

# Inspection of a good school: Selling Church of England Primary School

The Street, Selling, Faversham, Kent ME13 9RQ

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Inspection date:

11 November 2021

## **Outcome**

Selling Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to school. They feel that the school is a kind and friendly place. Pupils behave very well. Staff have high expectations of pupils. Children in early years quickly learn how teachers expect them to behave. Pupils are expected to try their best, concentrate in lessons and act sensibly.

Pupils love playing in the school grounds during social times. They develop friendships and play well together. Pupils make the most of the school's outdoor areas. They relish learning about nature and cooperation in their weekly lessons in the local woodland.

Bullying is not tolerated. Staff deal with unkindness between pupils quickly and effectively. Pupils feel safe in school. They develop their understanding of how to keep themselves safe. There are strong relationships between staff and pupils. Pupils know that they can go to staff if they are worried or anxious. Pupils are well cared for. Parents and carers appreciate the nurture and guidance that their children receive from staff. One parent commented: 'This is a warm, welcoming school that always puts the needs of the children first.'

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

Leaders have improved the curriculum by identifying what pupils need to know and when knowledge should be taught. Consequently, pupils build their knowledge over time. In reading and mathematics, pupils achieve well. However, in some other subjects, such as history, older pupils do not remember as much as they could because the curriculum has not been as effective in the past.

Improving the reading curriculum has been central to leaders' work over the past year. Leaders have changed the way that phonics is taught. All staff have been trained effectively in teaching phonics in a systematic way. These improved teaching methods have been quickly embedded. Pupils' reading has been hampered by the COVID-19 pandemic. Those in Year 1 and Year 2 started the academic year with gaps in their

phonics knowledge. Leaders increased the time dedicated to teaching phonics. Pupils are now catching up quickly. Leaders set ambitious expectations for pupils' progress in early reading and keep a close eye on how well pupils are developing their phonics understanding. Pupils develop a love of reading as they move through the year groups.

In mathematics, teachers have strong subject knowledge. They use precise questioning to check pupils' understanding. Teachers use carefully chosen resources to stimulate pupils' interests. For example, in Year 1, pupils used number grids to help them perform addition and subtraction calculations. This helped pupils to deepen their understanding of how to perform calculations without using objects.

Pupils have a developing understanding of fundamental British values. For example, pupils in Year 1 learn about democracy and the role of the prime minister. However, pupils do not fully appreciate the different ways that people live in modern Britain. Leaders are aware of this and are putting plans in place to deepen pupils' knowledge of different cultural communities.

The special educational needs coordinator (SENCo) works closely with staff to identify pupils that need extra support. Leaders work with external professionals to make sure that pupils with special educational needs and/or disabilities (SEND) get the support they need. The SENCo monitors how well this help is working so that effective support strategies are maintained and continued. As a result, pupils with SEND achieve increasingly well.

Pupils have a wide range of opportunities to develop personally. They broaden their learning about social responsibility and the importance of coming together as a school community. For example, pupils thought about the significance of Remembrance Day and participated in a period of silent reflection together.

The pandemic meant that there were far fewer external trips last year. Nevertheless, leaders organised 'virtual visits' for pupils. Leaders have put firm plans in place to reintroduce external trips and extra-curricular clubs this year.

Staff feel valued and supported by leaders. Staff told inspectors that leaders are approachable and always able to help. Leaders take account of staff workload when they are making changes in the school. According to staff, leaders put in place policies that contribute positively to staff well-being.

All parents who responded to Ofsted's online questionnaire, Parent View, agreed that their child does well at the school. One parent commented: 'Selling is a lovely supportive school and my children love it.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that checks about the suitability of staff are carried out properly.

Procedures for staff to report safeguarding concerns that they may have about pupils have recently changed. Staff are confident in using these new procedures and they know what to do if they need to report concerns that they have about a pupil.

Staff are trained well in safeguarding and they understand the most recent government guidance. This means that staff are aware of the signs that a child be at risk of harm.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have reviewed and strengthened the curriculum in foundation subjects. However, teachers are at the beginning of implementing these curriculum changes. Consequently, in subjects such as history, older pupils have some gaps in their knowledge. Leaders should continue to improve the teaching of the intended curriculum in foundation subjects so that pupils deepen their knowledge in all subjects.
- Leaders recognise that pupils do not yet fully appreciate the different ways that people in other communities live. Leaders should strengthen pupils' understanding of the different cultural communities that contribute to life and society in modern Britain.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2011.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137481
<b>Local authority</b>	Kent
<b>Inspection number</b>	10211061
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Helen Stewart
<b>Headteacher</b>	Madeleine Gower
<b>Website</b>	<a href="http://www.selling-faversham.kent.sch.uk/">http://www.selling-faversham.kent.sch.uk/</a>
<b>Date of previous inspection</b>	6 December 2016, under section 8 of the Education Act 2005

## Information about this school

- The headteacher joined the school as the interim headteacher in September 2019 and was appointed as the substantive headteacher in July 2021.
- The school joined Our Community Multi Academy Trust in June 2021. Two trusts were merged to form Our Community Multi Academy Trust. These were the Village Academy Trust and the Potential in Everyone Academy Trust. Selling Church of England primary school was formally a member of the Village Academy Trust.
- The school is a member of the Diocese of Canterbury and has a Christian character.
- The school's previous section 48 inspection of the school's distinctiveness and effectiveness as a Church of England school took place on 1 December 2016. The next section 48 inspection is expected in 2024.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders, the SENCo, governors, a representative from the Diocese of Canterbury, the chair of the board of trustees and the chief executive officer of Our Community Multi Academy Trust.
- Inspectors did deep dives in these subjects: early reading, mathematics and history. This meant that in each subject, inspectors met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at samples of pupils' work. Inspectors also looked at curriculum plans.
- Inspectors considered the views of staff from meetings with groups of staff and from the 16 staff who responded to Ofsted's confidential questionnaire.
- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff.
- Inspectors considered the views of 35 parents who responded to the confidential Ofsted parental questionnaire and 27 parents who provided free-text responses.
- Inspectors considered the views of 25 pupils who responded to Ofsted's confidential pupil questionnaire.

## Inspection team

Harry Ingham, lead inspector

Her Majesty's Inspector

Clive Close

Her Majesty's Inspector

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