

Inspection of Chew Magna Primary School

Butham Lane, Chew Magna, Bristol BS40 8RQ

Inspection dates: 12 and 13 September 2023

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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Annie Spencer. This school is part of The Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Emily Massey, and overseen by a board of trustees, chaired by Belinda Deery.

What is it like to attend this school?

Pupils enjoy attending Chew Magna Primary School. There is a culture of support and kindness to others, which all at the school model.

Pupils of all ages play well together. They show care and consideration towards each other. As a result, playtimes and lunchtimes are enjoyable for all. Pupils' attendance is high. The school tracks this and takes quick action if it begins to fall.

Staff have high expectations of pupils' behaviour, both inside and outside of the classroom. Pupils respond well to this. They can explain and describe how the school rules apply to them. Most pupils engage well with their learning. If any pupil loses focus, teachers remind them of expectations, and they return to their learning quickly. Pupils feel safe at school. They know there are trusted adults who will help them if they have any concerns.

Pupils enjoy a wide range of trips, visits and visitors. These include residential trips, visits to a mosque, skateboarding, African drumming and dance workshops. Pupils enjoy taking part in sports tournaments with other local schools.

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

The school has designed an ambitious curriculum. In most subjects, the curriculum identifies what pupils need to learn by the end of the year. Teachers break this content down into small steps. This supports pupils to build on what they have learned before.

The school has made changes to the writing curriculum. This has led to pupils achieving well in spelling, punctuation and grammar at the end of key stage 2. The school has recently redesigned the curriculum further so that pupils have even more opportunities to write at length.

The school has implemented an effective phonics programme. This starts in the early years and continues into key stage 2. Teachers assess pupils regularly to ensure they build their phonic knowledge well. Pupils become fluent readers. Staff are well trained to deliver phonics effectively. They develop pupils' phonic knowledge well and help them to address any gaps they may have. The school ensures that pupils practise their reading regularly, both in school and at home.

In early years, teachers use assessment well to ensure that children build on their knowledge and skills. This enables staff to identify and address any learning gaps. Learning is meaningful and supports children to build on what they already know.

Pupils with special educational needs and/or disabilities (SEND) access the full school curriculum alongside their peers. Pupils' individual learning targets match their needs well. Teaching staff have the necessary expertise to support pupils and

meet their individual needs. Staff receive helpful advice and training from each other and from the trust.

The school curriculum teaches pupils social, moral, spiritual and cultural education. Pupils are able to compare the similarities and differences between world religions. Diverse texts and assembly themes support pupils to develop their understanding of people and places around the world.

Pupils can explain how the curriculum supports their wider development. They understand the importance of equality. They learn about this, for example, when they study racial segregation in Year 6. They demonstrate fairness in the way they treat each other. Pupils have positive attitudes to learning, and most follow class routines well. Relationships between staff and pupils are respectful. Adults support them to feel safe.

In some subjects, such as computing, religious education and physical education, the knowledge that the school wants pupils to learn is not clearly defined. Additionally, assessment across foundation subjects is not always effective in understanding what pupils remember. This means pupils do not build their knowledge well enough in these subjects.

Most curriculum leaders are new to their subject areas. They are not yet clear about how well their subject is being taught or how well pupils learn. They currently rely on support from others to lead and monitor their subject's effectiveness.

Most staff feel well supported to manage their workload and well-being. The school recognises the pressures that policy changes can cause. They balance the speed of implementation with supporting staff to manage the changes.

Trustees and local governors understand the school's strengths and areas for improvement. They provide both support and challenge to ensure that the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the important knowledge pupils need to know and remember has not been set out clearly. This means that, over time, pupils do not build their knowledge well. The trust should ensure that the important knowledge pupils need to learn is identified and checks are made on their understanding.

- Most subject leaders are new to their role and do not yet demonstrate the expertise to monitor the effectiveness of their subject. The trust should ensure that subject leaders develop knowledge of their subject area so they can support teachers to deliver the curriculum well.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146979
Local authority	Bath and North East Somerset Council
Inspection number	10268552
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	Board of trustees
Chair	Belinda Deery
Headteacher	Annie Spencer
Website	www.chewmagna.bathnes.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Chew Magna Primary School converted to become an academy in June 2019. When its predecessor school, Chew Magna Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of The Partnership Trust, which was previously called the Bath and Mendip Partnership Trust.
- There have been several staff changes since the last inspection.
- Most subject leaders are new to their subject area.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

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