

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Chavasse Church of England Primary School			
Address	2a Baker Lane, Tonbridge, TN11 0FB		
Date of inspection	04 December 2019	Status of school	Free School inspected as VA in The Tenax Schools Trust
Diocese	Rochester	URN	144634

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Bishop Chavasse is a primary school with 161 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged and who have special educational needs and/or disabilities is in line with national averages. Bishop Chavasse opened as a Free school in September 2017 as part of the Tenax Schools Trust. The school currently only has pupils in Reception, Year 1 and Year 2.

The school's Christian vision

Our vision, based on the Bible story of the wise and foolish builders, is that each wonderfully created child needs firm foundations in a loving Christian environment to acquire knowledge, to build and to practise skills. From their own unique starting points, they are inspired to fulfil their potential, achieving excellence together.

Key findings

- The strong and effective leadership and governor team ensures that the distinctive Christian vision of the school is at the heart of every decision and policy.
- The vision driven curriculum has been deliberately designed to suit the needs and context of the school community, ensuring that experiences are rich and that knowledge is built upon each academic year. Therefore, pupils make good progress and flourish academically.
- Religious education (RE) is well led and teaching is a strength across the school. However, pupils' books do not always reflect the deep thinking and questioning happening within lessons. A whole school system to assess the teaching and learning in RE is not fully embedded.
- Collective worship is an invitational and inclusive time for the whole school community. However, the message at times is not clear enough, resulting in some pupils not being able to articulate the impact that worship has on their lives.
- Opportunities to pray are provided regularly across the school in a range of styles and settings. As a result, prayer is highly valued and cherished by all.

Areas for development

- Establish an assessment structure in RE that enables leaders to strategically identify and guide specific areas for improvement.
- Embed a shared understanding of spiritual development to strengthen current good practice within the curriculum.
- Improve collective worship planning in order that the central message and its application to the lives of the school community remain the key focus.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Bishop Chavasse is built on a clear and distinctive Christian vision that was discerned and created long before the physical foundations of the school were laid down. The vision is clearly lived out and seen in all relationships, the positive behaviour across the school and in the deliberate design of the new school building. As a result, the whole school community is able to articulate the vision, and its biblical narrative. 'Founding' parents spoke of the attraction of the vision at the initial parents' meeting. They explained that it was the distinctive Christian ethos, passion for learning and celebration of each individual child that compelled them to sign their children up for the new school. This view is held and confirmed by staff, pupils and the many parents who have subsequently left words of thanks and praise in a parent voice book. Despite moving into three different buildings in two academic years and ever growing as a school community, the vision of the school has been the constant; driving deliberate decisions, policies and routines. As a consequence, all pupils feel safe and secure in school, knowing that they are part of a nurturing school family. New staff and pupils are also made to feel incredibly welcome and the induction process for all is incredibly strong and supportive.

The growing leadership team, committed governing body and supportive leaders from the Tenax Schools Trust, have created a loving Christian environment. Each child and adult is celebrated, nurtured and encouraged from their own unique starting point. The headteacher of the school, who leads by Christian example, models a family first and child centred approach to school life. This enables staff to flourish as they know that their own families and home lives are equally as important as the lives of whom they serve. Staff speak positively about opportunities they have been given to develop professionally in their role, with training and the continuation of learning seen as a high priority.

The vision of the school has been the inspiration behind the development of the school's unique broad and balanced curriculum. The deliberate decision by the leadership team to create a curriculum which is specifically tailored to the Bishop Chavasse community ensures that pupils have firm foundations on which to build and extend their prior learning. As a result, pupils are given rich experiences to explore the world in which they live, celebrating difference and diversity locally, nationally and globally. Staff across the school naturally celebrate the awe and wonder moments that happen within the school day. However, a shared understanding of spiritual development, across the wider curriculum, is being continually developed through deliberate planned opportunities.

The commitment to ensure that every child fulfils their potential, from whatever their starting point, drives the investment in and support of every child and their family. As a result, all pupils make good or better progress. This is further testament to the dedication of every staff member and the individualised support that is quickly put in place to support all pupils, especially the most vulnerable. There are clear and high expectations of pupil behaviour across the school, which are driven by the school's associated values. This has resulted in a calm learning environment, with compassion and forgiveness at the heart of all relationships. The oldest pupils take it upon themselves to care for and encourage the younger pupils and model kindness and forgiveness at every opportunity. This caring attitude is also extended into their community, with regular visits to a care home and invitations into school for the residents. The local church community is very supportive of the school. For example, an 'Open The Book' team leads weekly worship, and contributes to many school events. As soon as pupils begin their educational journey at Bishop Chavasse, they are given high levels of responsibility and leadership opportunities, by being representatives on the school council and on the leading lights worship leaders group. Pupils speak incredibly positively about these opportunities, especially that they can choose which charities to support and have a voice within some school decisions.

Collective worship is a special time for the whole school community to gather together as a family. It is truly inclusive of all and invitational in its nature. Through reflection, stillness and prayer, all members of the school family are invited to meet with God in their own unique way. At times, the central message of the act of worship is not clear enough, which results in pupils and adults not being able to articulate the impact these biblical messages have on their lives. However, the act of worship itself and the discussion around the practical outliving of the school's associated values can be seen in the positive behaviour, actions and nurturing attitude of the

whole school community. Pupils are beginning to take an active role in leading parts of the act of worship. There are detailed plans to further extend the role of pupil leadership within acts of worship.

Prayer is highly valued and cherished across the school community. Deliberate spaces have been set up around the school to enable easy access to interactive opportunities for all those who wish to pray. Pupils speak with enthusiasm and excitement about prayer and explain that praying helps them with the small things and big situations in life. Practical prayer spaces and songs from collective worship enable pupils to understand what prayer is and that they can say please, thank you and sorry in their prayers. Staff also comment on the importance of prayer in the life of the school and the positive impact it has on the ethos and behaviour of all.

The RE subject leader is a key member of staff, who works effectively in supporting and training staff to deliver RE lessons that are challenging and allow pupils to question religion and beliefs. Teachers use their in-depth knowledge of their class to accurately inform their planning and questions. RE lessons provide a safe space for pupils to discuss and ask deep questions. As a result, pupils are highly engaged in their learning and feel confident to explore their questions further with the whole class community. An assessment system which clearly demonstrates the progress of individual pupils is not yet established across the school.



The effectiveness of RE is Good.

Regular in-school monitoring of RE suggests that the standard of teaching and learning is good or better. This was verified by observing teaching, speaking to pupils and exploring pupils' books. Effective support has empowered teachers to stretch and challenge the pupils through their questioning and exploration of religious beliefs. There are high expectations of standards within RE books but, in places, the task set or pupils' responses do not reflect the deep questioning and curiosity observed within the lesson. Despite the lack of a formalised assessment system, all pupils make good progress in their RE learning, including the most vulnerable.

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