



Selston C of E Infant and Nursery School

Inspection Report

Unique Reference Number 122745
Local Authority NOTTINGHAMSHIRE
Inspection number 292496
Inspection date 18 January 2007
Reporting inspector Patricia Cox

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

Type of school	Infant	School address	Nottingham Road
School category	Voluntary controlled		Selston, Selston
Age range of pupils	3-7		Nottingham, Nottinghamshire NG16 6DH
Gender of pupils	Mixed	Telephone number	01773780131
Number on roll (school)	96	Fax number	01773780131
Appropriate authority	The governing body	Chair	Mr Kevin Renshaw
		Headteacher	Mrs Lesley Shelton
Date of previous school inspection	11 February 2003		

Age group 3-7	Inspection date 18 January 2007	Inspection number 292496
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Introduction

The inspection was carried out by an Additional Inspector over one day.

Description of the school

This small school has 96 pupils, including 33 part-time in the Nursery. The number of pupils is rising. The proportion identified with learning difficulties and disabilities or with statements of special educational need is average. Few pupils leave or join the school after the beginning of the Nursery. The proportion of pupils entitled to free school meals is similar to the average. Almost all pupils are of White British heritage and speak English as their first language. Attainment on entry to the school is similar to the nationally expected level.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This outstanding school has a very close partnership with the parents of its pupils, who hold it in very high esteem. Teaching is excellent, and therefore achievement is outstanding. The children do exceptionally well in the Foundation Stage and enter Year 1 with higher standards than expected for their age. The school's new arrangement is to keep Key Stage 1 pupils with their teacher for both years. Pupils in Year 1 make good progress and those in Year 2 do exceptionally well due to inspirational teaching. Their attainment is very high in reading, writing, mathematics and science and they are well on course to meet the very demanding targets set for them.

The school promotes pupils' personal growth particularly well and their spiritual, moral, social and cultural development is outstanding. They grow into mature and responsible individuals who behave extremely well and are very well prepared for the next stage of education and their future lives. Attendance has improved and is now satisfactory because the school has taken rigorous action to dissuade parents from taking their children on holiday during term time. The good curriculum contributes much to pupils' thorough enjoyment of all the school has to offer. Pupils enjoy a wide range of information and communication technology (ICT) experiences, for example film-making, but do not always have sufficient time to use and develop their skill in using computers. The school takes exceptional care of them. The excellent assessment procedures are used extremely well to measure their progress from entry to the Nursery to the end of Year 2, and to set challenging targets for the end of each year. The pupils are involved very well in checking their own progress towards their targets, through the use of their 'smiley and sad faces.'

Leadership and management are outstanding. The very good progress the school has made in maintaining provision since the previous inspection demonstrates its outstanding capacity to continue improving. This is because the leadership of the headteacher is outstanding and the deputy headteacher gives extremely good support. The experienced staff carry out their responsibilities well and newer subject leaders are developing their abilities rapidly. There are excellent methods for checking the school's own effectiveness, using a good range of strategies. Self-evaluation is mainly accurate, although it is sometimes rather modest. There is good understanding of what needs to be done to improve still more. The school needs to consider how best to deploy its staff so as to maintain the highest standards by Year 2. Well-focused action is taken to accomplish the school's plans.

What the school should do to improve further

- Review the impact that new initiatives for deploying staff may have to ensure that the high standards pupils achieve are maintained.
- Ensure that the pupils always have enough experience of using computers.

Achievement and standards

Grade: 1

The children in the Nursery and Reception classes have an excellent start to their education and standards are above those expected by the end of their time in the Foundation Stage. Many are working well into the standards expected of Year 1. At the end of Key Stage 1, standards in reading, writing and mathematics were exceptionally high from 2001 to 2004, particularly in writing. In 2005, a higher than usual proportion of pupils with learning difficulties resulted in a fall in results to an average level in reading, below average in mathematics but still above in writing. In reading and mathematics the proportion reaching the higher Level 3 was below average. Standards rose somewhat in 2006, particularly in mathematics and they remained strong in writing. Nevertheless, pupils in those two year groups had made good progress from their lower than usual starting point. Standards have returned to their previous high level this year, and the pupils in Year 2 have made exceptional progress since starting Year 1. All pupils have already reached the expected level and many are working confidently at the higher Level 3. Those with learning difficulties and whose first language is not English also make extremely good progress.

Personal development and well-being

Grade: 1

The pupils' personal development and well-being are outstanding. Spirituality is a core part of school life and values, and pupils show great respect for others. They say that there is no bullying and are confident that any aggressive behaviour would be sorted out immediately. Pupils have very good knowledge of how to stay healthy and safe, through the school's very good programme of personal and health education. Their lunchboxes generally reflect a balanced diet but the cooked lunches brought from outside do not always provide this. Pupils make an outstanding contribution to the wider community, often through the close ties with the local church and by much fund raising to charity. The links with a school in South Africa also make a very good contribution to their cultural awareness.

The class and school councils are involved well in the life of the school and take their responsibilities very seriously. The members are alert for any improvements that need to be made. The use of a budget for play equipment has supported their ability to handle financial matters. The school provides many opportunities for the pupils to have their voice heard and they are confident that they are listened to. They develop a sense of responsibility and their initiative very well.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall. The staff in the Foundation Stage work very closely together and have an excellent understanding of the needs of these young children. They have created a very attractive and well-designed environment and activities are planned very well to provide a balance of activities led by adults and those initiated by the children. Displays in the Key Stage 1 classrooms are extremely interesting, and well thought out to celebrate pupils' success and promote further learning.

There are very good relationships in classrooms and good use of questioning and paired discussions to give pupils time to think and explore their ideas. Planning is good and ensures that pupils have work at the right level for their ability. They enjoy the stimulating activities and consequently they are attentive and eager to answer, trying hard to do their best. Their work is careful and well-presented. Teachers regularly remind them of what they are to learn and involve them very well in judging whether these aims have been achieved. Pupils' own targets are displayed clearly and they help to check whether they have reached them. They are enthusiastic about their role in these self-assessments. Homework is used well to support the teaching. Teaching assistants work well in supporting the teaching and supporting groups and individuals.

Curriculum and other activities

Grade: 2

The development of a more flexible, creative and cross-curricular approach is proceeding very well. The detailed planning for the Foundation Stage and Key Stage 1 ensures that there is a clear basis for teaching all the necessary skills for every subject. There are many visitors and visits that further enhance the pupils' experience, particularly through the Creative Partnership, involving links with local schools to develop a more creative curriculum. There is an outstanding range of activities outside of the school day and many pupils take part with enthusiasm.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Pupils say they feel entirely safe and are sure that they will be helped if they have difficulties or are upset. All necessary checks are carried out on adults who work in the school. Arrangements for the pupils with learning difficulties and disabilities work very well and the high quality of support given ensures that they make similar progress to others. Their individual education plans are written well and specific about their personal targets. Assessment is excellent; teachers regularly and frequently measure the progress their pupils have made and use these to set further targets and plan the next steps. The pupils who are in danger

of falling behind are identified early and interventions used to ensure that they do not underachieve.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher's exceptional leadership has kept the school's attention firmly focused on maintaining high standards and ensuring that all pupils do their best. The school is ambitious and sets itself, as well as its pupils, very challenging targets. Much of the school's success is due to the very good teamwork evident throughout. Methods for monitoring the work of the school are extremely rigorous and appropriate areas for improvement are identified. The school knows itself well. Planning for improvement is almost always designed very well to bring about the required developments. However, it has not yet considered the full implications of new changes in the organisation of classes for years 1 and 2. The school needs to review how best to deploy its staff to maintain the highest standards for pupils.

Governors undertake their role well; they give excellent support and know the strengths of the school and areas where improvement is needed. They are developing their ability to hold the school to account well, under the good leadership of the chairman. The school provides extremely good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 January 2007

Dear Children

Selston C of E Infant and Nursery School, Nottingham Road, Selston, Nottinghamshire, NG16 6DH

I really enjoyed my visit to your school this week and want to thank you for being so friendly and helpful to me while I was there. I liked chatting to so many of you around school, in lessons and at lunchtime. I thought you might like to know what I found about you and your school.

I think you're very lucky to go to such a good school. I agree with you when you told me that your lessons are fun and your teachers are nice to you. You said that your teachers made sure that the work was just right for you and that's what I saw. The teaching at your school is really good so you do very well. Your reading, writing, maths and science work is much better than most children your age.

I also found out that your behaviour is excellent and you're really nice to each other. Your attendance is all right, but it could be better if a few of you didn't go on holiday when you should be at school. I enjoyed talking to the school council and to a few of the Year 2 children. They helped me to find out how sensible you are and how you try hard to do your best.

Mrs Shelton and the staff make sure the school runs very well and they are always concerned that you are really successful with your work. There's something I think could be better. You told me that you don't use computers a lot, so I've asked your teachers to give you more time using them.

My thanks again and best wishes for the future - I'm sure you'll all do really well after the brilliant start you've had here.

Pat Cox Lead Inspector