

# Inspection of a good school: Selby Community Primary School

Flaxley Road, Selby, North Yorkshire YO8 4DL

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Inspection dates: 27 to 28 April 2022

## **Outcome**

Selby Community Primary School continues to be a good school.

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

Pupils, staff and governors are proud members of the school community. Pupils are happy and safe and say they would recommend their school to others.

The school is inclusive, and pupils feel valued. New pupils are made to feel welcome. Pupils value the strong working relationships they have with staff.

Pupils talk positively about their learning and their love of reading. Older pupils value having their own computer devices. They use these to support learning and save work electronically. Pupils are particularly excited and talkative about the double-decker reading bus. This has been developed to mark the Queen's Platinum Jubilee.

Staff care about their pupils and help them to succeed. Leaders and staff are ambitious for every pupil. They have high expectations of pupils' behaviour and learning. Pupils behave well and work hard in lessons. Poor behaviour is rare. Staff take any accusations of bullying seriously. Pupils say when it happens staff sort the problem out by giving the bully the 'red card'. Pupils know they can speak to staff if they have any worries or concerns.

Parents and carers are typically positive about the school and its leadership. Pupils can attend a range of clubs and enrichment activities, including residential visits, to support the curriculum and raise aspirations.

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

Leaders have continued to secure improvements since becoming an academy. Leaders and staff have put an ambitious curriculum in place from the early years to Year 6. The school's reading and mathematics curriculums are strong.

Reading is a priority; a range of interesting high-quality books entice pupils to read. Children have a positive start to reading in the early years. Books well matched to the

sounds pupils already know, or are learning, help them to practise reading. This enables them to develop confidence and fluency. Teachers identify pupils who need extra support to keep up. They provide that support promptly.

Pupils talk with confidence about their learning in mathematics. Pupils can explain their reasoning in lessons. In one lesson, a Reception child counted objects and said that nine was five and four. Another explained that nine was 10 with one missing. Teachers use a range of resources to clearly explain and illustrate mathematical concepts. This helps pupils to quickly grasp new learning.

Children in the early years get off to a good start. Leaders have rightly prioritised developing children's speaking, listening and social skills. Children enjoy all aspects of the indoor and outdoor learning environment. Staff are skilled at subtly encouraging children to talk in full sentences.

The ambitious curriculum has reading and mathematics at its core. Leaders have identified the knowledge, skills and vocabulary they want pupils to learn in each subject. In a small number of subjects, the order that knowledge and skills will be taught is unclear.

Staff use their strong subject knowledge to provide clear explanations. They use questioning to extend pupils' understanding. From the early years to Year 6, teachers make the most of the outdoor learning environment. For example, pupils visited Selby Abbey as part of their history work.

Leaders know disrupted learning, due to the pandemic, has affected pupils' ability to recall their prior learning. Staff are rightly reviewing how they are helping pupils to learn all the planned work. For example, they have started to recap prior learning in interesting ways. This helps pupils to learn and remember more.

There is a determination from staff that all pupils will succeed. Pupils with special educational needs and/or disabilities (SEND) receive the support they need to take full part in lessons. Pupils learning English as an additional language get extra help with learning new routines and new vocabulary.

Teachers use assessment to accurately identify gaps in learning. Consequently, pupils get the help they need to catch up. Leaders work hard to provide experiences that interest and motivate pupils. Pupils enjoy a wide range of clubs and say everyone has a chance to take part. They can do things they might not otherwise experience, such as golf.

Pupils learn about fundamental British values in their lessons. They enjoy current affairs and discussions with their classmates. Pupils are proud of the work of the school council and the lesbian, gay, bisexual and trans (LGBT) ambassador. Pupils talk confidently about diversity. They are encouraged to challenge racist or homophobic bullying or language.

Staff say they are proud and happy to work at Selby Community Primary School. They appreciate the support they receive from school leaders and governors in order to carry out their roles and to manage their workload.

## Safeguarding

The arrangements for safeguarding are effective.

All the required checks are made on new recruits before they start at the school. The safeguarding lead and safeguarding team know families well. Staff are caring and there is a strong safeguarding culture. Records show effective identification and ongoing monitoring of need. Staff are well trained and are vigilant to signs that pupils may be experiencing harm. There are effective links with outside agencies, which help leaders to provide effective support for pupils.

Leaders have adapted the curriculum to teach pupils about the dangers they may face outside school. The support for vulnerable pupils is effective. Pupils benefit from therapeutic work from trained staff within the school.

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

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

- In a small number of subjects, although leaders have identified the knowledge they want pupils to learn, they have not identified precisely enough the sequence that all the knowledge, skills and vocabulary should be taught in. This restricts how effectively pupils build their knowledge, skills and vocabulary in these subjects. Leaders should work with staff to ensure that learning sequences are clear in all subjects so that pupils build on their knowledge effectively over time.

## 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 second section 8 inspection since we judged the predecessor school, Selby Community Primary School, to be good in October 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>	144931
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10227628
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	372
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jane Tupper
<b>Headteacher</b>	Ian Clennan
<b>Website</b>	<a href="https://selbycp.selby.ac.uk/">https://selbycp.selby.ac.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Selby Community Primary School converted to become an academy school in December 2017. When its predecessor school, Selby Community Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school has a nursery for three-year-olds and up to eight two-year-olds in each session.
- The school runs its own breakfast club and after-school club.
- The school does not use any alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, he discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector met with the headteacher, the deputy headteacher and a group of governors and trustees.
- The inspector met with the safeguarding leader and members of the safeguarding team. He examined safeguarding documentation including risk assessments, training records and records of employment checks.

### **Inspection team**

Amraz Ali, lead inspector

Ofsted Inspector

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