

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

Selsted, Wootton Lane, Selsted, Wootton Lane, Dover, Kent CT15 7HH

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Inspection date:

2 November 2022

## Outcome

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

## What is it like to attend this school?

Pupils are proud to welcome everyone to their joyful school. Pupils flourish as individuals, reflecting the school motto: 'From tiny acorns, mighty oaks grow within the love of God'. Older pupils offer guidance to younger children. Pupils are passionate that nobody be left out. If someone needs a friend, they find one at the 'buddy bench'.

Expectations are high. Everyone feels safe. Pupils do not worry about bullying and can always talk to adults about any worries. Behaviour is positive inside and outside school. Beginning with the 'emotional register' each morning, school life is built around nurture. Outdoor learning in the forest area enhances well-being for all.

Pupils appreciate responsibilities, and see themselves as leaders. Fulfilling roles such as 'library monitor', 'sports crew' and 'eco-warrior', pupils take duties seriously. Trips are inspiring and informative, from exploring the Cliffs of Dover to studying stars in the planetarium. Clubs are diverse and popular. Choir, dance, reading and craft clubs reflect pupils' talents and interests. If pupils request opportunities, leaders provide them.

Pupils adore their school dog. They walk her every day, including during their 'daily mile' on the new running track. Participation in sport is strong; all pupils represent the school at events.

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

Reading is at the heart of this school. Children make a flying start in early years. They quickly learn sounds while reading well-selected books, which provide essential practice. If pupils find reading difficult, staff provide strong support. Teachers identify gaps and design effective plans to help pupils through individual or group work. Nobody is left behind. Teachers read to pupils every day. Pupils enjoy writing and reading. This is demonstrated by their publication of the school newspaper and high attendance at reading clubs.

Mathematics is well planned. Pupils are fluent with numbers and their work shows secure understanding of concepts. In early years, the teaching and learning environment is well designed to build pupils' mathematical skills and knowledge. Leaders have identified how to raise mathematics standards further by challenging pupils with deeper opportunities to investigate and explain mathematical thinking.

Leaders have introduced a new curriculum for foundation subjects. They have planned learning to enhance pupils' understanding of diversity around the world. They learn about Ada Lovelace to challenge gender stereotypes. Pupils study Martin Luther King and Black history to help them understand and challenge prejudice. Teachers are implementing plans well. Pupils know and remember learning and language across most subjects and show high levels of enthusiasm in class. Teachers lead revision sessions to recall pupils' learning every week. Leaders run regular staff meetings to boost teachers' subject knowledge.

While the curriculum is creative and engaging, leaders recognise that planning of core knowledge in some subjects should be more precise. For example, teachers do not sharply define when pupils should learn key geographical facts. As a result, pupils may not always know and remember more.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Staff include all pupils in activities. Leaders have implemented a range of support strategies to help pupils, including those with SEND, to work with independence in every class. Pupils use visual aids and physical resources to access learning effectively.

Lessons are never disrupted. The school-wide behaviour approach encourages pupils to take responsibility for their actions. Relationships between staff and pupils are warm and respectful, underpinned by a strong pastoral culture.

Pupils' broader development is impressive. Leadership roles help pupils to develop confidence. Pupils choose charities to support. They raise valuable funds for local, national and global causes, including food banks and Ukraine. Pupils love sport. They enjoy developing physical skills at playtime, with opportunities for football, dance, skipping, walking on stilts and using exercise hoops. Living by the coast, leaders prioritise swimming. A comprehensive programme ensures that all children can swim well by the time they leave the school.

Staff are happy and proud. They feel well supported by leaders, who work tirelessly to help their well-being and workload. Assessment systems are efficient and manageable. Staff and parents say that the school feels like a family.

The headteacher is well regarded. She leads by example, setting the tone for an inclusive and aspirational community. Communication is strong. Parents appreciate how leaders listen to their ideas. Governors show dedication to offer challenge and maintain high standards. They bring expertise such as financial knowledge to ensure that funds are managed with diligence. These actions supported the school's project to acquire land and build an all-weather sports track.

## Safeguarding

The arrangements for safeguarding are effective.

Pupils are kept safe in this caring environment. Adults working with pupils undergo rigorous checks. Leaders ensure that training is relevant and timely, helping everyone to fulfil their safeguarding duties. Staff know what to do with concerns. Governors understand and meet their responsibilities, strengthening practice further.

Sometimes, families need extra help outside of school. During these times, leaders show high diligence. Communicating effectively with social services, they help secure vital support. This is well documented in detailed records.

Lessons and assemblies educate pupils about online safety and healthy relationships. This prepares them for secondary school and life in the modern world.

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

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

- In well-developed subjects, pupils achieve well. In some foundation subjects, key knowledge is less clearly defined. As a result, pupils may not always know and remember more in subjects such as geography. Precise knowledge points should be outlined clearly in the curriculum.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

## 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.

## 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>	118683
<b>Local authority</b>	Kent
<b>Inspection number</b>	10241677
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clare Blakemore
<b>Headteacher</b>	Angela Woodgate
<b>Website</b>	<a href="http://www.selstedschool.org">www.selstedschool.org</a>
<b>Date of previous inspection</b>	6 June 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, there have been significant changes to staffing.
- The school is part of the Diocese of Canterbury. The school was rated good in its most recent section 48 inspection, in June 2022.
- The school currently uses no alternative provision.

## 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to pupils and looked at pupils' work.
- The lead inspector listened to a range of pupils read.
- Inspectors observed catch-up interventions to learn how staff provide extra support to pupils.

- Inspectors met with the headteacher, the senior teacher, teachers, support staff and the special educational needs and disabilities coordinator.
- The lead inspector met four members of the governing body, including the chair of governors.
- To evaluate safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with designated safeguarding leaders, staff and pupils.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- The lead inspector took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.
- Inspectors met with a range of pupils to learn their views about the school. Inspectors also considered responses to the pupil questionnaire.
- The lead inspector spoke by telephone with a representative from the local authority.

### **Inspection team**

Scott Reece, lead inspector

His Majesty's Inspector

Kirstine Boon

Ofsted Inspector

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