also use assessment for a clear purpose. However, in a few subjects, assessment and feedback do not always help pupils to embed knowledge.

Teachers have good subject knowledge. Many teachers present information clearly and provide opportunities for discussion. There are still a few instances when

teachers do not match activities to what they want pupils to know. When this happens, pupils lose focus and do not learn as well as they should. Teachers support pupils with special educational needs and/or disabilities (SEND) to achieve as well as their peers.

Teachers read selected books with pupils so that they are exposed to a wide genre of literature in planned reading sessions. Leaders work with local primary schools to support Year 6 pupils to become better readers as they transition into this school. This helps pupils to prepare for key stage 3.

Leaders have strengthened the pastoral support for pupils. Small tutor groups allow pupils to build strong relationships with several adults. Pupils know that they can seek support from heads of houses. The 'base' is an area of the school dedicated to pupils who struggle in large classes. Well-trained staff help pupils continue learning the curriculum while based in this area of the school.

Pupils can take part in debates on current affairs during tutor time. These opportunities are designed so that pupils can develop morally, socially and culturally. Teachers focus on developing pupils' character. Pupils earn character points for demonstrating characteristics such as independence and creativity. Pupils display the character badges they have earned with pride. They know that these characteristics will support them in later life and future learning. There are some areas of wider development, such as careers education, that are not as of high quality as character education.

Leaders have trained teachers to use a consistent approach to manage pupils' behaviour. Pupils know the rules and the consequences for breaking them. The school is a calm and orderly environment in which all pupils can learn.

Trust leaders and school leaders work in synergy. The effective partnership helps to ensure that leaders continue to focus on areas needing improvement. Staff are proud to work at this school. They value the high-quality support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders train staff to recognise the signs that a pupil may need help. They use this training to report and record concerns through well-understood procedures.

Leaders have ensured that there is a dedicated safeguarding officer to triage and address safeguarding concerns as they arise. This allows leaders to act swiftly to help pupils that need it.

Safeguarding leaders work closely with external agencies to protect and support the most vulnerable pupils.

Pupils know that they can speak to several key staff, such as the house support assistants, if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most subject leaders use their expertise to ensure that assessment is used meaningfully to check what pupils know or to help pupils embed important knowledge. This is not consistently the case across all subjects. Leaders must ensure that assessment is used consistently well across all subjects.
- Teachers do not always ensure that activities are well matched to the intended learning. On these occasions, pupils' working memory becomes stretched and they lose focus. They do not learn as much as they could. Leaders should ensure that all teachers know how to match activities to the intended learning.
- Some aspects of careers information, education and guidance (CIEAG) are still being embedded. Not all pupils benefit from a high quality CIEAG programme. Leaders must ensure that all aspects of CIEAG are of high quality.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144182
Local authority	Nottinghamshire County Council
Inspection number	10212009
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	752
Of which, number on roll in the sixth form	91
Appropriate authority	Board of trustees
Chair of trust	Simon Healey
Headteacher	Jon Gale
Website	www.cfsacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Colonel Frank Seely Academy is a part of the Redhill Academies Trust.
- The school uses two unregistered alternative providers and two registered alternative providers to provide some education for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in English, mathematics, science and modern foreign languages. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- Inspectors also visited a range of lessons in other subjects. For these subjects, they looked at pupils' work and spoke to pupils.
- Inspectors met with leaders responsible for: behaviour; personal development; the use of the pupil premium; the sixth form; children looked after; reading; and the provision for pupils with SEND.
- Inspectors observed break and lunchtimes and spoke to pupils informally.
- Inspectors also met with groups of pupils and students from the sixth form.
- The lead inspector met with the designated safeguarding leaders to discuss the actions taken to keep pupils safe. He reviewed a range of documents, including the school's single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and subject improvement plans.
- The lead inspector met with the representatives of the trust, including the chief executive officer.
- The lead inspector met with members of the local academy board, including the chair of the academy board.
- The lead inspector spoke with representatives of the alternative provisions which are attended by a small number of pupils at this school.
- Inspectors considered the responses to Ofsted's online survey, Parent View, and the responses to the Ofsted staff survey.

Inspection team

Rakesh Patel, lead inspector	Her Majesty's Inspector
Julie Swales	Ofsted Inspector
Lisa Harrison	Ofsted Inspector
Janis Warren	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022