

# Inspection of Greenvale Primary School

Symons Avenue, Chatham, Kent ME4 5UP

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Inspection dates: 21 and 22 November 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
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| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Early years provision | <b>Good</b> |
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| Overall effectiveness | <b>Good</b> |
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|---------------------------|------|
| Previous inspection grade | Good |
|---------------------------|------|

## **What is it like to attend this school?**

Pupils talk about their inclusive and welcoming school with great joy and enthusiasm. As one pupil commented to inspectors, 'You will love it here too!' Pupils know the school's values of respect, readiness, resourcefulness, responsibility, resilience and reflectiveness well. They can explain what these values mean to them and how they help to make their school a great place to be. In addition to the school's values, pupils say kindness is also very important at their school.

Pupils behave extremely well at school. They are proud to demonstrate their 'smart walking' as they move around the school. Routines and expectations are securely established. Teachers are calm and gentle when they address pupils, but also very clear about exactly what they expect. Pupils like the sense of security and predictability that these clear routines provide. Pupils work hard to live up to the school's high expectations for learning.

Pupils are very well supported to develop their inner confidence and well-being. For example, Woody and Mabel, the school's therapy dogs, are integral members of the school, bringing a great sense of calm and companionship to pupils. All pupils are supported and encouraged to take part in the broad range of clubs offered at the school, including dance, cooking and 'around the world' club. Pupils benefit from a good range of trips and visits, including to a local farm.

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

Formerly an infant school, Greenvale Primary School is growing. Currently, the oldest year group is Year 3, but as pupils move through the school, leaders intend for it to provide education from Nursery to Year 6. Local confidence in the school has steadily grown, and most year groups are now full.

The school has fully reviewed the curriculum since the last inspection. In all subjects, the school has ensured that there is a clear and well sequenced curriculum. Staff have been provided with ongoing training to ensure that they understand the school's curriculum in each subject and know how to teach it. Consequently, pupils achieve well in each year group. In a small number of subjects, there is more work to do to ensure that the small steps that pupils need to take to develop a broader skill or competency are clear.

Leaders recognise that the early years education that children receive is of vital importance to their future success. In Nursery, staff focus on children's personal, social and emotional development, physical development and communication and interaction. This strong focus continues into Reception.

Staff in early years know every child very well and work closely with families to ensure that any special educational needs and/or disabilities (SEND) are identified early so that children can get the right support from the start. Staff have a clear understanding of each child's next steps in learning. However, the school recognises

that it needs to think more carefully about what each child needs to know and be able to do by the end of Reception to be fully prepared for Year 1.

The school identified, just prior to the pandemic, that not all pupils were successfully learning to read at an age-appropriate standard. To address this, the school introduced a new approach to the teaching of phonics. Work to embed this new approach was hampered by the pandemic. The school has now embedded the programme, and staff have been well trained in the teaching of early reading. However, over time, too many pupils have fallen behind in their reading. Leaders prioritise helping pupils to catch up. Most pupils in Year 3, for example, have caught up with the school's planned reading curriculum.

Leaders have developed a strong personal development programme for all pupils. Young children are supported to develop an understanding of fairness and turn-taking. Children learn about voting in the context of classroom votes for stories, and then develop this understanding further when they take part in elections for the pupil council. The school places a strong emphasis on physical health and development. This is promoted through the curriculum, and through extra-curricular activities right from the start. Nursery children, for example, take part in the Big Toddle to help children and families who need charitable support. Leaders have developed a coherent personal, social and health education (PSHE) for pupils.

The school benefits from dedicated and stable leadership. Leaders at all levels have created a very positive environment for pupils, staff and the parent community. Leaders have a clear grasp of the school's strengths and priorities. They remain determined to ensure that pupils at Greenvale Primary get the right foundations to thrive personally and academically now and into the future. Governors know the school well and ensure that they hold leaders to account for the quality of education that pupils receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Over time, too many pupils have fallen behind with reading. Leaders have now taken effective action to strengthen the school's reading curriculum. However, ensuring that every pupil who has fallen behind is supported to catch up quickly remains an urgent priority for leaders. The school must ensure that this catch-up work is prioritised and monitored rigorously by leaders at all levels, so that every pupil is supported to learn to read at an age-appropriate level and access the school's full curriculum offer.
- Staff in early years are not clear enough about what they want children to learn and be able to do by the end of Reception. While staff know individual children

well, including their SEND, and plan their next steps carefully, they sometimes lose sight of the big picture. The school needs to ensure that leaders carefully plan what children need to know and be able to do by the end of Reception to be fully prepared for Year 1. Leaders should ensure that all staff understand the small steps in learning which children need to make over the course of Nursery and Reception to achieve these curriculum end goals.

## 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

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| <b>Unique reference number</b>             | 118317   |
| <b>Local authority</b>                     | Medway   |
| <b>Inspection number</b>                   | 10287913   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 110  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Giovanna Zeuli   |
| <b>Headteacher</b>                         | Amanda Allnutt   |
| <b>Website</b>                             | <a href="http://www.greenvale.medway.sch.uk">www.greenvale.medway.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 6 and 7 June 2017, under section 5 of the Education Act 2005                 |

## Information about this school

- A new chair of governors was appointed in January 2022.
- The school operates a breakfast club daily.
- The school is not using any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 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 met with the headteacher and the leadership team. The lead inspector met with representatives of the school's governing board, including the chair of governors, and spoke to a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Early years was included within all deep dives. Inspectors discussed the curriculum for early years and some other subjects with leaders.
- Inspectors considered pupils' behaviour and attitudes throughout the inspection and discussed the school's analysis of pupils' behaviour and attendance with leaders.
- Inspectors considered personal development through all deep dives. They met with leaders to discuss the school's personal development programme, including the curriculum for PSHE and relationships education. Inspectors talked to pupils about PSHE and other aspects of the school's personal development programme.
- To evaluate the effectiveness of safeguarding, the 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.

### **Inspection team**

Alice Roberts, lead inspector

Ofsted Inspector

Giles Osborne

Ofsted Inspector

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