

## **Inspection Report**

### **COLONEL FRANK SEELY COMPREHENSIVE**

Unique Reference Number: 122867  
LEA: Nottinghamshire

Headteacher: Mr I Gage  
Chair of Governors: Mr D J Sadler

Lead Inspector: Sean Hanan HMI  
Inspection Dates: 21 - 23 September 2004

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## **INTRODUCTION**

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Colonel Frank Seely School and of the local education authority.

The inspection was carried out by five of Her Majesty's Inspectors and an independent lay inspector.

### **Key for inspection grades:**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

### **Description of the school**

Colonel Frank Seely School is a large mixed 11-18 community school serving Calverton and surrounding villages in Nottinghamshire. The school also draws pupils from the outskirts of the city of Nottingham. Approximately 30% of the intake travel from outside the local area to attend. There are 1200 pupils on roll including a Sixth Form of 190. The number of pupils entitled to free school meals is below the national average. A small proportion of pupils are from minority ethnic groups. Attainment on entry to the school is average. The percentage of pupils identified as having special educational needs, is below the national average. The school achieved specialist status for mathematics and computing in September 2004.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

This is an improving school that is becoming increasingly effective. There is a positive climate for learning and the new headteacher is providing strong leadership to accelerate the rate of change and facilitate improvements. The school is an effective partner in the local community. Pupils, staff and parents are proud of their school. It is a fully inclusive community where pupils feel safe and valued. There is very good provision for pupils who are physically disabled or have special educational needs. The quality of care and guidance is good. Much of the teaching and learning is good, but there is some variation in the quality of teaching between different subjects. Leadership and management are good. The changes that have been introduced in the past year to improve teaching have yet to impact fully on pupils' achievements which are satisfactory. Buildings have been improved using funding that partly derives from specialist school status. There is a need to improve the processes of target setting both for individual learners to improve standards and as a management tool to monitor and evaluate the quality of provision. The school's self evaluation is accurate and broadly identifies correctly the key strengths and weaknesses of the school. The school provides satisfactory value for money.

**Grade: 3**

### **Effectiveness of the school's sixth form**

Provision for post-16 students in the school is satisfactory. The results at A level are around the national average. Much of the teaching and learning is good, but lessons generally need to give the students more responsibility for their own learning. There are large variations in set sizes between different subjects that have an impact on students' learning and the ability of teachers to provide variations in learning styles. Support for students is good. Students speak warmly about the support and guidance they receive and value the time that teachers are willing to provide. Attendance and behaviour are good and there is effective monitoring of students to ensure that they attend and are making progress. Leadership and management of the sixth form are good. The sixth form is benefiting from the changes that have been introduced throughout the school in the past year, but these have yet to have a significant impact on students' achievements. The use of value-added information, to set appropriate targets for students and as a management tool, has been introduced this year. Students contribute well to the school community and the local community.

**Grade: 3**

### **Improvement since the last inspection**

The school has continued to raise standards since the previous inspection. The key issues identified in the last inspection report have been addressed. Senior managers are aware of some aspects that need further development, such as raising the achievement of more able pupils and of boys at key stage 4. The systematic monitoring of teaching and learning has been introduced successfully, although the use of target setting to raise standards is not yet fully effective. The code of practice for pupils with special education needs is fully implemented.

**Grade: 2**

### **Capacity to improve**

The school's capacity to improve is good. Senior managers know the school's strengths and weaknesses well and the self-evaluation is an accurate basis for further improvements. The new headteacher is a strong leader and has instilled a keen sense of purpose. He has set

high aspirations for the school. The staff and pupils are positive about recent improvements, including its specialist status, and the school community is working hard to make this a success.

## **Grade: 2**

### **What the school should do to improve further**

In order to raise standards and pupils' achievement, the school should:

- bring the quality of teaching and learning up to the standard of the best
- continue to improve assessment, including the consistency in marking, and the way targets are set and used with pupils
- sharply focus the monitoring and evaluation of all aspects of the school's provision on pupils' learning and achievement.

## **ACHIEVEMENT AND STANDARDS**

Achievement and standards are satisfactory. When pupils enter the school, they have reached standards that are broadly in line with the national average. By the end of year 9, pupils' achievements are in line with the national average for schools with a similar intake. However the proportion of pupils who reach the higher levels by the end of Key Stage 3 is below the national average. The school recognises that it needs to improve the performance of more able pupils. Compared to pupils in similar schools, standards by the end of Key Stage 4 are above expectations. The proportion of pupils who gain at least five A\*-C grades at GCSE is above the national average. Girls achieve better results than boys. The school has identified correctly the subjects where the pupils do not achieve as well as they should at GCSE. In the majority of lessons sampled almost all pupils made at least satisfactory progress and often it was good. Recent initiatives to provide booster classes for pupils at risk of not achieving their full potential have been successful. The number of pupils gaining five A\*-G grades is above the national average and almost all pupils achieve at least one GCSE. The school analyses its test and examination results thoroughly to identify how to improve performance. However the use of individual pupil targets is underdeveloped and not consistently applied across all curriculum areas and is thus not yet fully impacting on standards. The achievement of sixth form students is satisfactory. The results at A level are around the national average. In comparison with their GCSE results, most students achieve advanced level grades in line with their target grades.

Pupils' personal development is good. Students' attitudes and engagement with learning are generally good. Behaviour in the school is mostly good. Behaviour management is effective in almost all lessons. There is careful monitoring of behaviour and appropriate use of exclusion. The school's Behaviour Focus Group has a beneficial influence on school policy. Attendance is mostly good and a rise in unapproved absence is being addressed through work with parents to improve the attendance of a small group of pupils who are frequently absent. Most pupils arrive on time to their lessons.

Provision for pupils' spiritual, moral, social and cultural development is good. The school meets its statutory requirement for corporate acts of worship. It also encourages pupils to adopt safe, healthy lifestyles through activities, within and outside the curriculum, and particularly through sport. Pupils make a very positive contribution to the community. They care well for each other, especially for pupils with special educational needs and those with

physical disabilities. Pupils undertake community service with charities and sixth form students donate blood. The school's specialist status provides the local community with opportunities for lifelong learning, particularly in ICT.

### **Grade: 3**

#### **QUALITY OF PROVISION**

Overall, the quality of teaching and learning is good. Teachers' subject knowledge is strong, there are good relationships and teachers support and encourage pupils effectively. The result is a good learning environment. In the best lessons the pace of teaching and learning matches all pupils' needs. Teachers are enthusiastic and engage their pupils so that they enjoy their work and are motivated to learn. Pupils of all abilities are challenged to do their best and achieve well. Pupils' personal development is particularly enhanced through the use of discussion, time for reflection, and teachers' expectations of good behaviour. Pupils especially enjoy lessons where they can work more collaboratively, creatively and where there are opportunities for independent learning. There are good examples of homework supporting and extending learning. In the weaker lessons, teachers often fail to match the work to the ability of different groups of pupils. In discussion with more able pupils, they identified that some teachers gave them insufficiently demanding work. Information communication technology (ICT) is used very little in subjects to support pupils' learning, although a good example was seen in an art lesson.

Teachers' marking is mostly helpful and identifies strengths and weaknesses and points for improvement. Assessment is comprehensive and is used effectively to improve teaching, learning and curriculum provision. However, senior managers recognise that there is inconsistent practice in marking, assessment and the use of homework. They are working hard to ensure that all teachers develop good practice to raise standards and achievement.

Out of school activities and visits enhance pupils' learning and add to the enjoyment pupils have in coming to school. There is good enrichment and enhancement out of school for those identified as gifted and talented.

The taught curriculum provides a broad and balanced experience for all pupils with an increasing number of vocational courses to meet the needs of older pupils and ensure that they are prepared for the demands of work and further education. Provision for pupils with special educational needs is good and is a strength of the school. The school is compliant in delivering ICT. However, it does not ensure that all pupils are able to use ICT to improve their achievement in all subjects. Opportunities to extend and enrich the experience of more able pupils within lessons, has yet to be firmly embedded across the school.

The school provides good pastoral support and pupils receive effective guidance. Managers have a clear agenda for the promotion of high quality care, guidance, advice and support. Induction procedures are very good, especially the personalised booklets for SEN pupils. The support given to Afro-Caribbean pupils is outstanding and support is sensibly being extended to include Asian pupils. Every child matters to this school. The support given to vulnerable groups is good. Pupils confirm that there is always someone they can turn to for support. Careers education and guidance are suitably broad and there are effective links with outside agencies on behalf of pupils.

### **Grade: 2**

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school and the sixth form are good. The leadership provided by the new headteacher is a strength of the school. He has a good understanding of how the school needs to focus its efforts on raising standards and he provides vigorous and enthusiastic direction to its work. Communications within the school are very effective. The new senior management team is determined to ensure that pupils experience the best teaching and it has rapidly gained the respect of staff. Each member leads and manages their own area of responsibility well and clear lines of accountability exist. Pupils and staff appreciate the visible presence of the headteacher and senior management team around the school.

The school development plan is very well constructed, highly appropriate and carefully monitored. Pupil level data is analysed and is beginning to be used effectively. There has been training on target-setting but it is not yet used well enough across the school. Heads of department together with senior managers monitor the work of the teachers regularly. However, lesson observation is not always sharply focused on the impact of teaching on pupils' learning. The governors clearly understand the issues facing the school and hold it to account effectively. They take their statutory responsibilities seriously and meet them fully.

The school provides equality of opportunity for all. Individuals are valued and the managers have ensured the school is fully inclusive. Recent alterations have been made to the accommodation to allow for better access for the disabled. The school is developing good links between a wide range of agencies and community organisations.

**Grade: 2**

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