



Seely CofE Primary School

Inspection Report

Unique Reference Number 122786
Local Authority NOTTINGHAMSHIRE
Inspection number 292510
Inspection dates 16–17 October 2006
Reporting inspector Alison Cogher

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

Type of school	Primary	School address	Burntstump Hill
School category	Voluntary aided		Arnold, Arnold
Age range of pupils	4–11		Nottingham, Nottinghamshire NG5 8PQ
Gender of pupils	Mixed	Telephone number	0115 9632833
Number on roll (school)	77	Fax number	0115 9630108
Appropriate authority	The governing body	Chair	Mr Martin Lassetter
		Headteacher	Mrs Sue Read
Date of previous school inspection	26 March 2001		

Age group	Inspection dates	Inspection number
4–11	16–17 October 2006	292510

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small rural school close to the outskirts of Nottingham. Almost all the pupils are transported to the school by buses from Nottingham suburbs. The number of pupils eligible for free school meals is broadly average. An above average number of pupils have learning difficulties or disabilities. Pupils come from a wide range of minority ethnic and different cultures, although most are of White British background. No pupils speak English as an additional language. The number of pupils who are admitted into the school after their Reception year is above average. It is particularly high after Year 2.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which has improved well since the last inspection. It is in a strong position to improve further. Provision for all pupils including those in the Foundation Stage is good. Value for money is good.

The school is well led by the headteacher with the full support of governors and staff. The school's Christian ethos underpins all that the school does with a clear focus on enabling all pupils to achieve their potential in their work and as citizens. Expectations are high and systems to check the effectiveness of the school's work are thorough. Staff are very self-critical and, at times, underestimate the quality of their work and its impact on pupils' personal and academic achievements. Staff work well as a team and are keen to learn from each other to improve the opportunities they provide for pupils to learn effectively.

Procedures to ensure that pupils receive good quality care, guidance and support are robust and consistently implemented. Consequently, pupils feel safe, are able to learn and have the confidence to take on responsibilities in their own and the wider community. Pupils make healthy food choices at lunchtime and enjoy taking physical exercise. The personal development of pupils is good. As their personal skills develop pupils show an increasing appreciation for each other's needs and views. Almost all pupils demonstrate a good understanding of the benefits for all of being tolerant and respectful when working and playing together. Pupils are well prepared personally and academically for the next stage in their education and the future world of work.

Pupils make good progress in lessons and achieve well, although the standards they reach in writing are not as good as in other subjects. Teaching is consistently good and the curriculum is organised and presented in a way that almost all pupils find interesting and enjoyable. Visits to places of interest and the support of specialists in subjects, such as music, extend pupils' learning. However, the range of clubs on offer is narrow and this limits opportunities for pupils to experience new activities or pursue a particular interest. Teachers make good use of assessment information to guide the planning of their lessons. Pupils of all ages and abilities are challenged to improve whilst also being effectively supported. They are clear about what they need to do to make their work better and know their teachers or teaching assistants will help them. Pupils' progress is checked regularly. However, teachers do not always respond quickly enough to get back on track the small number of pupils whose progress slows during the year. Consequently, a few do not achieve the challenging targets they are set at the end of the year. Pupils generally have good attitudes to learning and behave well. In this productive environment they enjoy their time at school, and apply themselves well. The great majority achieve the challenging targets they are set.

Almost all parents are very supportive of the school. They work hard to get their children to school and to be involved in their children's learning. However, a few parents find it difficult to work in close partnership with the school or understand the importance of sending their children to school regularly.

What the school should do to improve further

- Raise achievement and standards in writing.
- Refine procedures for reviewing pupils' progress so those at risk of not achieving their targets are identified quickly and receive support to help them improve.
- Provide more opportunities for pupils to learn outside lessons.
- Find more ways to help parents so they can all work in close partnership with the school and their children attend school as often as they should.

Achievement and standards

Grade: 2

Standards on entry to the school are broadly average but vary from year to year and reflect the different abilities of the very small numbers of children admitted into Reception. Children settle quickly, make good progress and enjoy their time at school. Until recently, standards in the rest of the school have been broadly average as has pupils' achievement. Pupils' work and school records show that standards are rising and are above average overall by the end of Year 6. Almost all pupils, including those who are admitted into the school after their Reception year and those with learning difficulties or disabilities achieve well from their individual starting points. However, although their achievement is never less than satisfactory, a small number of pupils do not achieve consistently well in all subjects. This is particularly true in writing where standards are generally lower than for other subjects and a few pupils do not achieve their challenging targets.

Personal development and well-being

Grade: 2

Pupils are well prepared for the next stage of education. They are clear about the importance of doing as well as they can at school so that they can achieve well at their next school and in the world of work. Almost all pupils are brought to the school by bus and, although attendance is satisfactory, some parents do not always understand the importance of their children attending school as often as they can. Provision made for pupils' spiritual, moral, social and cultural development is good. Consequently, pupils of all ages, abilities and minority ethnic backgrounds get along together well and work hard at understanding each other's ideas and needs. They talk knowledgeably about the benefits for all of respecting and tolerating each other. Pupils are responsible for writing the Pupils' Code which clearly states how pupils are expected to behave. They have a good understanding of how not keeping to the rules affects others and the vast majority keep to the Code. Almost all pupils behave well, enjoy their lessons and have a positive attitude towards their work. They have a good grasp of how to lead a healthy lifestyle and keep themselves safe. Pupils are proud of the good contribution they make to their school and the wider community through their work as members of the school council or Eco Team and their fundraising for local and international charities.

Quality of provision

Teaching and learning

Grade: 2

Teachers have good subject knowledge, manage pupils well and give clear explanations and demonstrations. They use assessment information well to plan lessons. These contain a variety of activities that closely match pupils' interests and abilities and enable pupils who learn in different ways to make good progress and achieve well. Teachers give pupils focused targets for improvement and clear guidance about how they can make their work better. Pupils are confident that their teachers will support them so are happy to say when they have not understood or need help. Lessons generally move at a brisk pace. Occasionally, pupils are inactive for too long and their concentration wanes, which slows their learning. Teaching assistants are well briefed by teachers and provide effective support and challenge for pupils.

Curriculum and other activities

Grade: 2

The curriculum is well organised to support pupils' learning of skills and to enable them to apply what they have learned in a range of contexts. The links made between subjects give pupils particularly good opportunities to practise their literacy, numeracy and information and communication technology skills. This approach has been implemented over the last year and the benefits it has brought are clearly identifiable. Pupils are making better progress and say they are enjoying their lessons more. A limited range of clubs are provided and pupils say they would welcome more opportunities to pursue a new interest or develop one they already have. Pupils' learning in lessons is enriched effectively by visiting specialists and trips to places of interest.

Care, guidance and support

Grade: 2

Procedures to keep pupils safe are good and consistently implemented by all staff. Pupils feel valued and confident and trust and respect adults at the school and each other. This positive environment makes a good contribution to pupils' personal development and well-being. Systems for assessing pupils' academic and personal progress are well developed. The information gathered is used effectively to help pupils enjoy their learning and all but a very few make good progress. Most parents support their children's learning well and the partnership between home and school for these parents is strong. However, the school is not active enough in supporting parents who find this difficult. The school works effectively with outside agencies to ensure pupils' experience of school is a positive and productive one.

Leadership and management

Grade: 2

The headteacher provides strong leadership. All staff and governors work well together as a team. They are sharply focused on ensuring that all pupils achieve as well as they can to reach the standards they are capable of. The school's systems to check the progress being made by pupils are good. However, the school does not always respond quickly enough to ensure the very small number of pupils who are making insufficient progress are supported promptly enough to enable them to achieve the challenging targets they are set. Systems to check the quality of the school's work are good, although the judgements it makes of itself are sometimes too harsh; the school is more effective than it believes itself to be. The steps needed to bring about improvement are clearly identified and consistently implemented. Pupils' and parents' views are sought regularly. These are acted upon as the school strives to make the experience of learning as enjoyable and successful as possible for all pupils.

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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

18 October 2006

Dear Pupils

Seely C of E Primary School, Burntstump Hill, Arnold, Nottingham, NG5 8PQ

Thank you very much for making my visit to your school such a pleasant one. I really enjoyed having lunch with you and talking to you about your school and your work. I was impressed by your honesty and thoughtfulness and the way you work hard to get along well together. Almost all of you behave well and are proud of what you achieve at school. You know what you need to do to make your work better and work hard in lessons. Well done! You and your parents think you go to a good school and I agree.

Mrs Read, the governors and all the teachers and helpers in the classroom care about you a lot and work hard to help you feel safe and happy at school. They want you to learn as much as you can and to have fun too. They keep a check on how well you are doing and tell you how to make your work better. You have good ideas such as buying equipment for playtimes and are good at taking on responsibilities. This helps Mrs Read and the teachers to make things better at school.

I have asked Mrs Read and the teachers and governors to work on making your school even better by:

- helping you to improve your writing;
- checking more often that you are all on course to achieve your targets and giving you support if you are not;
- providing a better variety of clubs so you can try out new things; and
- helping your parents to help you with your learning and to make sure that you come to school as often as you should.

Thank you very much for helping me with the inspection of your school. Keep working hard and enjoy your time at Seely.

Alison Cogher

Lead inspector