

Selston CofE Infant and Nursery School

Nottingham Road, Selston, Nottingham, NG16 6DH

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children thrive in the happy, family atmosphere of this school. All make outstanding progress in their learning and personal development. More pupils in Year 2 exceed the expected standards for the end of Key Stage 1 than pupils nationally.
- What the school does to help pupils read is excellent. They become confident readers who love books and stories.
- Teaching is outstanding overall and never less than good. All teachers have excellent relationships with their pupils. Teachers' knowledge of pupils helps them to match work carefully to get the best out of them.
- Occasionally, pupils are not given enough opportunities to work independently or think for themselves and use their own ideas.
- Teachers mark pupils' work regularly using a system which pupils understand. However, school leaders are aware that pupils have not been consistently given the opportunity to respond to the marking to help them develop their learning further.
- Pupils enjoy their lessons and work hard because teachers make learning fun, imaginative and exciting.
- Behaviour in the school is exemplary. Pupils play together well in the playground supported by enthusiastic adults. Lunchtimes are enjoyable occasions to play and chat with friends. As a result, pupils say they feel very safe in school.
- All members of staff say they enjoy working in the school and are fully committed to ensuring that pupils receive the best education they can.
- The headteacher and senior leaders have an in-depth knowledge of the school's strengths and areas to develop. As a result, they are quick to address any concerns. For example, they have successfully and rapidly improved the learning of letters and sounds (phonics).
- The governing body acts as a highly effective critical friend, enabling the school to improve and develop successfully. Governors understand the school's priorities well and have very good procedures to check first-hand what is happening in school.
- The curriculum is outstanding. It is organised so that there are clear steps to build up knowledge and understanding, but in a way that is relevant, exciting and practical.

Information about this inspection

- The inspector observed eight lessons, of which three were observed jointly with the headteacher. In addition, he made short visits to five other lessons and looked at pupils' work in their books and listened to them read.
- There were meetings with groups of pupils, senior leaders and representatives of the governing body. The inspector had a telephone conversation with a representative of the local authority.
- The inspector took account of the 22 responses to the online questionnaire (Parent View), looked at the school's own survey and talked to parents at the start of the school day. The inspector also considered the 15 responses to the staff questionnaire.
- The inspector examined the school's own data on pupils' current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.

Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Full report

Information about this school

- Selston Church of England Infant and Nursery School is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The percentage of pupils who are eligible for pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and pupils with families in the armed services) is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or a statement of special educational needs is also below average.
- The headteacher took up the appointment in September 2011. The headteacher, deputy headteacher and the leader of the Early Years Foundation Stage give support and guidance to other senior leaders and schools in the local authority area.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - consistently providing opportunities for pupils to learn independently, investigate and find out for themselves using their own ideas
 - providing opportunities for pupils to respond to teachers' marking so that learning develops further.

Inspection judgements

The achievement of pupils is outstanding

- Just over half of the children start school with skills that are similar to those expected for their age. The remainder have skills which are below those typically expected. Children do extremely well in the Early Years Foundation Stage so that a large majority start Year 1 with broadly average skills for their age.
- Pupils continue to make sustained progress throughout Key Stage 1 so that, by the time they leave the school at the end of Year 2, most have reached the standard expected of them, and almost a half reach higher than expected standards, a much larger proportion than in most schools. These high standards were also evident during the inspection and in the excellent work that pupils produce in their books and in their advanced speaking and listening skills. Overall, this represents excellent progress.
- Standards reached by pupils are consistently above average in reading, writing and mathematics. The school takes very seriously its commitment to ensuring that there are equal opportunities for all pupils. Disabled pupils and those with special educational needs attain higher standards than similar pupils nationally in reading, writing and mathematics. This is because of the outstanding progress they make.
- As a result of well-targeted use of resources by school leaders, pupils who are entitled to pupil premium funding are making rapid progress which is better than some of their classmates. As a result, their attainment is almost the same as their classmates and this represents outstanding achievement.
- Pupils make excellent progress in reading. They learn letters, and the sounds they make, to a high standard and this means that, by the time they leave school at the age of seven, many are reading fluently with expression. They enjoy reading, read at home regularly, and eagerly talk about the books they have enjoyed. They wrote about their enjoyment of particular stories on World Book Day and voted *Charlie and the Chocolate Factory* as their favourite story.

The quality of teaching is outstanding

- Teachers' infectious enthusiasm in all lessons creates an atmosphere of expectancy and keenness in pupils who clearly enjoy learning. They participate readily, offering thoughts and answers to questions confidently. Because of pupils' excellent behaviour in lessons, no learning time is lost. They get on with their work promptly and are extremely proud of their efforts.
- Teachers and teaching assistants work together exceptionally well, and the support teaching assistants provide to pupils is of a very high standard. All adults know pupils very well and, as a result, tailor work precisely to help pupils make the best progress. They are enthusiastic and encouraging, and this helps pupils to have the confidence to achieve highly.
- Lessons are planned meticulously, building learning progressively throughout the session and over time. Teachers take careful account of what pupils have learned, and the errors they have made, to plan for the next day. For example, in an excellent mathematics lesson the teacher used parts of a 'pizza' to deepen pupils' understanding of different fractions. Pupils were challenged to explain how they had arrived at halves, quarters and thirds and identified the link with whole numbers.

- Teachers use questioning highly effectively to check pupils' understanding and also to extend their learning. In a lesson in Year 1, the teacher checked pupils' understanding of telling time by deliberately giving incorrect answers and asking what she had done wrong.
- As a result of the very careful checking of pupils' understanding and regular marking of work, teachers are able to precisely match work to ensure they get the best out of pupils so that they make the progress of which they are capable.
- Teachers use highly imaginative approaches to make learning interesting and enjoyable. Nursery class pupils were greeted by the teaching assistant dressed as 'Captain Barnacle' who took the 'crew' on a treasure hunt in the 'pirate school'. The words they sounded out in the Captain's letter to the crew were repeated as children negotiated the 'shark-infested water', the 'secret island' and the 'pirate hide-away'. The pupils were totally absorbed in the task and, consequently, made rapid progress.
- Although the quality of teaching is never less than good, occasionally pupils are not given enough opportunity to work independently or to work out solutions for themselves using their own ideas. This results in some pupils not making as much progress as they could be capable of.
- Pupils have a clear idea of what they have done well and what needs extra work as a result of the regular and accurate marking undertaken by teachers. School leaders recognise that pupils have not been consistently given opportunities to respond to the marking so that their learning develops further.

The behaviour and safety of pupils are outstanding

- The school is a happy, harmonious and caring community. Adults are exceptionally good role models and, as a result, pupils are friendly and courteous. They have extremely good manners. They hold doors open for adults and respond to questions politely. Even the youngest children negotiate patiently with each other when they are waiting to take their turn in a learning game.
- Behaviour at all times is exemplary. Pupils and parents confirm that behaviour is of a high standard and incidents of poor behaviour are exceptionally rare. Play times are happy and orderly occasions. A good range of games equipment keeps pupils occupied and active, while others are content to sit in the shaded areas and chat with each other.
- Pupils say they feel safe in school. They have excellent relationships with adults and say that they would know to whom they should go if they were upset or concerned. As one pupil commented, 'We are all buddies here.' Pupils know that they may sit at the place 'Friends Wanted' if they wish to get to know other children.
- Pupils learn very well about the need to respect each other's differences. For example, a display of work on 'Changes' describes some children's development. Photographs taken by parents illustrate points, and writing explains about lives in different circumstances.
- The school places a high priority on pupils' safety, and pupils are given a wide range of opportunities to learn about keeping safe. They have an excellent understanding of the dangers of using the internet, of how to keep safe crossing the road and of fire safety.
- Most pupils attend school regularly and nearly all arrive on time. The school has rigorous systems for checking pupils' attendance and close working with external agencies has resulted in

very few pupils having high levels of absence that are avoidable.

The leadership and management are outstanding

- All staff are overwhelmingly positive about working in the school. They comment on their pride in the school, the teamwork and positive environment. They are unstinting in their praise for the headteacher and the way she has supported them to become better at their job. This has been achieved through rigorous and regular checking of performance, precise targets for improvement and well-chosen opportunities for each member of staff's training. Additionally, staff receive coaching and support from more experienced colleagues which helps them to develop their expertise.
- Leaders have excellent knowledge of the school's strengths and areas for development. All aspects of the school's performance are regularly checked using accurate and thorough systems. Any drop in performance is rapidly addressed. For example, in the 2012 phonics screening check at the end of Year 1, the proportion of pupils reaching the expected standard was below average. Decisive action was taken and, as a result, the number of pupils reaching this standard more than doubled. The school has a sustained track record of excellence and the ability to continue to make improvements.
- The local authority recognises the expertise within the school and brokers support for other schools to benefit from that expertise. Equally, school leaders value the relationship with the local authority and the challenge and support the local authority provides to help the school continue to develop.
- Leaders are fully committed to ensuring there is a complete lack of any form of discrimination. This is demonstrated in their effective use of pupil premium funding to provide additional support and to purchase resources to improve standards.
- The school's excellent partnership with parents makes a very positive contribution to pupils' learning. Many opportunities are provided for parents to understand what pupils are learning and how they can help. Additionally, the parent support group offers valuable support.
- The curriculum is outstanding because it ensures that pupils' academic and personal development is excellent. Exciting and relevant topics are used to engage and enthuse pupils who thoroughly enjoy the practical, active and imaginative activities which are provided. For example, a recent trip to Scarborough extended pupils' excellent scientific knowledge and encouraged pupils' exploration and investigative skills. It also gave them a wealth of opportunities to practise their well-developed observational skills in paintings of the rock-pools, waves and people on the beach. The school grounds are used to optimum effect, and a wide range of visits and visitors enhance pupils' spiritual, moral, social and cultural understanding.
- Safeguarding procedures meet statutory requirements. Policies and procedures are in place and are checked they are implemented as they should be.
- **The governance of the school:**
 - Governors are very clear about their role as guardians of an excellent school at the heart of the community. They use their in-depth knowledge highly effectively to consider the best use of finances and resources. For example, the secondment of the headteacher to support other schools was approved only after careful debate so governors could assure themselves that it was in the best interests of the school. Governors use their own expertise to great effect by enhancing the leadership of the school. They have excellent first-hand knowledge of the

school through visits, use of school data and parental feedback. They use this information diligently to ensure that they maintain the very high quality of education the school provides, including making careful decisions about the management of staff performance, and how successful teachers are rewarded with salary increases.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122745
Local authority	Nottinghamshire
Inspection number	412120

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Darren Eaton
Headteacher	Jenny Digges
Date of previous school inspection	18 January 2007
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