

Inspection of Great Chart Primary School

Hoxton Close, Singleton, Ashford, Kent TN23 5LB

Inspection dates: 6 and 7 June 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

This school has the highest expectations for all its pupils. Pupils learn to make a difference to society, for example by accompanying the headteacher to parish council meetings where they discuss the work of the school. Pupils thrive, taking responsibility through leadership roles, including being an 'eco-warrior' or digital ambassador. They love leading assemblies, environmental projects and working with staff to review the curriculum. Parents are thrilled at how their children 'gain valuable life skills'.

Behaviour is impeccable. Pupils are polite and respectful, always holding doors open for others. Governors, leaders and staff are role models, showing compassion for all. School life is underpinned by termly values of teamwork, ambition, responsibility, resilience, kindness and independence. Pupils take great care of each other and their school. Playtimes are delightful, as pupils challenge themselves using the impressive outdoor gym or enjoy the peace of the sensory garden.

Pupils are passionately opposed to prejudice. They show maturity when challenging homophobia, sexism and racism in society. Everyone enjoys celebrating festivals from world faiths.

A diverse club offer ensures that there is something for everyone. Pupils enjoy opportunities such as rugby, chess, Irish dancing, engineering, football, sewing, choir and Spanish. Leaders are diligent to ensure that disadvantaged pupils never miss out.

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

In every subject, leaders and teachers have planned the vocabulary and knowledge they want pupils to learn with precision. This ensures broad, ambitious and engaging learning for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils' writing is excellent. This is evident across the school, from early years to Year 6. Older pupils write powerful poems challenging racism, using well-considered vocabulary. Pupils can recall key content and language, knowing and remembering what they have learned.

Pupils with SEND benefit from pre-teaching to understand essential language and concepts before lessons. They thrive alongside their peers because of this forethought. Communication across the staff team is strong, ensuring that concerns about pupils' progress are swiftly identified. Individual plans are agreed with pupils, parents and staff to support pupils with needs including sensory support and autism spectrum disorder.

Pupils become fluent and confident readers. Phonics lessons in early years are highly effective. Staff model sounds precisely and lead activities which enable children to thrive. Books exactly match the sounds that children are learning. Early years staff

use songs and stories to immerse children in rich language. For any pupils not on track, catch up support is effective. Staff help pupils to self-correct and decode words to master texts. As a result of whole-school expertise, pupils' progress and attainment in reading are significantly better than national averages by the end of Year 6.

Mathematics teaching is excellent, and pupils achieve exceptional standards. Early years provision ensures a superb start. Staff capture learning opportunities frequently. For example, children using magnetic rods to catch numbered ducks were challenged to write sums using their ducks. They wrote and explained their addition work impressively. As they move through the school, pupils skilfully recall number facts and apply their knowledge to solve challenging problems. Pupils' motivation is reflected in the immense pride and quality seen in their work.

In science, teachers design activities to challenge pupils' thinking and develop scientific ways of working, such as comparing plant specimens. Pupils compare civilizations in history and reflect on the impact of past events on global issues today. Teachers use assessment skilfully. They give instant verbal feedback or written responses to pinpoint how pupils can make improvements.

Behaviour is exemplary as a result of well-established routines, warm relationships and high expectations. Leaders' work to ensure excellent attendance has proved effective. Persistent absence is significantly lower than elsewhere in the country. Some pupils have been anxious since the COVID-19 pandemic. Staff offer them a nurturing welcome, helping pupils to start the day with reassurance. For some, this involves early morning jobs, which these pupils love.

The personal, social, health and economic (PSHE) curriculum is superb. Pupils explore crucial issues such as money management, healthy eating, the influence of social media and managing change. The buddies system ensures that pupils always have a peer to help them. Teachers nurture pupils' individual talents. Musical and sporting skills are developed and promoted. Pupils showcased their drama work when they proudly performed a play in the village hall.

Outstanding leadership ensures exceptional standards. Staff feel empowered, proud and happy. Training opportunities are endless. Skill is shared across the school, and with other settings. Governors are knowledgeable and dedicated. They bring expertise to help the school's work in providing impressive support for notable increases in pupils with SEND. Parents are unanimous with high praise for the headteacher. Despite the significant strengths embedded, leaders continually evaluate, adapt and strive to further improve experiences for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all checks are completed on staff and volunteers. Training is frequently updated, so staff always know and use the school's safeguarding systems with diligence. Leaders follow up every concern. They take decisive action and keep detailed records. Leaders communicate effectively and collaborate with external agencies to get help for families in crisis.

Pupils feel safe and well cared for. They understand the roles of adults and can confidently explain what designated safeguarding leaders do. Assemblies, circle time activities and PSHE lessons help pupils to learn how to stay safe. Pupils develop essential understanding of online awareness, water safety and healthy relationships.

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	118375
Local authority	Kent
Inspection number	10240857
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair of governing body	Sally Windle
Headteacher	Wendy Pang
Website	www.great-chart.kent.sch.uk
Date of previous inspection	7 and 8 December 2021, under section 8 of the Education Act 2005

Information about this school

- The school hosts primary satellite provision for Wyvern School, for pupils on the CLICK (confidence, leadership, independence, communication, knowledge) pathway. The school works in partnership with Wyvern School to manage provision for pupils with SEND.
- The school currently uses no 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 of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the deputy headteacher/SEND coordinator, the assistant headteacher, subject leaders, teachers and support staff.

- To inspect safeguarding, inspectors studied documents and records, including the school's single central record and child protection referrals. Inspectors spoke with designated safeguarding leaders, staff, governors and pupils.
- Inspectors carried out deep dives in early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke to pupils, and looked at pupils' work.
- Inspectors discussed history work with pupils and looked at their books.
- Inspectors also looked at pupils' work in English, religious education and PSHE. Inspectors observed circle time sessions as part of their evaluation of personal development in the curriculum.
- Inspectors listened to a range of pupils reading to adults. They also observed catch up interventions to evaluate the effectiveness of additional support given to pupils.
- The lead inspector met four members of the local governing body, including the chair of governors.
- The lead inspector spoke by telephone with a representative from the local authority.
- Inspectors analysed responses to the staff survey and spoke to 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 met with a range of pupils to discuss their views about the school and talked to pupils during social times and in lessons. Inspectors also considered responses to Ofsted's pupil questionnaire.

Inspection team

Scott Reece, lead inspector	His Majesty's Inspector
Gavin Thomas	His Majesty's Inspector
Louise Lythgoe	Ofsted Inspector

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