

Selling Church of England Primary School

Address: The Street, Selling, Faversham, Faversham, Kent, ME13 9RQ

Unique reference number (URN): 137481

Inspection report: 6 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders track attendance carefully and communicate its importance to pupils, parents and staff. Their work to improve attendance is robust and has led to sustained improvement for vulnerable groups. Persistent absence continues to fall. Where attendance has been low, leaders act promptly. This includes working effectively with families and other agencies to secure improvement. These actions are having a positive impact on overall attendance and reducing gaps for disadvantaged pupils.

Leaders have created a calm, orderly and respectful environment, where pupils feel safe and cared for. Pupils behave well across the school and learning is rarely disrupted. They show positive attitudes to learning, share resources and treat others with respect. Leaders provide effective support for the most vulnerable pupils, including bespoke pastoral support. Consequently, these pupils can participate fully in the life of the school. Staff apply the school's behaviour policy consistently, using clear rewards and sanctions. Pupils understand expectations and consequences, which motivates them to follow routines. Bullying and prejudicial behaviour are not tolerated. Any incidents are addressed quickly and effectively. The school promotes a culture, where discrimination, harassment or abuse is never acceptable. Staff know pupils well. They make appropriate adjustments for those pupils with special educational needs and/or disabilities.

Curriculum and teaching

Expected standard 

The curriculum reflects the ambition and breadth of the national curriculum. Knowledge and skills are mapped carefully from the Reception Year to clear endpoints in Year 6. Leaders, supported by the trust, have designed an inclusive curriculum. Pupils, especially those with any form of disadvantage, are given the best chance to succeed. Recent decisions about curriculum structure and teaching are improving learning across the school. Staff now identify gaps in learning quickly and provide pupils with meaningful support. As a result, teaching is more precise and resources are used effectively.

The curriculum prioritises strong foundations in reading, writing and mathematics. Staff use practical equipment in mathematics to help pupils visualise quantities and calculations. Reading and writing are taught in a logical order. Teaching is effectively working to close gaps in the writing skills for pupils who are new to the school or have prior gaps in learning. Pupils' vocabulary development is embedded across subjects. This helps to extend pupils' spoken and written language. Pupils who need to catch up receive effective, targeted support so they can swiftly secure essential knowledge.

Staff have received clear training to remove barriers to learning for vulnerable pupils. The school works well with the trust and diocese to strengthen subject knowledge and teaching skills. Staff show real expertise in supporting pupils with special educational needs and/or disabilities and adapting teaching to meet pupils' individual needs.

Early years

Expected standard 

Children in the Reception Year make a positive start to school. They are happy and enjoy the opportunity to learn alongside pupils in Year 1 and Year 2. The school manages this arrangement well and meets all the statutory requirements for the early years. Children benefit from a smooth transition into older classes through consistent staffing and older role models. This helps them to be ready for Year 1.

Adults support language development by introducing well-chosen vocabulary. Children enjoy interacting with adults and each other and form strong bonds. Staff use these relationships and high-quality interactions to constructively encourage and extend learning. Adults plan activities indoors and outdoors using a detailed curriculum. The curriculum suitably adapts to children's needs and interests. For example, staff use icy weather to explore ideas of freezing and melting with large blocks of ice outside. Children also learn important lessons about hygiene and self-care. When children need extra support, adults are well informed and able to adapt practices to meet children's individual needs.

Children learn early reading skills through effective phonics lessons. These lessons help them to recognise letters and sounds. Adults provide further opportunities to read during exploration time. The school works closely with parents to build effective partnerships. These successfully support children's learning and development.

Inclusion

Expected standard 

Inclusion is a key strength of the school. There is a universal ambition from staff for all pupils to flourish and thrive. Staff use clear and effective systems to identify vulnerable pupils promptly and accurately. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and those who face other barriers to their learning. The school also provides careful support for young carers. They work constructively with external agencies to meet pupils' needs.

Detailed pupil support plans help staff address learning and welfare effectively. The pupil premium strategy is well structured and evidence-based. It is beginning to show a positive impact on attendance, behaviour and learning. Leaders typically provide training and coaching that enable staff to apply inclusive practices. These approaches help to reduce barriers to learning and support pupils' achievement and wellbeing.

Pupils benefit from targeted resources and interventions, both in and out of class. The school builds positive relationships with parents through regular and constructive communication. Parents feel involved in planning and pupils' views are considered in decisions. Leaders monitor inclusion through a range of measures. Trustees and trust leaders provide highly effective oversight. These processes help the school to review and consistently improve their provision for vulnerable pupils.

Leadership and governance

Expected standard 

The school's leadership team has a clear and ambitious vision for the future. Leaders understand the school's strengths and areas for development in detail. They use evidence-

informed evaluation and best practice from across the trust and beyond to identify next steps. Leaders prioritise actions for improvement in a coherent school development plan. These actions place the best interests of pupils at the centre, including those who are disadvantaged, pupils with special educational needs and/or disabilities or those who face other barriers to learning and wellbeing.

Governors and trustees meet all statutory duties. They hold leaders to account for managing resources effectively and provide support and challenge that lead to sustained improvement. They are well informed and diligent in their assurance role. They also make decisions that promote staff welfare and consider workload when planning change.

Leaders ensure staff have access to high-quality training. This programme is evidence-informed and builds expertise across the school. Staff value this professional development because it is coherent and linked to improving outcomes for the most vulnerable pupils.

The trust and school work closely together to maintain high standards. Leaders collaborate with colleagues across the trust and external bodies to share best practice. Their actions show a strong commitment to pupils' success and staff wellbeing. This approach ensures that improvement is continuous and benefits the wider school community.

Personal development and wellbeing

Expected standard 

The school gives pupils a clear sense of right and wrong. Pupils value the spiritual life of the school and show insight into the diversity and faiths of others. Staff encourage informed dialogue and debate about different beliefs and experiences. As a result, pupils show maturity and tolerance. Adults teach the importance of protecting individuals from discrimination and the importance of fundamental British values, such as democracy and respect, explicitly. Pupils respond positively and ask thoughtful questions.

The school enriches the curriculum with well-chosen experiences. For example, a recent visit to a local policing museum helped pupils explore the rule of law and how it has changed over time. These experiences give pupils context to apply concepts in real life. Pupils discuss ideas safely with adults and peers. This helps them to develop social skills and build empathy and understanding.

The school teaches personal, social and health education consistently well. This includes relationships and health education that are taught in an age-appropriate way. Pupils learn how to stay safe online and offline. Pupils become more prepared for adulthood as they move through the school. Staff make clear adaptations so that pupils with special educational needs and/or disabilities can access and benefit from these lessons. Leaders also consider disadvantaged pupils carefully when planning personal development and supporting pupils' wellbeing. They make choices that broaden pupils' horizons and support their aspirations.

The school offers a range of extra-curricular activities. These include creative, musical and sporting opportunities. Staff track participation, especially for disadvantaged pupils, and encourage them to take part. This helps pupils to develop their talents and interests and gain a variety of experiences beyond the classroom.

Needs attention

Achievement

Needs attention 

Recent work to improve how staff check pupils' knowledge has not yet had a clear impact. National outcomes at the end of Year 6 and pupils' writing remain areas for improvement. While many pupils achieve well, especially in the wider curriculum, some still have gaps in grammar, spelling and handwriting. The school is taking appropriate steps to address this, but these have not yet had sufficient impact. As a result, some pupils are not as fully prepared for secondary school as they could be.

Pupils with special educational needs and/or disabilities and other vulnerable pupils generally progress well from their starting points, including in reading, writing and mathematics. Pupils learn to recognise letters and sounds accurately. The school's phonics provision is effective and helps build secure foundations for reading. Leaders' actions to improve mathematics have led to positive changes, with Year 4 multiplication outcomes now broadly in line with national averages.

What it's like to be a pupil at this school

This small rural school places pupils at the centre of all decisions. Inclusion is evident in classrooms and during playtimes. Pupils enjoy learning in a culture of support and compassion. They feel safe to share thoughts and feelings with peers and adults. When unsure or unhappy, pupils trust staff to resolve issues swiftly. Bullying is rare and dealt with effectively. Attendance is improving rapidly. Behaviour is calm, kind and respectful.

Pupils enjoy learning and share their breadth of knowledge across the curriculum. They particularly value reading and speak enthusiastically about favourite books and authors. As a result, pupils, including those who are disadvantaged, read widely and often. The library is a vibrant hub that pupils appreciate. Pupils are developing secure knowledge across most subjects. Staff identify and remove barriers to learning quickly. This enables pupils with additional needs to succeed. However, past weaknesses have left gaps in learning, reflected in recent published national outcomes. Writing remains a priority. Pupils' spelling and handwriting are improving. However, further progress is needed to prepare them fully for secondary school.

Pupils take pride in being responsible citizens. Leadership roles have a positive impact on the school environment, clubs and the wider community. Pupils value these roles and act as role models. They understand and apply the school's teaching around respect, resilience and empathy. This prepares them well for life in modern Britain. Although many travel from beyond the local area, strong relationships flourish. Pupils celebrate differences and share achievements with pride. Those pupils with special educational needs and/or disabilities are ambitious. They are well supported in these ambitions by peers and staff. The school promotes pupils' interests and talents through bespoke clubs, musical recitals and

community events. These help to strengthen links with local residents and extend experiences beyond the classroom.

Next steps

- Leaders must ensure that pupils secure their fundamental knowledge in writing so that they can demonstrate a broad and deep understanding of spelling, grammar and handwriting skills. This will equip pupils to achieve well in national outcomes and across the wider curriculum.

About this inspection

This school is part of the Our Community Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Whitehead, and overseen by a board of trustees, chaired by Debbie Haigh.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, governors, trustees, staff, pupils and parents during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character and is part of the Diocese of Canterbury. The schools most recent SIAMS inspection was in May 2024.

The school has undergone a significant change since the last inspection. The new headteacher has been in post since September 2025.

The school does not currently use any alternative provision.

Headteacher : Laura King

Lead inspector:

Toby Martlew, His Majesty's Inspector

Team inspector:

Catherine Hylands, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 January 2026

School and pupil context

Total pupils

92

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

41.30%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

6.52%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

23.91%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25 (revised)	38%	62%	Below
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	73%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	70%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	73%	Below
2024/25 (revised)	52%	74%	Below
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	73%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	32%	46%	Below
2024/25 (revised)	29%	47%	Below
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	62%	Below
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	59%	Close to average
2024/25 (revised)	57%	59%	Close to average
2023/24 (final)	86%	58%	Above
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	60%	Below
2024/25 (revised)	29%	61%	Below
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	32%	68%	-36 pp
2024/25 (revised)	29%	69%	-41 pp
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-27 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	71%	80%	-8 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	78%	-25 pp
2024/25 (revised)	57%	78%	-21 pp
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	42%	80%	-38 pp
2024/25 (revised)	29%	81%	-52 pp
2023/24 (final)	57%	79%	-22 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.2%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.8%	13.3%	Above
2023/24 (3 term)	18.9%	14.6%	Above
2022/23 (3 term)	20.7%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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