

# Inspection of a good school: Chew Stoke Church School

School Lane, Chew Stoke, Bristol, Somerset BS40 8UY

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Inspection dates: 23 and 24 April 2024

## Outcome

Chew Stoke Church School continues to be a good school.

The headteacher of this school is Ben Hewett. This school is a single academy in a trust called Chew Stoke Church School which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Marita Price.

## What is it like to attend this school?

Chew Stoke Church School has a vision for pupils to be 'confident in learning and caring in life.' Pupils realise this ambition. They talk with enthusiasm and knowledge about their learning. Pupils are kind to each other. Children in Reception Year happily take turns and use their manners. Pupils benefit from this nurturing environment. Many parents and carers comment on how staff 'go over and above.'

The school is committed to all aspects of pupils' development. Pupils learn new skills through their participation in a range of extra-curricular activities. For example, choir, Korean club, multisport and drama. Pupils broaden their cultural knowledge through an exciting global link with a school in Uganda. Pupils share letters, engage in collective worship and have raised money to fund a new classroom block for the Ugandan school.

Pupils make a positive contribution to their school community. Many older pupils become buddies who support younger children. The school's Worship, Ethos and Equality team actively promote the school's values. The role of associate governor in Year 6 is highly sought after. They seek the views of pupils and staff before sharing ideas for improvements with leaders, including governors. Leaders listen to these ideas and have made some of the suggested changes.

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

Leaders, including governors, have high aspirations for pupils' future success. Pupils achieve well and are ready for their next stage of education. The school is highly inclusive. Pupils with special educational needs and/or disabilities (SEND) receive excellent support. They follow a broad and ambitious curriculum. Pupils achieve academic success,

but also develop important life skills. Parents of children with SEND say their children are flourishing.

When children join in Reception Year, they start the school's chosen phonics programme. They make strong progress through the curriculum and become confident readers. If a pupil struggles with their reading, this is identified early. Staff provide effective 'keep up' sessions which gets pupils back on track quickly. Staff communicate regularly with parents about their child's reading. This enables them to support from home effectively.

As pupils get older, the focus on reading continues. Pupils are encouraged to read diverse texts which they choose from welcoming book corners. Teachers have 'bookworm' boxes that bring reading material linked to a topic together. For example, pupils read texts on climate change to support what they learn.

Pupils follow a varied and interesting curriculum. Subject leaders have outlined the important knowledge and skills that pupils will learn. Teachers consider carefully how to support and challenge pupils within mixed-age classes. Teaching supports pupils to build on what they already know to acquire new knowledge. For example, children in Reception Year enjoy a carousel of activities to support with number bonds to ten. Adults consistently model the use of mathematical language such as 'odd,' 'even' and 'one more than.' Children give well considered answers to the questions that teachers pose.

Pupils across the school listen well to their teachers. They are keen to learn. Teaching provides opportunities for pupils to recall what they have learned previously. However, checks on pupils' understanding are not precise enough. Teachers' use of assessment does not routinely identify and correct pupils' errors or misconceptions. Therefore, some of these persist and hinder pupils' ability to assimilate new ideas.

At lunchtime, the school has a buzz of excitement. Pupils enjoy eating together in the hall. Buddies support children in the Reception Year to make healthy choices and clear away their plates. Staff engage in friendly conversations with pupils. They also organise a range of activities in response to pupils' requests. Many pupils visit the library or enjoy a book outside in the spiritual garden. They participate in sporting activities, such as hockey, basketball and football. Pupils regulate their behaviour well, with little need for staff intervention.

Pupils experience an effective personal development curriculum. They learn about relationships, online safety and how to keep themselves mentally and physically healthy. The content is age appropriate and relevant to pupils. Pupils learn to manage their emotions through a link with colour. For example, children in Reception Year recognise if they are feeling sad (blue) and seek support from an adult.

Leaders put the needs of pupils first when making decisions. However, they also check staff's wellbeing and consider the impact of any changes on staff workload. Staff appreciate how they are consulted about new initiatives.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

- Teachers' use of assessment does not check pupils' understanding or their ability to apply their knowledge carefully enough. Therefore, some misconceptions or gaps in pupils' knowledge of the curriculum persist. The school should ensure that assessment identifies the areas that pupils need to re-visit, so they develop a secure understanding of the curriculum.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

### 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

<b>Unique reference number</b>	138617
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10313280
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Marita Price
<b>Headteacher</b>	Ben Hewett
<b>Website</b>	<a href="http://www.chewstokeacademy.org">http://www.chewstokeacademy.org</a>
<b>Date of previous inspection</b>	20 June 2018

## Information about this school

- The school does not use any alternative providers.
- Chew Stoke is a Christian Church School.
- The last section 48 inspection took place in March 2020.

## Information about this inspection

- The inspectors carried out this graded inspection under section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher, other senior leaders, the special educational needs and disabilities coordinator (SENDCo), subject leaders, the early years lead and members of the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, 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.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey for parents and carers, Ofsted Parent View, including free-text comments. Inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Kelly Olive, lead inspector

His Majesty's Inspector

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