

# Inspection of an outstanding school: Selborne Primary School

Conway Crescent, Perivale, Greenford, Middlesex UB6 8JD

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Inspection dates:

29 and 30 November 2023

## **Outcome**

Selborne Primary School continues to be an outstanding school.

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

The school has exceedingly high expectations of its pupils. Pupils, including those in early years, excel in every aspect of their education. They rise to the school's aim to 'inspire and achieve'. Staff go the extra mile to ensure that pupils with special educational needs and/or disabilities (SEND) achieve their full potential in relation to their learning and development goals.

Pupils flourish and are proud to be part of this caring and welcoming community. They enjoy attending school. Pupils feel safe, knowing that they can trust adults to listen and act if they have any concerns. If they need to, pupils make full use of the 'worry boxes' and the 'worry tree' to tell adults how they are feeling.

Pupils' behaviour is commendable. Kindness is evident, starting from early years, where children play and share resources well with each other. Pupils across the school are polite and respectful towards adults and towards each other. They move courteously and sensibly around the school.

The school leads pupils in extending acts of kindness to their local community. For example, pupils write letters to older residents in the neighbourhood. Pupils also litter pick in the local park and contribute to conservation work in nearby woods.

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

The school has a carefully planned and well-designed curriculum. The curriculum clearly defines the ambitious goals that the school wants pupils to reach. Learning in a subject is sequenced in a way that enables pupils to consistently gain a rich, connected body of knowledge. Pupils are fully prepared for the next stage in their learning. In physical education (PE), for example, children in early years receive high-quality support to aid their physical development. This prepares them for when they learn how to perform throwing and catching skills in Year 1. By the time pupils get to Year 6, they are proficient in controlling and passing a ball, and they apply their skills competently when engaged in

games. Because of the detailed knowledge and skills pupils gain in a range of subjects, they are well prepared for their secondary education.

Staff have a deep understanding of the subjects that they teach. They make expert choices in the way they deliver new learning, which is presented clearly. Resources and activities to support pupils in learning new concepts are chosen so that they are effective in developing understanding. As a result, pupils learn the curriculum extremely well. They engage readily in discussions about the subjects that they are studying, using subject-specific vocabulary. In computing, for example, pupils use words such as 'algorithms,' 'sprites,' 'events' and 'variables' with accuracy and confidence. Across the curriculum, pupils' misconceptions are identified and addressed promptly.

Pupils with SEND receive high-quality support from staff. Expert adaptations in class allow for these pupils to make strong progress through the curriculum. Over time, these pupils develop the independence and confidence to take part in whole-class discussions and activities. They are well supported to reach the ambitious goals the school has set for them.

Learning to read and becoming a fluent reader are absolute priorities for the school. Staff are trained as expert teachers of reading. Pupils benefit from high-quality daily phonics sessions where they learn the sounds that letters make. Pupils get lots of opportunities to practise using these sounds. This includes through the books that they read, which are closely matched to the sounds that they already know. Staff use regular checks on pupils' phonics knowledge to identify those who are falling behind. These pupils receive effective support, and they catch up quickly. Pupils show a genuine love of reading and of books. They talk with joy about a wide range of different texts. Equally, they enjoy adults reading to them daily.

Pupils' attitude to learning is typically impeccable. They listen attentively in lessons. Their positive attitude contributes to the successful delivery of the curriculum. Disruptions to learning are rare. Pupils attend school regularly. When a pupil's attendance drops, the school takes timely and effective action to help them to attend more regularly.

The school is committed to ensuring that pupils receive a rich all-round school experience, both within and beyond the academic curriculum. Additional funding is used to enable pupils to visit a wide range of museums, galleries, theatres and other places of interest. In Year 5, for example, pupils explore Osmington Bay as part of their residential trip. Pupils are provided with plentiful opportunities to learn about different careers and professions. They are also trusted with positions of responsibility. They relish opportunities to serve as cyber mentors, travel ambassadors or eco-warriors.

Staff appreciate that their well-being and workload are considered before the school implements initiatives. They are proud to be a part of this school. They know that if they require support, they can approach school leaders, who are always willing to help.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in May 2017.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101886
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10289822
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	658
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Prash Mehta
<b>Headteacher</b>	Kerry Shilling
<b>Website</b>	<a href="http://www.selborne.ealing.sch.uk">www.selborne.ealing.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 May 2017, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school has an additional resourced provision for 21 pupils with social communication difficulties, including autism.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher and other members of the leadership team.
- The inspectors also met with members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, PE and computing. For each deep dive, the inspectors held discussions about the

curriculum, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. Other subjects were also reviewed as part of this inspection.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors also considered the views of parents through their responses to Ofsted's surveys.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

Paul Robinson

Ofsted Inspector

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