

Inspection of Bishop Chavasse Primary School

2a Baker Lane, Tonbridge, Kent TN11 0FB

Inspection dates: 11 and 12 January 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils feel part of a positive community. They confidently develop relationships with their peers and staff. Staff are fully committed to the well-rounded development of every pupil at the school. Pupils know that they have trusted adults to speak to if they have any worries or concerns. Pupils say they are happy and safe at school. However, inspectors found that leaders do not have secure enough systems in place for safeguarding. There are serious lapses in recording that could mean that some children are at risk of harm.

Staff have high expectations for behaviour. Behaviour is positive and respectful in classrooms and around school. Where bullying does take place, pupils are confident that leaders address it appropriately. There are clear routines in place and pupils are polite and kind to each other. There is a variety of extra-curricular clubs available to take part in that are well attended, including art, drama and sports clubs.

Within the curriculum there are purposeful opportunities to connect with the community, including the local church and care home. Where appropriate, important knowledge from the curriculum is woven into wider opportunities. However, there is more work to be done to support all pupils to learn to read and make progress in the wider curriculum.

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

Leaders' plans for the subject knowledge they want pupils to know and remember are ambitious. They have carefully selected the content pupils are taught and the most appropriate order in which to teach it. For example, in history and science, important vocabulary for each year group has been selected to support pupils to discuss their ideas. However, in these subjects teaching does not always build on pupils' prior knowledge. As a result, many pupils struggle to remember what they have been taught.

Children in Reception make a positive start to their school life. They are happy and enthusiastic to learn with the support from knowledgeable adults. Leaders have carefully designed activities that develop positive relationships and communication skills. This includes during 'Rainbow time', where pupils have access to a broad range of activities that purposefully explore different environments. As a result, pupils develop a useful knowledge of the world around them that prepares them well for their next stages of learning.

Staff begin teaching pupils to read on entry to the school. However, the teaching of reading is variable and leaders have not prioritised checking that what is taking place is meeting their ambitious expectations. Therefore, not all pupils make strong progress in reading and those who are struggling are not yet receiving the support necessary to catch up quickly. Leaders are working to develop the expertise of all adults who teach reading.

Pupils with special educational needs and/or disabilities are fully included in lessons and adults helpfully adapt activities to ensure they can be successful. This is particularly effective where there has been careful consideration of the curriculum content to be taught, for example in mathematics. There are plans in place to continue to effectively meet the needs of all pupils within all curriculum subjects.

Classes are calm and pupils feel they are able to focus on their learning without distractions. Teachers have high expectations of pupils and share a range of effective strategies to manage behaviour in classrooms. Pupils respond well to all adults and demonstrate positive attitudes to their learning. Break and lunchtimes provide pupils with opportunities to be physically active and play games.

Beyond the academic curriculum, leaders are determined that pupils access a wide range of experiences to develop their interests and talents. Pupils speak positively about the clubs they attend and the activities they have enjoyed. For example, trips to the local town to learn about the history of the community. These opportunities are linked appropriately to the curriculum and provide pupils with relevant contexts to apply their learning to.

Senior leaders are committed to taking the steps needed to improve the school. They have provided additional capacity to begin improvements to curriculum leadership. However, they have not been rigorous with their own checks of safeguarding and ensuring that the ambitions for the curriculum are being met. Additionally, those responsible for governance of the school have not held leaders to account for the quality of safeguarding or the provision of early reading. This means that leaders are not effectively providing appropriate arrangements to ensure that all pupils receive the help and support to which they are entitled.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have sufficient knowledge and understanding of their roles and responsibilities of how to best protect and support pupils. This means that their actions are not always providing the help that pupils require when they need it.

There is not yet a whole school approach to safeguarding. Staff have a high awareness of potential risks that pupils might face and importantly know that no concern is too small. However, the records of these concerns show serious omissions. Leaders do not consistently take appropriate action in a timely way. They have not ensured that statutory training has been kept up to date.

Leaders have not set up robust systems for recording and monitoring pupils who might be at risk. The information they record is not always clearly presented and is not always shared appropriately with other agencies and professionals where necessary.

Leaders, including those responsible for governance, are not sufficiently aware of the quality of safeguarding practices at each level within the school. The information leaders have used to support their oversight of safeguarding has not provided an accurate and complete picture of record-keeping and associated follow-up actions. Leaders' oversight of safeguarding is therefore not effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders responsible for promoting a culture of safeguarding do not have the knowledge required to be effective in their roles. This means that they do not take timely and appropriate safeguarding action for pupils who might be at risk of harm. Leaders must ensure that those with responsibility for safeguarding have the knowledge to make informed decisions, seeking advice from external agencies if required to take action that is in the best interests of the pupils they are supporting.
- Written safeguarding records do not always reflect the actions that have taken place and are not always detailed enough to effectively be shared with external agencies if required. This means that records are not always up to date with all relevant information to keep pupils safe from the risk of harm. Leaders must ensure that the collation of information is accurate and clearly demonstrates the actions they have taken to keep pupils safe.
- Trust leaders and governors with delegated responsibility for safeguarding have not carefully and regularly monitored and reviewed the safeguarding systems and processes in place at the school. This means that the multi-academy trust do not accurately know how effective and appropriate leaders' responses are to safeguarding concerns and the areas of urgent development. Trust leaders and governors must ensure that they have the knowledge and expertise to systematically review the implementation of safeguarding at the school. Leaders must seek assurances that external support to check the quality of safeguarding in the school provides an accurate overview of record-keeping and associated follow-up actions.
- Not all pupils are well supported to catch up quickly if they need additional support to learn to read. This means that there are high numbers of pupils who are struggling to read and access the rich texts that are available within the curriculum. Leaders are in the process of implementing a new approach to teaching early reading. They must ensure that this provides the consistency and precision of teaching to support weaker readers to make more rapid progress.
- What pupils know and can do as a result of the taught curriculum is not always checked. This means that within the wider curriculum teaching is not always informed by what pupils demonstrate that they know and can do. Leaders must ensure that they regularly and appropriately check what pupils have remembered.

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	10212126
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	Board of trustees
Chair of trust	Lady Jacqueline Evans
Headteacher	Donna Weeks
Website	www.bishopchavasseschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bishop Chavasse Primary School opened in September 2017. Currently the oldest pupils on roll are in Year 4.
- As a Church of England school, Bishop Chavasse is part of the Diocese of Rochester. They received a section 48 inspection in December 2019.
- The school uses one alternative provider.
- Ofsted carried out an interim visit to the school, under section 8 of the Education Act 2005 on 8 October 2020.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors reviewed a range of documentation including the school's development plan and relevant school policies.
- Inspectors met with senior leaders and a range of phase leaders and subject leaders. Inspectors also met with two governors and held meetings with representatives from the multi-academy trust, including the chief executive officer.
- Inspectors did deep dives in early reading, mathematics, history and science. This involved inspectors talking to subject leaders, class teachers and pupils, visiting lessons, looking at pupils' work and listening to pupils read. Inspectors also looked at subject planning in relationships and health education.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff, pupils and parents. Inspectors met with the designated safeguarding lead and deputy safeguarding lead to explore their knowledge, record-keeping and actions in relation to keeping children safe. During these meetings, the inspectors scrutinised records, including those relating to the safer recruitment of staff and training. Case files were sampled to explore how the school identifies, supports and helps pupils at risk of harm.
- The inspector took account of the views expressed by 17 staff and 46 parents including 43 free text comments through our online surveys.

Inspection team

Hanna Miller, lead inspector

Her Majesty's Inspector

Yasmin Maskatiya

Her Majesty's Inspector

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