

Chantry Community Primary School

Address: Ordnance Road, Gravesend, Kent, DA12 2RL

Unique reference number (URN): 139254

Inspection report: 31 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Inclusion is a significant strength of the school. Leaders and staff demonstrate a strong commitment to improving outcomes and experiences for all pupils at the school. As a result, the school's ethos, policies and practice ensure that staff can confidently support pupils with a special educational need and/or disability (SEND), disadvantage or other vulnerability. Leaders rigorously analyse information to enable swift identification of needs and the removal of barriers to pupils' progress. This includes highly effective use of the additional funding for pupil premium, as well as working closely with other external agencies as necessary.

Leaders ensure that all pupils with SEND are swiftly given the support they need. A significant proportion of pupils enter the school with low levels of literacy and vocabulary. Leaders ensure purposeful strategies are consistently implemented and adapted to meet pupils' individual needs. Leaders ensure pupils receive targeted support that makes a sustained difference. Staff receive ongoing, high-quality training to deliver interventions confidently and consistently for these individual pupils. Pupils with a range of needs also have their needs met very well in the school's enhanced provision. Staff working with pupils demonstrate high levels of skill and care to ensure every minute is happy and productive for these pupils.

Personal development and wellbeing

Strong standard ●

Leaders have designed a personal, social and health education curriculum tailored to meet the needs of pupils and the diverse school community. Pupils and families are proud to be part of a multicultural environment. Pupils learn about cultural diversity through visits to different places of worship or from visitors representing a range of faith communities.

Leaders actively respond to local and national issues and make adaptations to the curriculum where necessary. This helps pupils to develop an understanding of the wider world and issues that may impact them as well as others. The curriculum enables pupils to develop a deep understanding of how to keep safe when online and when out in the community.

Developing pupils' character is key to the school's work. Pupils reflect on important messages about fundamental British values, such as democracy and individual freedom. As a result, leaders ensure that pupils get the knowledge and skills that they need to develop a commendable level of respect, tolerance and appreciation for difference. Pupils develop a secure understanding of healthy relationships and the changes that will happen as they grow older. Pupils of all ages take on a number of roles and responsibilities across school. They are proud to have this level of trust put in them by their teachers and their classmates.

Staff have a deep understanding of their pupils' needs and provide pastoral support that is highly effective. They understand how to look after their mental health and their own wellbeing. Pupils develop a range of strategies for managing their feelings, which they use to resolve disagreements. As a result, they consistently behave with integrity, mirroring the school's values.

The personal development programme is an entitlement for all. Pupils benefit significantly from this high-quality offer, including pupils with special educational needs and/or disabilities and those who are otherwise disadvantaged.

Expected standard

Achievement

Expected standard 

While the school's published outcomes are low, the progress pupils make across the curriculum is considerable. The majority of pupils join the school with a disadvantage or vulnerability, while many also join the school during an academic year. Leaders work positively to ensure that all pupils achieve as well as they can from their starting points. For example, while Year 1 pupils achieved significantly below the national average for phonics at the end of last year, a significant majority of pupils speak English as an additional language.

Although cohorts perform below national averages for the phonics screening check, as well as in the end of key stage 2 assessments, pupils of all ages do make secure progress through the school's full curriculum. They achieve well from their starting points.

Attendance and behaviour

Expected standard 

Pupils' attendance is on a positive trajectory. The school ensures that processes are in place to continue this further. School leaders take appropriate and considered action to support pupils and their families where attendance is a concern. Leaders remain focused on their work to ensure more pupils are in school more often and on time to benefit from the school's full offer.

Pupils' behaviour is excellent. Leaders and staff have established a calm, orderly and supportive environment where pupils can learn successfully. Clear routines and consistently applied expectations underpin pupils' positive behaviour across the school. This leads to high levels of respect between staff and pupils, and pupils to pupils. Pupils' attitudes to learning during lessons are very positive, although this active engagement wanes slightly in some younger classes. Pupils recognise that the general behaviour of their peers has improved since the school introduced new behaviour protocols. This sets out clear boundaries, as well as rewards, which all pupils understand. This ethos helps pupils who struggle to meet the school's expectations for behaviour to learn more effective strategies to overcome difficulties. This has also enabled the number of more significant behaviour incidents, including suspensions, to decrease notably.

Curriculum and teaching

Expected standard 

Leaders have ensured that there is a broad, balanced and well sequenced curriculum for pupils to learn throughout the school. Pupils build their knowledge and skills well. Leaders focus on developing high-quality teaching. Teachers have secure subject knowledge. Teaching is generally effective, informed by teachers' knowledge of pupils' needs. A trust-led programme to further strengthen the consistency in the quality of teaching across the school

is being implemented. In some classes this needs to embed further so that all pupils receive highly effective teaching more consistently.

A number of pupils join the school without the nationally expected levels of previous learning. Leaders and staff are highly alert to pupils who have not yet secured essential foundations in communication, language, reading, spelling, handwriting and mathematics. They take appropriate steps to address these gaps. For example, all pupils who are at the early stages of learning to read are taught phonics. Older pupils who may be new to the country learn to read effectively. Staff check carefully how well pupils progress with their learning across the curriculum and adjust lessons appropriately.

Early years

Expected standard 

Leaders prioritise the early years foundation stage. Staff understand the importance of getting children off to a positive start. The school has developed a curriculum that maps out the small steps that children will follow in their learning journey from Nursery to Reception.

Children in the early years arrive at school happily each morning. They are warmly welcomed by staff they trust. Children start to learn the routines and expectations right from the start which will help them greatly on their school journey. They feel safe and happy and typically engage well in their learning. The school establishes positive relationships with parents and carers, who appreciate the communication and care provided.

Staff prioritise children's language development through stories, rhymes and songs. They engage well with children and promote effective communication skills. Staff typically use their conversations and interactions with children to move learning on. This also supports children to experience more ambitious vocabulary. Staff check children's starting points, identify their ongoing needs and adapt learning for each child. For the many children who enter school below age-related expectations, children make positive progress from their starting points. This includes early reading, writing and mathematics where staff carefully check the level of need and respond appropriately to each child's needs.

Leadership and governance

Expected standard 

Leaders and those responsible for governance always act in the best interests of pupils. Inclusion is a key, continual priority. Since the last inspection, the school has transferred into a new academy trust. This has helped provide further stability and benefits for the school. Leaders understand the school's diverse context and identify and address priorities. They have taken effective action to strengthen key aspects of the school's work, particularly in response to the growing level of need and the barriers to learning faced by many pupils. For example, leaders' high expectations and aspirations have led to improvements in the design of the curriculum.

Where improvements are still needed, such as in the consistency of teaching quality, leaders are taking the right action. While leaders and governors are attentive to staff workload and wellbeing, they identify quickly when staff need additional support. This professional development is becoming increasingly individualised to ensure each member of staff gets the direction and opportunities they need. As a result, staff feel well supported and an important part of the quest to further improve outcomes for all pupils.

Governors and trustees share school leaders' high ambition for pupils. Those responsible for governance receive appropriate information to hold leaders to account. They ensure that the school meets its statutory duties and work together in providing effective support and challenge to leaders. They seek assurances around the school's priorities and make frequent visits to school to check. This includes regular and robust checks on safeguarding procedures so pupils are safe.

What it's like to be a pupil at this school

Pupils live and learn in a highly diverse community. The school prioritises the personal development and inclusion of pupils. This prepares them for their academic learning, and for the future. The school community has an extensive range of spoken languages, cultures, religions and backgrounds. This blends harmoniously together to create a community that pupils love. Leaders work tirelessly to ensure all pupils gain a genuine sense of belonging. This ethos enables the school to maintain a very calm and welcoming environment for all, including pupils who join during a school year.

Pupils are safe. They learn how to keep safe, both online and in the local community, and appreciate the staff who help and advise them. Pupils, all the way from Nursery to Year 6, benefit from a highly inclusive environment. Staff understand and support their pastoral or academic needs. As a result, they thoroughly enjoy coming to school because any barriers or difficulties they may have are effectively addressed. Pupils have a genuine sense of pride in their school and appreciate the diversity of its community. Leaders work well with parents and carers to ensure that pupils' attendance is increasing further. Behaviour across the school is very well managed by staff. Pupils are extremely polite, welcoming and openly demonstrate the school's values in the way they speak and act. Pupils say bullying does not happen. They have complete confidence that staff will deal with any misdemeanours quickly.

The school's wider personal development offer enriches pupils' experiences significantly. It is the bedrock to the school's ethos and desire to widen pupils' thinking and aspirations for the future. Pupils learn how to look after their mental and physical health. They develop respectful relationships and understand fundamental British values. Many pupils take part in clubs, trips, community events and volunteer to take on extra responsibilities.

Next steps

- Leaders should strengthen the consistency of curriculum implementation across all subjects and year groups, so that pupils build knowledge securely through well established approaches and highly effective teaching.
 - Leaders should evaluate and refine their identified priorities for development, so that the impact of this work is reflected in pupils' achievements and outcomes.
 - Leaders should build on their work with families and external agencies to further increase pupils' overall attendance.
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About this inspection

This school is part of Beyond Schools Trust, which means other people in the trust have responsibility for running the school. The trust is run by a chief executive officer, Andrew Minchin, and overseen by a board of trustees, chaired by Nick Smith.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, other leaders and staff. The lead inspector met with members of the board of trustees, including the chair, members of the governing body, including the chair, and educational representatives from the trust.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. In April 2024 the school left its previous multi-academy trust to join the Beyond Schools Trust.

The school uses no alternative provision.

The school runs its own wraparound care for pupils which includes a before-school breakfast club and an after-school childcare provision.

Headteacher: Kathryn Duncan

Lead inspector:

Chris Parker, His Majesty's Inspector

Team inspectors:

Rob Veale, Ofsted Inspector

Niall Fox, Ofsted Inspector

Zoe Harris, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

464

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

50.48%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.23%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.38%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	61%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	45%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	59%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	74%	Below
2024/25 (revised)	58%	75%	Below
2023/24 (final)	59%	74%	Below
2022/23 (final)	64%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	72%	Below
2024/25 (revised)	65%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	69%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	73%	Below
2024/25 (revised)	52%	74%	Below
2023/24 (final)	55%	73%	Below
2022/23 (final)	71%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25 (revised)	30%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	52%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	62%	Below
2024/25 (revised)	46%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	42%	62%	Below
2022/23 (final)	58%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	59%	Close to average
2024/25 (revised)	54%	59%	Close to average
2023/24 (final)	45%	58%	Below
2022/23 (final)	65%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	60%	Below
2024/25 (revised)	41%	61%	Below
2023/24 (final)	45%	59%	Below
2022/23 (final)	68%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-30 pp
2024/25 (revised)	30%	69%	-39 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	52%	66%	-15 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	49%	80%	-31 pp
2024/25 (revised)	46%	81%	-35 pp
2023/24 (final)	42%	80%	-37 pp
2022/23 (final)	58%	78%	-20 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	78%	-23 pp
2024/25 (revised)	54%	78%	-24 pp
2023/24 (final)	45%	78%	-32 pp
2022/23 (final)	65%	77%	-13 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-29 pp
2024/25 (revised)	41%	81%	-40 pp
2023/24 (final)	45%	79%	-34 pp
2022/23 (final)	68%	79%	-11 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.9%	5.2%	Above
2023/24 (3 term)	8.5%	5.5%	Above
2022/23 (3 term)	9.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	25.1%	13.3%	Above
2023/24 (3 term)	29.4%	14.6%	Above
2022/23 (3 term)	32.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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