

Inspection of a good school: Greenvale Primary School

Sandpiper Road, Selsdon Vale, South Croydon, Surrey CR2 8PR

Inspection dates: 10 and 11 May 2023

Outcome

Greenvale Primary School continues to be a good school.

What is it like to attend this school?

Pupils here are kind and respectful to each other. They form strong friendships, and work and play happily together. Pupils also develop good relationships with staff. They know that staff are here to help them do their very best. Staff, parents and carers work together for the good of the pupils. This is a true community school.

Leaders have high expectations for pupils. Pupils meet these expectations. They work hard in class and achieve well. They gain the subject knowledge that they need in preparation for secondary school. Also, they develop the personal attributes that will help them achieve future success.

Pupils behave well. In Reception, children benefit from a clear and consistent set of routines. Throughout the school, pupils respond well to instructions. They learn to take responsibility for their own behaviour. This is a calm and orderly school, but also one where pupils can learn and have fun.

Pupils have a wide range of opportunities to develop their talents and interests. Pupils enjoy forest school activities. They also help with the animals in the neighbouring ARC Centre for animal education. There are lots of sports clubs and pupils enjoy events, such as a talent show and singing Christmas carols in the local community.

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

Leaders have designed a broad and ambitious curriculum. Pupils learn about the richness and diversity of the world. Leaders have identified the key knowledge and skills that they want pupils to learn. The curriculum is well sequenced, so that pupils build up their knowledge and skills in a coherent way. In Reception, children get the basic mathematical knowledge they need to prepare them for Year 1 and beyond. They also develop their language and communication skills. As pupils move through the school, they deepen and extend their knowledge of a wide range of subjects.

Leaders prioritise reading. From the start of Reception, pupils learn to read using phonics. They quickly develop their ability to read words and sentences with accuracy. By the end of Year 1, a high proportion of pupils read with fluency. Pupils who need extra help with reading get it. Adults who provide this support do so to good effect. At key stage 2, pupils read a wide range of texts and poetry. Leaders promote a love for reading through reading events and competitions. These include specific programmes, such as the school's 'ten by ten' scheme. Many parents volunteer to come into school to read with pupils and there is an on-site bookshop run by parents. Pupils read widely and often.

Teachers have good subject knowledge. They ensure that pupils revisit what they have learned before and build on this. They also use resources that engage pupils in their learning. Pupils learn without disruption. However, sometimes teachers do not check pupils' understanding well enough or they do not emphasise essential knowledge with enough clarity. This means that some pupils do not secure the knowledge and understanding they need before teachers move on to the next stage of learning.

Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders are skilful at identifying pupils' needs. They ensure that pupils with SEND get the extra help that they need. Adults who provide this support receive appropriate training. They provide effective support to pupils with SEND. Pupils, including pupils with SEND, achieve well.

Leaders show a commitment to pupils' personal development. They have established a set of values that are central to school life. Pupils develop resilience and take responsibility for themselves and for others. Older pupils take on roles as prefects, eco-warriors and buddies to children in Reception. Leaders have developed an extensive and age-appropriate personal development programme. Pupils learn about important issues, such as relationships, diversity and equality. They also learn about physical and mental health. Pupils celebrate events such as Black History Month and learn about different cultures and religions. Pupils develop the broader skills and attributes that prepare them well for the next stage of their education.

Leaders give pupils a high-quality education. They build positive, trusting relationships with parents, and involve them in the life of the school. Parents value this greatly. Governors provide appropriate support and challenge to leaders. They fulfil their statutory responsibilities well. Leaders work in collaboration with staff. They listen to their views and use them to inform any changes they make. Staff workload is manageable. Leaders also prioritise staff well-being. Staff enjoy working here. They say it is like being part of one big family.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and safeguarding updates. These maintain their alertness to the signs of risk for pupils. Staff report any concerns swiftly and appropriately. The school counsellor supports pupils with their emotional well-being. Leaders have developed effective relationships with

external agencies. They are strong advocates for pupils. They do all that they can to secure the help pupils need. Pupils learn how to keep themselves safe, including online. Leaders work with parents to raise their awareness of the risks to their children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check pupils' understanding with sufficient rigour, or present new and essential knowledge with enough clarity. As a result, some pupils do not secure their knowledge and understanding fully before they move on to the next stage of learning. Leaders should ensure that teachers receive the pedagogical training and development that they need to secure learning for pupils with precision and consistency.

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 June 2013.

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'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101781
Local authority	Croydon
Inspection number	10240738
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	218
Appropriate authority	The governing body
Chair of governing body	Mike Fisher
Headteacher	Daniel Bowden
Website	https://www.greenvale.croydon.sch.uk/
Date of previous inspection	19 April 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, members of the leadership team, other school staff, members of the governing body, and a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspector met with the subject leader, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also spoke with leaders about some other subjects.

- The inspector met with the school's designated safeguarding lead and looked at safeguarding documentation and record keeping, including the single central record. The inspector also spoke with staff and pupils about safeguarding.
- The inspector spoke to an additional group of pupils in relation to personal development.
- The inspector considered the responses to Ofsted's pupil survey, staff survey, and to the online survey for parents, Parent View.

Inspection team

Ian Rawstorne, lead inspector

His Majesty's Inspector

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