

# Inspection of Chilmington Green Primary School

Mock Lane, Ashford, Kent TN23 3DS

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Inspection dates: 6 and 7 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a happy, nurturing and inclusive school. Pupils welcome visitors with a smile, showing kindness, politeness and respect. Pupils meet leaders' high expectations for behaviour in lessons, listening well and working hard.

Pupils are not worried about bullying. They say if it happens, adults will always stop it. Pupils feel safe and can always talk to staff about worries. Relationships are warm. Most pupils enjoy playtimes, using exercise equipment and playing sports. Sometimes, excellent behaviour in class is not seen on the playground. Leaders are taking action to ensure that playtime behaviour is consistently positive.

Pupils value trips to enhance learning and develop confidence. Highlights include residential activity weeks, museum visits and virtual workshops. Pupils enjoy clubs such as 'eSports', badminton, craft and singing. There is currently no playing field, so school teams regularly compete in events hosted by partner schools. Leaders never want pupils to miss out on opportunities.

Personal development is boosted by pupil leadership roles. Pupils are proud to represent classes on 'eco' and school councils. Librarians promote reading, and digital leaders enjoy being ambassadors for technology. Older pupils love being buddies with children in early years. They enjoy being role models, and are dedicated to helping young children thrive.

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

Staff have high aspirations for all pupils in this caring school. Leaders and trustees ensure that everyone has the opportunity to learn and grow. The school has particular expertise for supporting pupils with special educational needs and/or disabilities (SEND).

Beginning with excellent practice in nursery and early years, children learn sounds to develop strong early reading skills. Staff are well trained to teach phonics, and pupils enjoy plenty of practise to master their sounds. Reading is celebrated throughout the school. Pupils love books, including those who need extra help. No pupil is left behind, when it comes to learning to read. Staff use frequent assessments to check pupils' knowledge, and pupils enjoy one-to-one practise to stay on track. Many pupils appreciate the diversity of their reading material; they see themselves in books, as staff ensure that different cultures are well represented.

Standards in mathematics are high. Pupils learn concepts through a well-planned curriculum. Leaders have planned mathematical vocabulary and activities to support and challenge pupils well, including those with SEND. Opportunities are particularly rich in nursery and early years, with the youngest children learning number skills with enthusiasm. Older pupils make video clips of their mathematical reasoning to capture and share their conceptual thinking. Technology is used with innovation in

this school. Pupils record and present their work digitally, preparing them for future employment. They love setting up the 'green screen' to produce pictures and films against historical backdrops, such as scenes from World War Two.

The curriculum is well planned. Activities are usually engaging and appropriate. Sometimes, tasks could be better planned to meet the ambition of the intended curriculum. Teachers are benefiting from a range of professional development opportunities across the trust. Leaders acknowledge that this support must continue to ensure that teachers teach every subject strongly in every class.

Pupils are passionately opposed to prejudice. Every classroom welcomes you with 'Kick Out Racism' messages. Pupils are keen to promote equality and enjoy learning about different faiths and cultures. Pupils are proud to welcome refugees to the school, helping them to learn English using translation software. Pupils have developed sound understanding of online safety, which is a strength of the computing curriculum. High-quality pastoral support helps pupils if they have worries. Staff use 'well-being monsters', nurture groups, sensory activities and the calming nurture room to help pupils' mental health and well-being.

Lessons are not disrupted as behaviour in class is good. Pupils listen well to the views of others and respond positively to adults. Most pupils behave well outside, but playtimes can be improved. Some pupils would like more activities. Staff also need to be clear about expectations to ensure that pupils look after equipment and show the same respect they demonstrate in class.

Trustees and leaders lead by example in their tireless commitment to meet the needs of all pupils. Staff generally feel well supported and appreciate extensive training opportunities. The board of trustees fulfils statutory duties with clear lines of responsibility. They fulfil core functions for safeguarding, finance, SEND and equality. Leaders have worked hard to develop a sense of community since the school moved site, welcoming pupils at many different points throughout the school year. Most parents are positive about communication, particularly in early years. Some feel that communication could be improved. In response to these concerns, leaders are strengthening partnerships with parents through onsite events such as 'fabulous finish' celebrations of pupils' work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Everyone understands their duties to keep pupils safe, across the school, nursery and breakfast club. Pupils feel confident to share worries with staff. Leaders frequently update their training to stay aware of risks. Recruitment practice is robust. Checks are thorough to ensure that all adults meet strict requirements for safeguarding.

Record-keeping is extensive and detailed. When leaders seek extra help from external agencies, communication is effective. Leaders diligently ensure that

vulnerable families receive support they need. This often involves valuable help from the school's 'Parent Support Advisor'.

Pupils study online safety and the meaning of healthy relationships. This helps to prepare them for life in modern Britain.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Curriculum implementation is not yet consistent across all foundation subjects and classes. As a result, pupils may not know and remember more in all areas of the curriculum. Leaders must continue to support teachers to ensure that lesson activities match the ambition of the intended curriculum in all subjects.
- Pupils' behaviour is sometimes less positive during breaktimes. As a result, a small minority of pupils do not always enjoy playtime. Leaders must ensure that all staff understand and uphold expectations for behaviour outside.
- Some parents still do not feel that communication is effective. Leaders must continue their efforts to strengthen communication to develop positive relationships with the parent community.

## **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

<b>Unique reference number</b>	145115
<b>Local authority</b>	Kent
<b>Inspection number</b>	10241582
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	Board of trustees
<b>Chair of the board of trustees</b>	Fiona Trigwell
<b>Headteacher</b>	Stella Schâringer (Executive Headteacher) Claire Foreman (Head of School)
<b>Website</b>	<a href="http://www.chilmingtongreen.kent.sch.uk">www.chilmingtongreen.kent.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This free school opened in September 2018, on a temporary site, with 90 spaces.
- The school recently moved to a permanent site, and expects to accommodate 434 pupils when full.
- The school is a member of the Stour Academy Trust.
- The school offers breakfast and after-school clubs on site, led by school staff.
- The school currently uses no alternative provision.
- The school runs a specially resourced provision for up to 14 pupils who have autism spectrum disorder.

## Information about this inspection

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

- Inspectors discussed the impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils, and looked at pupils' work.
- Inspectors also looked at pupils' written work in English.
- The lead inspector listened to a range of pupils read.
- Inspectors observed catch up interventions to learn how staff provide extra support to pupils.
- Inspectors met with the executive headteacher, head of school, assistant headteachers, subject leaders, teachers, support staff and members of the board of trustees.
- The lead inspector met the chair of the board of trustees and the chief executive officer.
- To inspect safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with the designated safeguarding leader, staff, and pupils.
- Inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to Ofsted's Parent View questionnaire and the additional free-text responses. Inspectors also considered verbal and written communications from parents.
- Inspectors met with a range of pupils to discuss their views about the school. Inspectors also considered responses to Ofsted's pupil survey and talked to pupils during social times and in lessons.

## Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

Simon Woodbridge

His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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