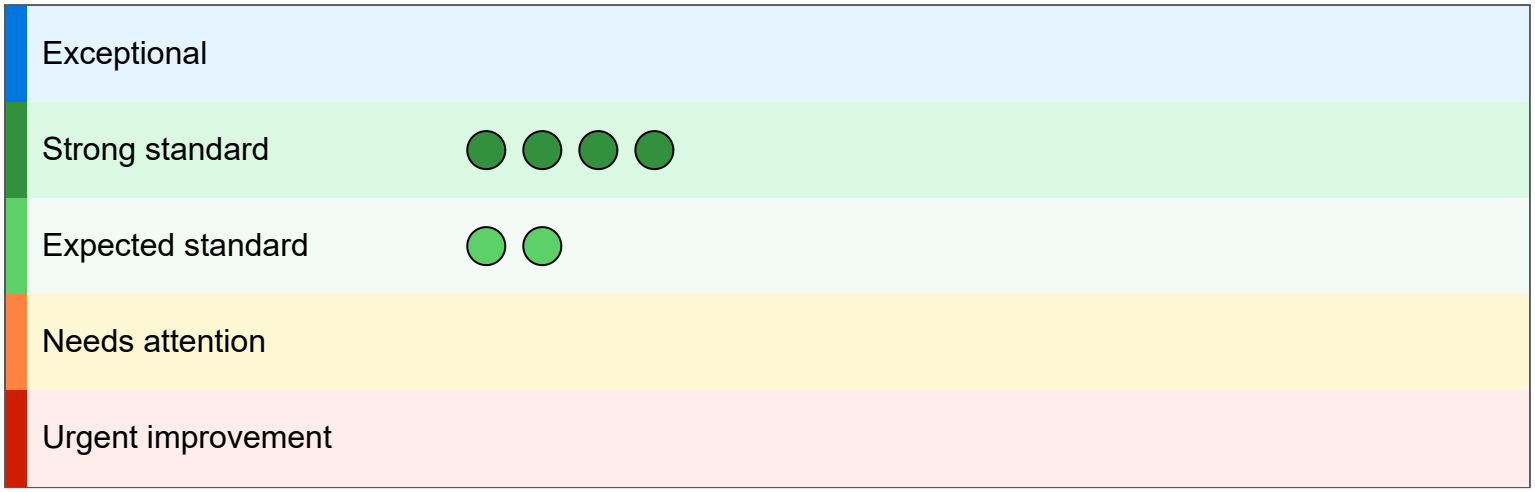
Selwood Academy

Address: Berkley Road, Frome, Somerset, BA11 2EF

Unique reference number (URN): 137741

Inspection report: 29 September 2026



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.

Strong standard

Attendance and behaviour

Strong standard

Leaders identify the specific barriers to attendance and punctuality that some pupils face. Leaders work closely with families and other agencies to reduce these barriers for pupils. Pupils' attendance, including for disadvantaged pupils, is consistently well above the national average. Pupils with special educational needs and/or disabilities also attend well.

Pupils live up to leaders' high expectations for behaviour. They are courteous and respectful. In lessons, they work hard. At social times, pupils cooperate harmoniously with their peers. Pupils proudly wear the badges they earn for pupil leadership roles, commitment to particular school subjects or extra-curricular activities. Leaders provide support for pupils, who find managing their behaviour challenging, without reducing their high expectations. This support helps pupils to improve their behaviour over time.

Staff deal swiftly with any incidents of bullying or unkind behaviour. Pupils have confidence that adults will not allow bullying to persist.

Inclusion

Strong standard

Leaders rapidly identify pupils with special educational needs and/or disabilities (SEND). They provide staff with detailed information and training on how to support pupils with SEND in lessons. Teachers use this information and training highly effectively. As a result, pupils with SEND learn the curriculum alongside their peers.

Leaders have a deep understanding of the barriers to learning that some disadvantaged pupils face. They have designed the curriculum with the needs of disadvantaged pupils in mind. For instance, they ensure that pupils build their understanding of complex vocabulary so that they can achieve well across the curriculum. Additionally, leaders have developed highly effective ways of supporting disadvantaged pupils to take part in the broad set of opportunities that pupils have beyond what they learn in lessons. As a result, disadvantaged pupils' attendance at school is high and they benefit from all the school has to offer.

Leaders identify when pupils may need some additional support, such as young carers or children in care. Such pupils thrive because of the support that staff provide.

Pupils attend well because they feel a sense of belonging at school. They achieve well, meaning they are ready for their next steps in learning. All pupils benefit fully from the school's personal development programme.

Leadership and governance

Strong standard

Leaders and those responsible for governance share a clear and unified vision for the school, rooted in their understanding of the local community and education sector. They want pupils to 'let their light shine before others', in line with the school's Christian ethos. This means achieving well academically and developing positive character traits. Leaders pursue this vision through continuous improvement.

Those responsible for governance use their knowledge to challenge and support leaders effectively. Clear communication between leaders, governors, trustees and the multi-academy trust facilitates effective support and challenge.

Leaders use their thorough knowledge of the school and its pupils to identify priorities for improvement. They take effective action to bring about positive changes. For instance, their approach to inclusion and the promotion of positive behaviour and attendance are embedded in all aspects of school life.

Staff share leaders' vision for the school and local community. They are proud to work at the school and have confidence in leaders. For instance, staff can focus on teaching because leaders set clear expectations for pupils' behaviour. Leaders ensure that staff have the knowledge and skills to carry out their roles effectively. Through a carefully planned professional development programme, staff continue to strengthen their expertise.

Parents and carers are overwhelmingly positive. They feel that their children thrive at the school, both academically and socially.

Personal development and wellbeing

Strong standard 

Leaders have designed a comprehensive personal development programme that enables pupils to 'let their light shine before others'. For instance, the annual school production brings pupils of all ages together to showcase their particular talents, whether on stage or behind the scenes.

Pupils' experiences are enhanced by the vast array of opportunities they have to discover new interests, visit different countries and contribute to the community through leadership roles in school. Leaders check that what they offer truly does provide enrichment for each pupil. They proactively remove barriers to taking part, ensuring that all pupils benefit from all that the school has to offer.

Pupils have a highly developed understanding of important topics that are essential for life in modern Britain. They understand how living in accordance with the fundamental British values and the school's faith values enables them to make a positive contribution to society.

Staff teach sensitive topics, such as online and offline safety, healthy relationships and consent, in an age-appropriate way. Pupils show a deep understanding of these topics. They are very knowledgeable about personal finances, including savings, debt and interest rates.

Pupils receive a wealth of information about future careers, education and training. All pupils visit a local university and have multiple opportunities to meet with and learn from employers. Leaders ensure that there is always a focus on potential future careers as part of the many trips that pupils go on. Each curriculum subject also makes clear how what pupils learn links to their future opportunities. As a result, pupils understand the different options open to them for both qualifications and employment when they leave school.

Pupils get highly effective pastoral support, when they need it. Pupils are confident that staff will help them with any difficulties that they face. Consequently, pupils feel able to seek help at an early stage.

Expected standard

Achievement

Expected standard

Pupils achieve very well in national assessments in English and mathematics at the end of Year 6. Across the curriculum and age range, pupils typically produce high-quality work. However, inconsistencies in teaching prevent pupils from deepening their knowledge consistently well in all subject areas.

Staff provide effective support for pupils, who are disadvantaged or have special educational needs and/or disabilities. This helps pupils to develop essential knowledge and skills and make progress from their starting points.

Pupils are well prepared for their next steps in education as they move to upper school at the end of Year 8.

Curriculum and teaching

Expected standard

Leaders have an accurate understanding of the quality of the curriculum and teaching in the school. Leaders use what they know to inform the professional development programme of staff. Consequently, teachers typically have the expertise required to teach the curriculum effectively.

Teachers usually provide clear explanations and use appropriate strategies that support pupils' learning. They ensure that pupils build their subject-specific vocabulary. Teachers check on pupils' understanding and make adaptations to help pupils with barriers to learning follow the curriculum alongside their peers. However, there is variation in the precision with which teaching strategies are used to address gaps in pupils' knowledge. This hinders the progress that pupils make.

The school has a clear approach to developing pupils' knowledge in reading, writing and mathematics. Staff put in place targeted interventions to support those pupils who are at the early stages of learning to read. There is a clear approach to supporting pupils to continue to develop their literacy and numeracy.

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

Pupils feel welcome and included at this school. They treat others with respect, forming positive relationships with their peers and with staff. A range of opportunities and experiences support pupils’ wider development, beyond the subjects that they learn. For instance, pupils recall with great enthusiasm the experiences they gain through the array of

trips that the school runs. Pupils also relish the opportunities they have to contribute to the wider school community through the various formal leadership roles that they are proud to hold.

Pupils enjoy learning at this school. They show dedication to learning and strive to improve their work. They find their lessons interesting and are able to connect what they are learning now to potential careers or further study in the future. The school makes these links clear for pupils throughout the curriculum and reinforces them through in-school events and visits to employers and education providers. Therefore, pupils are well prepared for their next steps in education. The school reduces barriers that some pupils face to their wellbeing. For instance, those who sometimes struggle with the start of the school day get effective support, which helps them to settle quickly. Pupils who need additional help to reduce barriers to learning are well supported. Consequently, these pupils typically achieve and attend as well as their peers.

Pupils feel safe at school. Staff deal with any instances of bullying promptly, so they do not persist. They have trusted adults who they can go to if they experience any difficulties.

Pupils arrive at school punctually and most attend extremely well. Consequently, they are able to achieve well and make the most of the additional opportunities that the school offers them.

Next steps

- Leaders should embed consistently high-quality teaching, so that pupils achieve well in all year groups and across the range of subjects that they study.

About this inspection

This school is part of Midsomer Norton Schools Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Alun Williams, and overseen by a board of trustees, chaired by Anthony Wells.

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

This inspection took place on 29 September and 30 September 2026.

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 senior and middle leaders, trustees, staff from the multi-academy trust and a selection of school staff and pupils during the inspection. They also considered the views of parents and staff who responded to the Ofsted surveys. Inspectors visited lessons and viewed pupils' work. They spoke to pupils at social times and in pupil group meetings. An inspector contacted a representative of the virtual school.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having an Anglican and Methodist religious character. It is in the Diocese of Bath and Wells.

The school joined the Midsomer Norton Schools Partnership Trust in February 2026. The head of school is Dave Finlay.

The school does not use any alternative provision.

Executive headteacher: Dan Jeffries

Lead inspector:
Sarah Favager-Dalton, His Majesty's Inspector

Team inspectors:
Paul Nicholson, Ofsted Inspector
Carl Thornton, Ofsted Inspector
Andrew Raistrick, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

658
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: 1,063

School capacity

704
Well 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: 1,154

Pupils eligible for free school meals (FSM)

21.88%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

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

2.74%
Close to 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: 3.53%

Pupils with special educational needs (SEN) support

13.68%
Close to average

What does this mean?

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

National average: 14.0%

Location deprivation

Well 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	62%	Above
2023/24 (final)	69%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	74%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	72%	Above
2023/24 (final)	87%	72%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	74%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	82%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	51%	47%	Close to average
2023/24 (final)	45%	46%	Close to average

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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	62%	63%	Close to average
2023/24 (final)	55%	62%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	59%	Above
2023/24 (final)	76%	58%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	61%	Above
2023/24 (final)	70%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	51%	69%	-18 pp
2023/24 (final)	45%	67%	-22 pp

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	62%	81%	-19 pp
2023/24 (final)	55%	80%	-25 pp

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	78%	-5 pp
2023/24 (final)	76%	78%	-2 pp

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	70%	79%	-10 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	6.1%	7.8%	Below
2024/25 (3 term)	6.5%	8.4%	Below
2023/24 (3 term)	7.6%	8.9%	Close to average

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
2025/26 (1 term)	14.4%	21.5%	Below
2024/25 (3 term)	16.7%	23.4%	Below
2023/24 (3 term)	21.0%	25.6%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright