

# Inspection of Selwyn Primary School

105 Selwyn Avenue, London E4 9NE

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Inspection dates: 10 and 11 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

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

Selwyn is a place where the school's five 'Cs', care, courtesy, commitment, consideration and cooperation, are put into action. Working relationships between adults and pupils, and between the pupils, are very positive. Older pupils share their ideas and give their views readily. In the early years, children sensibly choose the equipment or resources they wish to use. Two-year-olds at the school are absorbed in their learning.

Leaders place no limits on what pupils can achieve. Pupils take great pride in their learning. Work on display and in pupils' books reflects the school's strong curriculum and shows the care pupils take over their work. Leaders ensure that the uniqueness of all pupils is cherished. All pupils have equal access to all that the school has to offer. They participate fully in the life of their school.

Pupils are happy and safe at the school. They behave extremely well, and any rare incidents of bullying are swiftly resolved. Respect and tolerance are strongly promoted. Pupils visit local places of worship and are taught about the beliefs and cultures of others. The school's many extra-curricular clubs encourage pupils to develop their interests, including in music, performing arts and modern languages.

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

Leaders have designed a curriculum that is ambitious and exceptionally well organised. It is detailed, thorough and clear. It makes sure that pupils, right from the start of Nursery, learn the key content and in the right order. The needs of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils are carefully considered by leaders in designing the curriculum. Teachers understand the way that the curriculum builds pupils' knowledge and skills. They plan lessons that build on what pupils already know and can do.

Leaders meet the training needs of staff. All teaching staff have access to the specific high-quality training they need in each subject to teach it well. This means that staff are confident in delivering the school's ambitious plans.

Staff know the individual needs and next steps of pupils with SEND. Pupils with SEND achieve remarkably well in all key stages because teaching staff make skilful adaptations to ensure that these pupils access the same curriculum as their peers. Leaders ensure that support for pupils with complex needs is provided so that they are fully included in the life of the school.

Regular recapping and checks on the important knowledge that pupils need to remember help teachers to adapt lessons where necessary. Any gaps in pupils' knowledge are addressed swiftly. Teachers skilfully get their pupils to think more deeply and widely. They provide many opportunities for pupils to practise and show

the skills and knowledge they have learned. As a result, pupils make connections across the subjects they study and use subject-specific language fluently.

In the early years, language is constantly modelled to children. Children handle resources properly and carefully. This is because, right from the start in the room for two-year-old children, staff model and teach children how to do these things. For example, children are shown how to cut up fruit, to handle knives and scissors correctly and safely, to put on their coats and fasten zips. These planned opportunities for recapping support their growing independence. Leaders have made sure plans consider fully how children's learning in the early years builds the foundations for learning in each subject in Years 1 to 6.

The school has developed strong expertise in the teaching of phonics and reading. All teaching staff are trained in the school's phonics programme. Leaders ensure that staff teach early reading consistently and frequently. Children learn their phonics sounds quickly and get the right support to keep up. They are very well prepared for the next stage of their education.

Expectations for behaviour are high for every pupil. Staff work as a team with parents and carers. This ensures all pupils' needs are fully understood and met. Pupils behave extremely well, which supports the delivery of the curriculum.

The school's provision to support pupils' personal development is exceptional. There are many opportunities for pupils to learn key life skills and knowledge. Pupils in Year 5 gain accredited first-aid certification. Pupils are taught about the many groups of people who live in Britain. They are encouraged to understand and discuss issues including diversity, discrimination and tolerance.

Trustees from the Arbor Academy Trust bring a wealth of experience to the school. They consider the well-being of pupils and staff. Systems are in place to check how the school supports this important area. Staff appreciate the support from leaders to manage and reduce workload. For example, by bringing in weekly, shared year-group planning across the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school benefits from excellent links with local partners. Staff at the school have recently led the local early-help network. They have a clear overview of the external safeguarding support available. Staff secure quickly the help pupils and their families may need.

From training, staff have a strong understanding of any local risks that may affect pupils. All staff know the signs that might suggest that a pupil is at risk from harm and what to do should they arise. Guidance that pupils need to know in order to keep themselves safe is built into the curriculum. Safer-recruitment pre-employment processes are well established, and the appropriate checks made and recorded.

## 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>	143383
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10200597
<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>	685
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marcia Douet
<b>Headteacher</b>	Jason Cook
<b>Website</b>	<a href="http://www.selwynprimarywaltham.co.uk">www.selwynprimarywaltham.co.uk</a>
<b>Date of previous inspection</b>	18 December 2018, under section 8 of the Education Act 2005

## Information about this school

- Following the departure of the school's headteacher in July 2021, the executive principal of this school and another school in the trust has taken on the role of headteacher at Selwyn.
- The school has provision for two-year-olds.
- The school currently uses one registered alternative provider.
- The school runs breakfast and after-school clubs.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, a selection of curriculum leaders, teaching staff and staff responsible for the attendance, welfare and behaviour of pupils.

- Inspectors met with the chief executive officer of The Arbor Academy Trust. They also met with four members of the trust board and considered written correspondence from the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography, art and computing. For each deep dive, inspectors 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.
- Inspectors also considered leaders curriculum planning in music, physical education, history and French. Pupils' work, including videos of learning and performances, were also sampled in these areas.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The inspection team looked at a range of documentation provided by the school. This included information on how the school supports the personal development of pupils and positive behaviours at the school.
- The views of pupils, parents and staff, as gathered through discussions, correspondence sent to the lead inspector and Ofsted's online surveys, were also considered.

## **Inspection team**

Jean Thwaites, lead inspector	Her Majesty's Inspector
Joy Barter	Ofsted Inspector
Rekha Bhakoo	Ofsted Inspector
Teresa Neary	Ofsted Inspector

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