

Inspection of Selby Abbey Church of England Voluntary Controlled Primary School

New Lane, Selby, North Yorkshire YO8 4QB

Inspection dates: 11 and 12 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils feel happy and safe at this calm and friendly school. Relationships between staff and pupils are strong. The school's restorative approach to behaviour management is central to its work and Christian ethos. When pupils fall out, adults encourage and support them to find a solution together. This prepares pupils well for managing relationships beyond school.

Leaders help pupils learn to be respectful of difference, whether that be religious views or how people choose to live their lives. As one pupil said, 'It is okay to believe whatever you want. In this school, it does not matter what you believe as long as you are kind to other people.'

Staff and pupils are positive about the school. Most parents and carers feel that the school communicates well and that behaviour is good. They feel confident that staff make every effort to ensure pupils have the tools they need to succeed. A small minority of parents express concerns about leaders' actions to address alleged bullying incidents.

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

Leaders have developed an ambitious, well-sequenced curriculum. Teachers have secure subject knowledge and deliver the curriculum well. Staff have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). In some subjects, such as design and technology, history and art, pupils remember key facts that they have been taught. This is not the case in all subjects. For example, in religious education, although pupils understand what they can learn from religion, they struggle to recall and make links between the key features of different world religions.

Leaders in the early years have developed a well-sequenced curriculum that provides children with a range of learning opportunities. Leaders prioritise children's language development. Adults engage children in conversation, talking with enthusiasm about stories they have read together. They skilfully introduce children to unfamiliar words and phrases and develop their enjoyment of reading. Adults model turn-taking effectively.

The curriculums for the early years and key stages 1 and 2 are well designed. However, they are too separate. In some subjects, leaders have not fully considered how the curriculum develops from the early years through to key stage 1 and beyond. This means that adults in Nursery and Reception miss opportunities to prepare children for the subject vocabulary and knowledge they will need in later learning.

Teachers and specialist staff support pupils with SEND well. Where necessary, lessons and resources are adapted to meet the pupils' individual needs. Leaders have secured additional support for pupils with speech and language issues. Adults

meet pupils' needs well.

Leaders ensure that teaching pupils to read is a priority. Pupils practise reading at the start of every day. Leaders provide staff with the high-quality training and support they need to ensure that phonics teaching is effective. Adults introduce pupils to new sounds in a logical order. Pupils use their phonic knowledge confidently to read unfamiliar words. Teachers identify pupils in need of extra support quickly. Leaders have invested in new books and resources to promote a love of reading. Pupils are excited at the thought of reading new books from the recently launched '100 Book Challenge'.

Leaders promote pupils' personal development and well-being through the curriculum and acts of collective worship. The school's approach to behaviour management helps pupils to learn how to manage relationships. They understand the views and motivations of others. As one pupil stated, 'Bullies need help too. People only become bullies when they have had a bad experience themselves.'

Pupils take part in various clubs and activities, including choir, gardening, digital leaders and eco-warriors. They enjoy having additional responsibilities and contributing to the life and work of the school.

Governors are knowledgeable. They visit school regularly and effectively challenge and hold leaders to account. Staff are appreciative of leaders' consideration and support to manage their workload

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their responsibilities for safeguarding seriously. They work hard to build good relationships with parents, providing support where they can. Staff identify pupils that may need help or are at risk of harm. Staff pass these concerns on to leaders promptly. Leaders are quick to seek support from other services when this is needed. Leaders ensure that staff receive regular training so that their knowledge of safeguarding is up to date.

While safeguarding is effective, there are some inconsistencies in the way concerns are recorded. This has the potential for information to be missed or misrepresented.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for some foundation subjects is not aligned well with the early years curriculum. This means that adults in Nursery and Reception miss opportunities to introduce children to the subject vocabulary they will develop further in key stage 1. Leaders should ensure that the early years curriculum

prepares children for the demands of Year 1 and beyond.

- Processes for recording safeguarding concerns are inconsistent. As a result, there is an increased risk that information may be missed or misrepresented. Leaders should ensure that there are consistent processes in place for recording and reporting concerns.

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

Unique reference number	121586
Local authority	North Yorkshire
Inspection number	10242057
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair of governing body	John Weetman
Headteacher	Jo Jennings
Website	www.selbyabbeyprimaryschool.co.uk
Date of previous inspection	4 October 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the North Star and Polaris Teaching School Alliance.
- As a Church of England school, the school received a Statutory Inspection of Anglican and Methodist Schools (SIAMS) on 8 December 2021. Inspectors judged the school to be good.
- The school runs its own breakfast and after-school provision.
- The number of pupils with SEND is above the national average.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.

- The headteacher was not in school during the inspection. She joined the final feedback meeting remotely.
- Inspectors met with the deputy headteacher, subject leaders and members of the governing body, a representative from the local authority and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. 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. The lead inspector also listened to pupils read to a familiar adult.
- Inspectors reviewed a range of school documentation, including the school's self-evaluation and improvement plans.
- The lead inspector met with the designated safeguarding lead and reviewed safeguarding logs.
- An inspector reviewed the school's single central record of recruitment checks.
- Inspectors spoke to pupils, both formally and informally, throughout the inspection, including pupils who had been supported by the school to improve their behaviour.
- Inspectors observed breaktime and lunchtime behaviours and routines.

Inspection team

Jane Wilson, lead inspector	Ofsted Inspector
Adrian Fearn	Ofsted Inspector
Elaine Watson	Ofsted Inspector

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