

Inspection of Bishop Chavasse Primary School

2a Baker Lane, Tonbridge, Kent TN11 0FB

Inspection dates: 5 and 6 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils are proud of their school. They think it has improved lots recently. Older pupils are certain that behaviour has improved, although say it was not really a problem in the past. They feel that they are safe in school. Pupils say that bullying does not worry them like it once might have done. They spoke about new strategies they had been given for avoiding problems on the playground, although they feel these could still work even better. Leaders are aware of this point and are taking action to address it.

Children in Reception love their school. The quality of the early years provision stands out. Leaders are very focused on ensuring that children are well prepared for their move to Year 1. High aspirations are reflected across all phases of the school. Pupils also report that staff expect a lot from them.

Pupils with special educational needs and/or disabilities are supported well. Parents who spoke to inspectors were particularly positive about this aspect of the school. Additional support staff introduced to the school since January are used effectively. Classroom visits showed inspectors that pupils in danger of falling behind are supported well.

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

Much has been achieved in the short period of time since the school's last inspection. Leaders have acted decisively to address the weaknesses identified at that time. A new executive headteacher is in position. Leadership capacity has been increased. Middle leaders have been challenged to step up and are increasingly effective in their roles. A new model of distributive leadership has been established. This is particularly the case with leadership of the curriculum, where new leaders are becoming more confident in their work.

The work of the local governing board has been reviewed. A new and experienced chair of governors has been appointed. Tighter monitoring of all aspects of the school by the multi-academy trust is evident. This is especially the case with safeguarding, which is now effective and underpinned by a much stronger and overt culture to keep pupils safe.

Parents who talked to inspectors reflected that staff appear to be much happier and motivated after changes implemented since the last inspection. Teaching and support staff shared that they feel valued and respected by leaders. They talked emotionally about what they feel has been a transformation in the way they are trusted to go about their work. Pupils are equally positive about how they are cared for at school and how staff listen to their concerns.

Leaders have reviewed the school's curriculum. Some immediate changes have been implemented to ensure that the curriculum has adequate breadth. In subjects such

as English, mathematics and science, pupils are achieving well as they move through the planned curriculum. However, leaders have identified that some subject plans, such as music and geography for instance, still need further refinement. This will enable teachers to understand more clearly what pupils should already know and remember. It will also help staff in their assessment of the progress pupils are making.

The school's programme to teach early reading has been transformed. This is having a particularly strong impact on the quality of early years provision. Pupils love books because staff promote reading well. Pupils of all ages were excited when asked about their favourite books and what reading means to them. A new phonics programme has now been fully introduced. Staff have been trained to deliver it. The right resources are available. Leaders responsible for its implementation are experienced and knowledgeable. Because of this, pupils who once struggled to read are making rapid progress.

Pupils' personal development is served equally well by the school's formal curriculum and by its Christian ethos. Children in Reception are confident, independent and happy. Educational visits to support the curriculum are beginning to happen once more. Pupils talk enthusiastically about the wide range of clubs and activities available before and after school. One pupil talked eagerly about the feelings she anticipated experiencing when performing in public with the choir at the Jubilee Baton relay later in the week.

Pupils enjoy learning about different faiths. They are taught to understand and appreciate the cultures and traditions of pupils from different backgrounds or nationalities, including those of pupils at the school. The values of respect and honesty were clear to see when inspectors talked to pupils and staff alike. Leaders demonstrate integrity. The result is a school with purpose and new direction.

Safeguarding

The arrangements for safeguarding are effective. The profile of safeguarding has been raised considerably. Staff fully understand their responsibilities to keep children safe. Safeguarding policies and procedures have been reviewed. A comprehensive audit has been completed with the support of the local authority's education safeguarding team.

Staff know what to do if they have concerns. Their training is up to date, including in the use of the school's online record keeping system. Capacity for leaders to address safeguarding concerns has increased. Work in partnership with outside agencies is more established, helping leaders target support where it is needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subject schemes of work, the detailed knowledge that pupils will learn over time is not as clearly specified as it could be. Senior leaders are aware of this and have been working to address it. New or revised subject schemes of work are almost complete. This is why the transition statements have been applied for the quality of education judgement. Leaders and those in positions of governance need to ensure that the new curriculum is in place and fully implemented for the start of the new school year. This will mean that pupils benefit from a curriculum that is fit for purpose.
- Subject leadership is not yet as developed as it might be. However, new subject leaders are now mostly in place. Senior leaders and those in positions of governance need to ensure that newly appointed subject leaders are given the support and professional development they need to become fully effective in their work. This will help the school's revised curriculum offer to become established. It will also help leaders monitor the quality of education the school provides, as well as measuring the impact the curriculum is having on pupils' achievements over time.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	144634
Local authority	Kent
Inspection number	10243437
Type of school	Primary
School category	Academy free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	Board of trustees
Chair of trust	Lady Jacqueline Evans
Headteacher	Sacha Strand (Executive headteacher)
Website	www.bishopchavasseschool.org.uk
Date of previous inspection	11 and 12 January 2022, under section 5 of the Education Act 2005

Information about this school

- The Bishop Chavasse Primary School opened in September 2017. Currently the oldest pupils on roll are in Year 4.
- A new interim executive headteacher joined the school shortly after the last inspection in January 2022.
- A new chair of the local governing board was appointed after the last inspection in January 2022.
- The school is part of The Tenax Schools Trust. The school is governed by a local governing board with delegated powers.
- As a Church of England school, Bishop Chavasse is part of the Diocese of Rochester. The school received a section 48 inspection in December 2019.
- The school is currently using one registered alternative provider.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held a wide range of meetings with the executive headteacher, senior and middle leaders, and teaching and support staff. The chief executive officer of the multi-academy trust was also present for some of the meetings throughout the inspection. The lead inspector met with the chair of the local governing board.
- Inspectors assessed the quality of the curriculum, including in early years, and particularly focused on reading, mathematics, science, history and geography. Inspection activities included visiting lessons, looking at pupils' work, and talking to leaders, teachers and pupils about how the curriculum supports pupils' progress.
- Inspectors checked a range of policies and documents, including the school's single central record. They also reviewed the school's website and other records regarding the welfare, health and safety of pupils and staff.
- Inspectors gathered evidence to explore the impact of pupils' behaviour, the school's wider curriculum offer and how leaders support staff with their workload.
- Pupils were talked to throughout the inspection to gain their views about the school. The lead inspector held a formal meeting with a representative group of pupils.
- Inspectors spoke to parents to gather their views of the school at the start of the school day.

Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

Kirstine Boon

Ofsted Inspector

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