

Inspection of Chislet Church of England Primary School

Church Lane, Chislet, Canterbury, Kent CT3 4DU

Inspection dates: 23 and 24 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at school because it is a friendly and welcoming place for them. They feel cared for and they care for one another. Pupils do not worry about bullying, which is extremely rare, because staff respond quickly to any hint of unkind behaviour.

Pupils are proud of their school. They are keen to contribute, for example by being a class prefect or librarian. They carry out their duties diligently and carefully. Older pupils act as positive role models for younger pupils.

Pupils know that staff have high expectations of their work and behaviour. They strive to meet these. Pupils are delighted when this is recognised by, for example, earning their handwriting pen. Pupils are interested in their learning. They discuss their favourite authors and subjects keenly. Pupils listen to their teachers and follow instructions. They particularly enjoy working with each other.

Parents value the high levels of care and kindness that their children receive. They are confident that their children are safe. One parent summed up the views of many by saying, 'They go in smiling and they come out smiling.'

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

Leaders have worked with determination to strengthen the school curriculum. They have developed effective links across the federation to share expertise. This supports teachers and subject leaders well. Staff appreciate how this shared working has had an impact both on the quality of the curriculum and has reduced their workload. Staff are proud to work at the school. Morale is high.

Reading is at the heart of the curriculum. Teachers read a wide selection of books to pupils. These books inspire pupils to become keen readers themselves. The inviting library offers opportunities for them to explore an extensive selection of books and authors. Pupils relish this. They often choose to use the library at breaktime or lunchtime. Pupils across the school read well.

Leaders have introduced a new phonics system. All staff are well trained and deliver phonics consistently. Children get off to a good start learning to read in Reception. They take home books that are carefully matched to their learning so that they experience success as readers from the beginning. Teachers check pupils' learning, which helps to swiftly identify those who start to find reading more difficult. Additional support is then put in place, which helps pupils to catch up quickly.

The curriculum is well designed. Teachers have had the training they need to deliver the curriculum well. All pupils, including those with special educational needs and/or disabilities (SEND), experience a broad and balanced curriculum. Right from the start in early years pupils develop a strong vocabulary. As pupils move through the

school this supports them well in their writing and in subjects such as mathematics, where they explain their thinking clearly and solve word-based problems confidently.

The curriculum in subjects other than English and mathematics have been revised. The implementation of these is underway. Currently, pupils are not achieving as well as they could in some subjects because the revised curriculum has only recently been put into place. Subject leaders have not yet checked the effectiveness of the wider curriculum.

Adults who support pupils with SEND build strong relationships with them. However, in the past, leaders have not ensured that the needs for pupils with SEND are identified precisely enough. This means that pupils' support plans are sometimes not developed or delivered as well as they could be. Leaders are aware of this and have recently taken the right steps to improve this aspect of provision for pupils with SEND.

Leaders have thoughtfully considered pupils' personal development. Pupils learn about staying healthy and forming safe positive relationships through both the curriculum and additional opportunities such as beach and forest schools. Spiritual provision is strong. Pupils talk confidently about their own beliefs and those of others. Pupils learn about British values such as democracy through voting for positions of responsibility.

Pupils behave well. The school is a calm and orderly environment throughout, including at social times such as lunchtimes. They exhibit strong social skills and are supportive of one another throughout the school day.

Governors have undertaken training and secured support to help them to deliver their core responsibilities effectively. Through this they have developed a clear understanding of their roles. Governors take appropriate steps to make sure that they are well informed. They know the strengths and needs of the school. They offer both support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that everyone is trained in safeguarding. Leaders review and, when necessary, report any allegations. They are in the process of introducing a new online system to help with recording information. Leaders know pupils and their families well; they offer timely and appropriate help where it is needed.

Leaders manage risk thoughtfully. The curriculum is regularly reviewed and adapted, for example to respond to any online safety needs. Leaders are aware that this is ever-changing. Leaders know that the schools' position on a relatively busy road with no pavement means that teaching about road safety is important.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Beyond English and mathematics, much of the curriculum is at relatively early stages of implementation. Because of this, pupils are not yet achieving as well as they could across the wider curriculum. Leaders should ensure that subject leaders continue to get the training and support they need to review and refine the curriculum as it embeds.
- In the past, the barriers to learning for SEND pupils have not been identified clearly enough. Support plans sometimes lack sufficient detail to fully address pupils' needs. Leaders should ensure that the new special educational needs and/or disabilities coordinators (SENDCos) continue to address these gaps so that all pupils with SEND have their needs fully understood and supported.

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.

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	118655
Local authority	Kent
Inspection number	10227930
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair of governing body	Peter Gregory
Executive Headteacher	Tim Whitehouse
Website	www.chislethoathfederation.co.uk
Date of previous inspection	19 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation with Hoath Primary School.
- A new leadership structure with an executive headteacher and a head of school working across the federation has been in place since March 2022. Two new deputies and a new SENDCo team are also now in place.
- Governance has been revised. There is a new committee structure and new co-chairs.
- The school is part of the Diocese of Canterbury. The last Section 48 inspection of its religious character was in January 2020.
- The school does not currently use any alternative provision.

Information about this inspection

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

- 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.
- During the inspection, the lead inspector met regularly with school leaders. The lead inspector met with representatives from the governing body and local authority and had a telephone conversation with a representative from the Church of England diocese.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read.
- Records associated with safeguarding were reviewed, including the single central record and appointment procedures. Inspectors spoke to staff about safeguarding and spoke to pupils about the support they have in understanding how to keep safe.
- The inspectors reviewed responses to Ofsted's parent, pupil and staff surveys. The lead inspector met with a group of parents.
- The inspectors met with groups of staff to discuss their views about the school, including workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons, at playtime and around the school.

Inspection team

Deborah Gordon, lead inspector

Ofsted Inspector

Lesley Fisher-Pink

Ofsted Inspector

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