

Inspection of Chase Bridge Primary School

Kneller Road, Twickenham TW2 7DE

Inspection dates:	11 and 12 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Chase Bridge Primary School provides an exceptional education. Pupils work together to fulfil the school's vision to 'be ready, be safe, be respectful'. Pupils demonstrate excellent behaviour and delight in supporting each other. This means pupils are part of an inclusive, warm and friendly school community.

Pupils benefit from the extensive personal development offer. All pupils have access to extra-curricular opportunities, including chess, basketball, coding and magic club. There is also a wide music offer, including three school choirs and an orchestra of 50 pupils. Pupils are encouraged to share their talents through school performances as well as in the local community, for example at residential care homes.

Pupils have opportunities to develop their strength of character through different roles linked to each year group so they can lead and serve others in the school as ambassadors, captains and members of the pupil parliament and school council. The school hosts a mental health charity on the school grounds. This means pupils and staff have access to a network of well-being support.

Alongside the school's ambitions for pupils' personal achievements, it is committed to supporting their academic development. Pupils work hard, and their successes are seen in the strong outcomes they achieve across the curriculum, including in national assessments.

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

Pupils benefit from a broad and ambitious curriculum. In music, this goes beyond the norm, and all pupils in Year 3 can learn a stringed instrument. Starting in early years, leaders have set out what pupils need to know and do in subject 'road maps'. This supports pupils to build their learning sequentially. Teachers are alert to gaps and meet regularly to consider misconceptions and how to address these in their year group and curriculum teams.

Reading is a top priority. Children start learning to read swiftly in their Reception Year. Staff are trained effectively to teach the phonics curriculum. Checks on pupils' learning are used well to track who needs more support in 'keep up' groups. Pupils read books matched closely to the sounds that they know. As a result, they learn to read accurately and fluently. Staff work with parents and carers to guide how to read with and to their children at home. Leaders have thought carefully about the wider reading curriculum to ensure pupils study new texts as well as beloved classics. Further up in the school, books are chosen to help enhance pupils' learning in each subject. This supports them in deepening their understanding across the curriculum.

Children in early years are happy, secure and curious learners. Staff create a language-rich and enabling environment which helps children to develop their communication skills. The emphasis on songs, rhymes and routines also supports children to settle in quickly and enjoy their learning. Leaders have considered how children can benefit from rich

opportunities that take them beyond the everyday. For example, when learning about the life cycle of a hen, children hosted chicks in their classroom to help them understand what animals need to survive. This also supported children in developing their early scientific vocabulary, as well as their empathy skills in handling the chicks with care.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified. Staff are suitably trained to make appropriate adaptations to their teaching. All pupils learn about the needs of others through the programme of personal development at the school. This means that pupils with SEND learn in a welcoming school environment.

Pupils behave excellently. A calm learning environment prevails in lessons because of well-established routines. Incidents of bullying are extremely rare. If they should occur, pupils are confident to talk with staff and know they would be listened to and their concerns taken seriously. Pupils are passionate about their school 'houses', Griffin, Dragon, Phoenix, Unicorn, and being able to wear their house colours if they work hard and attend well.

Pupils' wider personal development is excellent. The programme is designed so pupils return to key ideas across the curriculum. For example, pupils learn about democracy in their study of the Greeks and Romans and consider what this looks like in modern society. The school has thought carefully about the needs of its pupils and developed initiatives that respond to emerging challenges in the community.

Staff are rightly proud to work at Chase Bridge. Teachers, including those at the early stages of their careers, receive high-quality professional development and coaching. This means pupils benefit from precise teaching. Those responsible for governance fulfil their duties and share leaders' high ambitions. As a result, all pupils receive excellent provision and achieve highly.

Safeguarding

The arrangements for safeguarding are effective.

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	102905
Local authority	Richmond Upon Thames
Inspection number	10345854
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	659
Appropriate authority	The governing body
Chair of governing body	Mike Dormer
Headteacher	Daniel Bishop
Website	www.chasebridge.richmond.sch.uk
Dates of previous inspection	18 and 19 September 2019, under section 8 of the Education Act 2005.

Information about this school

- Chase Bridge Primary School runs its own breakfast club and after-school care.
- The school currently uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 meetings with the headteacher, senior leaders, teachers and support

staff. The lead inspector spoke with the chair of the governing body and met with a group of governors. The lead inspector also spoke with the local authority school improvement partner.

- Inspectors carried out deep dives in these subjects: reading, geography, music and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record of pre-employment checks; 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 scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- Inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector	His Majesty's Inspector
Raj Mehta	Ofsted Inspector
Ray Lau	Ofsted Inspector
Nneoma Thomas	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025