

Inspection of a school judged good for overall effectiveness before September 2024: Seely Primary School

Perry Road, Sherwood, Nottingham NG5 3AE

Inspection dates:

25 and 26 February 2025

Outcome

Seely Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils at Seely Primary School are happy, confident and proud to be part of an inclusive community. A sign at the entrance reads: 'Everyone belongs here'. This principle is deeply embedded in the school's ethos. Pupils know the school's core values – rights, rules, responsibility and respect – inside out. They feel safe and valued, knowing that staff listen to them and support their well-being.

The school has high expectations for pupils' academic achievement as well as the contribution they make to school life. Pupils enjoy an engaging and creative curriculum that motivates them to do their best. They achieve well. Pupils take on a range of leadership roles, including as school council representatives, eco-warriors, diversity defenders and arts ambassadors. As one pupil explained, 'Everyone has a role to play in keeping our school special,' a view echoed by many.

Pupils behave well, showing respect for each other and their environment. They make sensible choices in lessons and at social times. When a pupil struggles with their behaviour, staff respond swiftly and sensitively to provide support. Pupils speak positively about the school's approach to behaviour. They say that adults help them to resolve any problems quickly.

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

The school has developed a high-quality curriculum that enables pupils to build their knowledge and skills progressively. This curriculum is ambitious for all. Children learn to read from the start of Reception. Staff deliver the phonics programme with precision. Pupils engage enthusiastically in lessons, eagerly forming letters in the air and demonstrating their excitement for writing. Staff quickly notice any gaps in pupils'

knowledge and help pupils catch up. The school has invested heavily in library and reading spaces. Pupils of all ages have access to high-quality, well-chosen texts to support their learning and foster a love of reading. A new writing scheme is in place, but it is not routine in all classes. On occasion, pupils attempt writing tasks before they are ready to do so. This limits the accuracy and fluency of their work.

In early years, children benefit from a strong focus on communication and language. For example, during a topic on 'The Tempest', children explored language through sensory play, making the sounds of rain and storm while using descriptive words to bring the scene to life. The school has carefully sequenced the mathematics curriculum to ensure that pupils develop strong number fluency and problem-solving skills. Teachers use clear explanations and well-chosen resources to support pupils' learning.

Pupils gain a broad knowledge of key concepts across different subjects. For example, in history, they learn about the Windrush generation. In geography, they confidently discuss the effects of deforestation. Typically, teachers plan well-sequenced activities to develop pupils' understanding. However, at times, teachers rely on the same pupils to answer questions. They do not systematically check that all pupils have understood the learning. This means that some pupils have gaps in their learning that go unchecked.

The school swiftly identifies the needs of pupils with special educational needs and/or disabilities (SEND). These pupils sometimes have lessons in the Rainbow room, where they are supported in small groups. They return to class as soon as it is appropriate. Pupils with SEND access the curriculum successfully and achieve well.

Lessons across the school are calm and purposeful. Pupils play well together at social times. The playground is busy, but the well-being area provides a quiet space for pupils to enjoy. Peer mediators are swift to resolve any issues that arise.

Leadership roles empower pupils to champion equality and fairness. Pupils have a highly developed understanding of fundamental British values. They demonstrate a deep awareness of how equalities are protected by law, and why this matters. They are highly knowledgeable about different cultures and faiths. They celebrate events such as World Afro Day and Lunar New Year and learn about historical figures who have championed equality. Pupils develop confidence through initiatives such as '60 things to do before you're 11 and ¾'. These experiences help them grow into responsible, respectful and active citizens who are well prepared for life in modern Britain.

The school has taken robust action to improve attendance. Leaders closely monitor absence and work proactively with families to discourage term-time holidays, for example.

Governors provide appropriate support and challenge. They ensure that leaders are held to account for the key improvement priorities. Staff feel well supported. Leaders are mindful of their workload and well-being. The school has gone through a period of significant change. However, staff are confident that these changes are for the better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, pupils undertake writing tasks before they are ready. As a result, some pupils struggle to apply key writing skills with accuracy and fluency. The school should ensure that all writing tasks are carefully sequenced so that pupils develop the skills needed to complete complex pieces.
- Teachers do not systematically check that all pupils have understood the intended learning. Some pupils have misconceptions and gaps in their knowledge that are not picked up. As a result, some fall behind in their learning. The school should ensure that teachers check pupils' knowledge and understanding systematically to ensure that gaps in knowledge are consistently identified and addressed, so that all pupils are helped to embed their knowledge securely.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in April 2019.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139430
Local authority	Nottingham
Inspection number	10347562
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	536
Appropriate authority	The governing body
Chair of governing body	Samantha Sandiford
Headteacher	Kate Clifford
Website	www.seely.nottingham.sch.uk
Dates of previous inspection	30 April and 1 May 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up her post in September 2022.
- A breakfast club operates on site. This is not under the management of the school.
- A small number of pupils access their education through one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders. The inspector met with the members of the governing body.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector reviewed the school's personal development offer with leaders.
- The inspector observed pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector took account of responses to the Ofsted Parent View survey and the free-text responses.

Inspection team

Deirdre Duignan, lead inspector

Ofsted Inspector

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