

Inspection of Chevening, St Botolph's Church of England Voluntary Aided Primary School

Chevening Road, Chipstead, Sevenoaks, Kent TN13 2SA

Inspection dates: 26–27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils are happy here. Christian values and a strong sense of community lie at the core of this friendly village school. New leaders are determined that pupils have a positive school experience and leave as 'well-rounded' individuals. Staff care about pupils and know their families well. This is a school where pupils feel 'cherished'.

Everyone is involved in making things better for pupils. Parents and carers emphatically told inspectors that 'this is not a drop off and go school'. Many parents volunteer as 'reading angels' and the whole-school community has successfully raised funds, for example to refurbish the school's swimming pool.

Leaders and staff have increasingly high expectations of what pupils can do. Pupils are rising to these. However, at times, some pupils lack the resilience or confidence to challenge themselves or try new things, and this holds their learning back. Nonetheless, pupils are interested in the many subjects they learn about. There are lots of things going on at school that they enjoy, such as reading competitions, visiting local institutions and the many sports on offer.

Pupils behave well. They say there is no bullying in school and incidents of poor behaviour are now rare. They value their strong friendships and work and play harmoniously together.

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

Leaders, staff and governors have high ambitions for pupils to achieve well. The standards pupils attain at the end of key stages 1 and 2 in reading, writing and mathematics are high.

Leaders are now focusing their efforts on further strengthening the quality of the curriculum, particularly in the foundation subjects. Teachers' subject knowledge and skills are not consistently strong, and planning is not well sequenced in these subjects. Leaders are skilfully making the most of expertise within the school to improve the quality of education. Sensible plans are in place but work on these now needs to step up.

Leaders ensure that reading is a top priority. Overall, the teaching of phonics is well organised and effective. However, some staff require training to ensure that they have exactly the right knowledge and skills to help pupils. Pupils who fall behind are given well-targeted support to help them catch up. Leaders have recently reviewed the reading scheme in use, to ensure that books are matched closely to pupils' reading ability. Outcomes in the national Year 1 phonics screening check are consistently high and above the national averages.

As pupils move up the school their interest in reading continues to flourish. Teachers use well-considered class texts that inspire pupils to read more. For instance, pupils enthusiastically described the class book they are reading about Ernest Shackleton.

Younger pupils explained how cliff hangers in 'The Wild Robot' make 'us want to read on'. The library is well used and stocked with books that interest the pupils.

Leaders are ambitious that the small number of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils will achieve well. Pupils' needs and interests are identified swiftly. Helpful support is well matched to their individual needs.

Children get off to a good start in the early years. They are happy and settled and play well together. Adults consider their learning carefully. For instance, children used coins from the 'bank' to 'buy' their fruit at breaktime. However, children's learning out of doors is less well developed than their experiences in the classroom. Adults should routinely check risk assessments, so children's welfare needs are met consistently.

Children are polite and respectful of each other and adults. Lessons are calm environments where pupils can learn. Everyone is clear about the rules. Leaders work closely with families to ensure that pupils attend school regularly. Pupils' attendance overall is high.

Pupils appreciate and enjoy the many opportunities that the school offers. For example, during the inspection, pupils were rehearsing for a dance competition and spoke keenly about their love of football and netball. Pupils relish their responsibilities, such as running lunchtime clubs, taking assemblies or leading prayer times. Leaders provide thought-provoking activities, such as taking part in a code-breaking competition or learning about refugees, to develop pupils' resilience and confidence.

The headteacher and the governors fulfil their roles well. They are reflective and measured in the decisions they make. Parents and staff are unanimous in their praise for the leadership of the school and the improvements they have made. Staff feel valued and that leaders consider their well-being. They understand leaders' firm vision for the school and are united behind this.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher and governors have ensured that staff are well trained in safeguarding so that everyone is aware of their responsibilities to keep pupils safe. Staff know pupils well and are alert to any signs that may be a concern.

Over the past year, many improvements have been made to the procedures and systems in the school to keep pupils safe. These are fit for purpose but, occasionally, paperwork is not always collated efficiently. Nonetheless, leaders are resolute in their determination to get just the right support for pupils and their families.

In the early years, risk assessments to check the safety of the environment and

resources that children use require further strengthening.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum offers a wide range of subjects for pupils to learn. However, pupils' learning in the foundation subjects is not sequenced coherently. Teachers should ensure that curriculum plans for these subjects contain the knowledge that pupils should know and the order in which they should learn it. These plans, which are under way, need to be implemented reliably and swiftly so pupils learn successfully in a wide range of subjects.
- Leaders are determined that the curriculum is taught well. Further training is necessary to ensure that all teachers have the necessary subject knowledge and skills to deliver the planned curriculum, including the teaching of phonics.
- Pupils are safe in the school, including in the early years. However, leaders need to ensure that record-keeping is further strengthened to make sure that all information is carefully collated and recorded. Staff in the early years should ensure that comprehensive risk assessments to keep children safe are routinely carried out.
- Children get off to a good start in the early years and enjoy their learning. Leaders should build on the evident strengths in the classroom for children to develop their learning by ensuring that these are extended into the outside area.

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 Ofsted Parent View information 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're 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	118715
Local authority	Kent
Inspection number	10122315
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair of governing body	David Lewis
Headteacher	Karen Minnis
Website	www.chevening.kent.sch.uk
Date of previous inspection	27–28 February 2013

Information about this school

- The headteacher took up her post in October 2018.
- The current deputy headteacher was appointed in September 2019.
- This is a voluntary aided Church of England school. The previous Section 48 inspection of the school's distinctiveness as a Church of England school took place on 30 November 2017.

Information about this inspection

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

- We held meetings with senior leaders, subject leaders and teachers.
- We did deep dives in reading, mathematics and writing. We discussed curriculum design with subject leaders, carried out a series of lesson visits, scrutinised pupils' work and spoke to pupils and teachers about the curriculum.
- We evaluated the effectiveness of safeguarding. The lead inspector met with the designated safeguarding lead to check the procedures in place to ensure that pupils are kept safe. The lead inspector scrutinised the single central record to

make sure that the school is checking thoroughly that there is no known reason that adults should not be working with children. We checked risk assessments in the early years to ensure that children are kept safe. We spoke to pupils about how the school keeps them safe.

- The lead inspector met with four governors, including the chair of the governing body.
- We held meetings with a group of pupils to gather their views about the school and took into account the views of two pupils who responded to Ofsted's online pupil survey.
- We met with a range staff and took into account four letters from staff and the views of 24 members of staff who responded to Ofsted's staff survey.
- We took account of the 47 responses to the Ofsted Parent View survey and 47 additional free-text responses. We spoke to parents at the start of both days of the inspection.
- The lead inspector met with a representative from the local authority.

Inspection team

Frances Nation, lead inspector

Her Majesty's Inspector

Stephanie Scutter

Ofsted Inspector

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