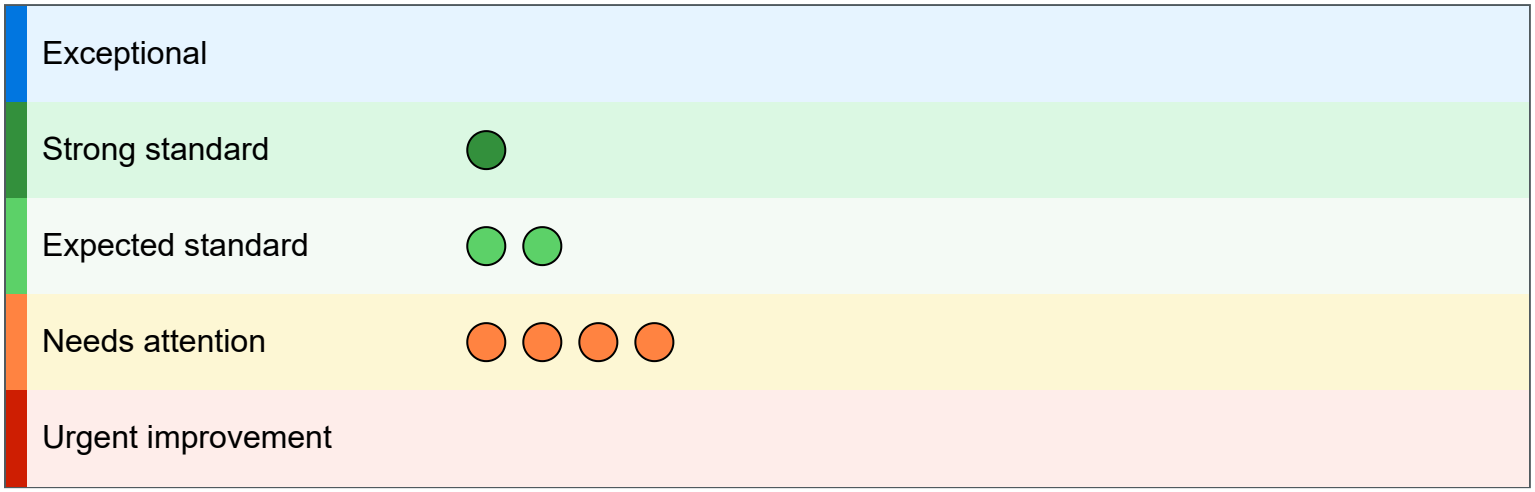
Green Park Community Primary School

Address: The Linces , Buckland , Green Park Community Primary School, Dover , Kent, CT16 2BN

Unique reference number (URN): 135197

Inspection report: 14 July 2026



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

Early years

Strong standard

Leaders have developed an early years curriculum, which emphasises the most important knowledge and skills. Effective transition processes enable staff to quickly get to know children well. As soon as they start school, children learn the school's values and high expectations.

The curriculum is taught through highly effective means. Language and communication is at the heart of the curriculum. Pupils learn phonics as soon as they start in Reception. They are keen to read familiar stories and practise forming their letters correctly. Leaders have identified the key vocabulary children need. Staff skilfully help children to practise using new and interesting vocabulary linked to the curriculum.

Staff have expert subject knowledge in how young children learn as well as a detailed understanding of the curriculum. They understand individual needs and teach the curriculum through children's interests. Staff skilfully revisit the key areas of knowledge with children during their play. Expertly chosen resources support children to enhance their knowledge and understanding as they progress through the curriculum. As a result, children from all starting points, including those with special educational needs and/or disabilities, achieve well. By the end of Reception, children are very well prepared to progress to the Year 1 curriculum.

Expected standard

Inclusion

Expected standard

Pupils who face barriers to learning and/or wellbeing typically get the help they need. Vulnerable pupils, such as those who are known to social care, settle well in the school and develop a sense of belonging. Staff receive the training that they need to support pupils' wellbeing.

Pupils’ needs are identified swiftly. The school works in close communication with families. Leaders have established effective systems to identify and review pupils’ needs. Pupils with special educational needs and/or disabilities (SEND) engage well and access the same curriculum as their peers. The school has introduced the ‘Paddington classes’, where further individualised support for pupils who need it is highly effective. More widely in the school, leaders ensure that support is appropriate. For example, pupils are provided with word mats, visual aids or wobble cushions when needed.

Leaders acknowledge that disadvantaged pupils have not achieved well in the past. Leaders use additional funding to provide extra support for these pupils. At times, the targeted interventions and learning support for these pupils and for some pupils with SEND is not as precisely matched to their needs as it could be. However, this is mainly due to the wider inconsistencies in teaching across the school.

Personal development and wellbeing

Expected standard

Leaders have put in place a coherent programme for personal development. They ensure this includes high-quality pastoral support. For example, pupils who need it receive effective help with their mental health and wellbeing. This enables them to engage and participate fully.

Pupils benefit considerably from the personal development programme. They learn how to recognise the features of healthy relationships in an age-appropriate way. For example, pupils learn about their bodies prior to entering puberty. Leaders ensure that pupils are taught this in age-appropriate ways. Pupils learn to value themselves, build positive relationships and maintain healthy lifestyles. The school teaches pupils how to eat and exercise to stay healthy. Pupils are taught how to recognise bullying. They understand about online risks, and where to get support if they are concerned about anything. Older pupils demonstrate a mature understanding of equalities and the protected characteristics as well as tolerance and respect. Staff adapt the learning, where required, for pupils' special educational needs and/or disabilities. As a result, pupils mostly develop detailed knowledge.

There are many opportunities for pupils to develop their characters. This includes regular learning in the school's well-established outdoor learning environment. They participate in wider activities, in such areas as sport and music. Events, for example the ‘Green Fest’ celebration, relate to pupils’ learning in the classroom. Leaders ensure that pupils who face disadvantages join in all the school events and trips.

Pupils’ views are heard through the school council. These activities and experiences increase pupils' sense of responsibility and community. Pupils typically develop positive character traits, such as leadership and communication. Pupils are encouraged to think more widely about how they could contribute to society. Pupils enjoy their contributions to the school community through many opportunities for leadership. They enthusiastically contribute to fundraising events for local charities. This prepares pupils well for their next steps and for life in modern Britain.

Needs attention

Achievement

Needs attention

Many pupils, including those who are disadvantaged, have not achieved as well as they could over time. In national assessments, outcomes have been inconsistent. In key stages 1 and 2, many pupils are not learning well enough to be securely ready for their next stage.

Children get off to a great start to their education in the Reception Year. Here, the quality of the curriculum and teaching is consistently highly effective. By the end of their time in Reception, children are securely ready to progress into Year 1. However, their progress through the curriculum is not sustained throughout the school. As a result, pupils do not build their knowledge securely over time and they struggle to recall what they have learned.

Leaders acknowledge that there is more work to do so that pupils consistently understand and remember the most important aspects of the curriculum and progress securely over time on these firm foundations.

Attendance and behaviour

Needs attention

Attendance has been low and persistent absence has been high over time. This includes for pupils who face disadvantages or have special educational needs and/or disabilities (SEND). The school works closely with families to overcome any barriers to attendance, so that children's positive attendance habits developed in the Reception Year can be sustained. However, the school does not monitor attendance with the rigour and precision needed to fully understand the challenges that some families face. Leaders acknowledge that there is more to do to raise levels of pupils' attendance.

Pupils behave well. Staff know pupils well and have created a caring, supportive culture in the school, where pupils feel welcome and rightly trust staff to help them. Bullying and harassment are not tolerated. Pupils demonstrate the school's values through their cooperation with each other. Leaders have established a positive approach to behaviour, with high expectations and clear routines. Staff apply these consistently. Pupils demonstrate respect for staff and engage well during lessons. Pupils are eager to learn and take pride in their work. Staff adapt their approach thoughtfully for pupils with vulnerabilities or SEND. The school's approach means that any pupils who join at untypical times settle quickly and feel a sense of belonging.

Curriculum and teaching

Needs attention

Leaders have a broad understanding of the quality of teaching and the curriculum. Generally, expectations of how the curriculum will be taught are in place. However, leaders and governors do not rigorously monitor and review the detailed impact of the school's actions to improve the quality of teaching and the curriculum. Leaders have recently refined some areas of the curriculum. These developments are being further embedded throughout the school.

The quality of teaching in the school is variable. It is not always precisely clear in lessons what pupils should understand and remember. Activities are not consistently well enough designed to support pupils' learning, or to deepen their understanding. Inconsistencies in modelling vocabulary limits pupils' ability to understand and use it in their discussions. The use of routine checks for understanding and adaptation of teaching is inconsistent. The use of scaffolding and appropriate resources to help all pupils learn the same, ambitious curriculum is variable throughout the school. Some subjects are taught in small groups, however, the curriculum and teaching sometimes results in lack of challenge and puts a cap on the achievement of pupils who most need to catch up with their peers. As a result, too many pupils develop gaps in their understanding and do not always secure their learning.

Leadership and governance

Needs attention

Leaders have a broad understanding of the school's strengths and weaknesses. However, their evaluations of the consistency of teaching and the curriculum lack sharp focus and this

means they are not always able to evaluate precisely where provision could develop further. As a result, expectations are not always clear for staff, the quality of the curriculum and teaching is inconsistent and some pupils do not achieve as well as they should over time.

Governors understand their statutory duties, such as for safeguarding and equalities. Although they provide leaders with a regular and suitable level of support, governors do not promote high expectations through systematically probing and challenging leaders about the impact of their work. Leaders do not provide governors with sufficiently detailed information about the impact of the school's work. As a result, governors cannot always be assured that leaders are focusing the school's resources on areas that benefit pupils most.

Leaders consider staff wellbeing and workload, when developing policy or planning change. There is a mostly well-considered programme of professional learning. Staff feel valued for their work and are proud to be part of the school team.

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

Pupils are happy to come to this school. They are welcomed by staff, who know them and their families well. Staff notice if any pupils are anxious or sad and support them well to overcome any barriers and feel ready to learn. As a result, pupils have a sense of belonging and they rightly feel safe.

Pupils are keen to learn. Behaviour is calm and pupils treat each other with respect. Pupils are polite and friendly. They are taught the school values and take pride in showing each other the value of kindness at social times. During lessons, pupils concentrate well. Bullying is not tolerated and hardly ever happens. If there are any behaviour concerns, staff address them swiftly. However, quite a few pupils have had high absences over time. Leaders are taking appropriate steps to improve attendance. When children start in the Reception Year, they develop positive attendance habits. However, despite leaders' efforts, these positive habits are not always sustained as pupils progress through the school.

Pupils learn a logically sequenced curriculum. Children in the early years rapidly gain the knowledge they need for Year 1. However, the quality of teaching is inconsistent. In some areas, pupils achieve well, but some pupils do not develop their knowledge and skills securely over time. As a result, these pupils do not achieve as well as they should and are not sufficiently prepared for the next stage of their learning. This includes pupils who face barriers to learning and/or wellbeing. Leaders and governors do not have a precise understanding of the school's strengths and areas for development. Consequently, leaders' school improvement and monitoring activities are not focused sharply enough on the work that will benefit pupils most, and staff training is not always sufficiently focused on further developing the curriculum and teaching.

Next steps

- Leaders and governors should develop a precise evaluation of the school’s strengths and areas for development so that improvement work, including leaders’ monitoring, is sharply focused on what will benefit pupils most.
- The school’s professional development programme for staff should be sharply focused on the subject knowledge and teaching skills that staff need most, to deliver the school's improvement priorities effectively.
- Leaders should ensure that staff understand and use effective ongoing assessment and adaptive teaching techniques consistently well, so that all pupils, particularly those from low starting points, learn securely and none fall behind.
- Leaders should ensure that recent changes to the curriculum are consistently embedded throughout the school, so that pupils learn the most important knowledge needed to build strong foundations for future learning.
- Leaders should analyse attendance rigorously, so that they understand families’ barriers to attendance precisely and ensure that the positive attendance habits developed when children start school in Reception are sustained throughout their time at the school.

About this inspection

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

The chair of governors in this school is Nigel Collins.

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.

During the inspection, inspectors spoke with the headteacher, the deputy headteacher, the assistant headteacher, the leaders of learning, members of the governing body and 2 representatives from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Richard Hawkins

Lead inspector:
Jo Brinkley, His Majesty's Inspector

Team inspectors:
Anne Allen, Ofsted Inspector
Claire Beyzade, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

380
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)

56.05%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

2.89%
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

20.00%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

PD - Physical Disability

What does this mean?

The type of Special Educational Needs provision provided at the school (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	46%	61%	Below
2024/25 (final)	35%	62%	Below
2023/24 (final)	39%	61%	Below
2022/23 (final)	65%	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	65%	74%	Below
2024/25 (final)	52%	75%	Below
2023/24 (final)	63%	74%	Below
2022/23 (final)	81%	73%	Above

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	68%	72%	Close to average
2024/25 (final)	63%	72%	Below
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	74%	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 (final)	57%	74%	Below
2023/24 (final)	49%	73%	Below
2022/23 (final)	70%	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	34%	46%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	27%	47%	Below
2023/24 (final)	28%	46%	Below
2022/23 (final)	50%	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	56%	62%	Close to average
2024/25 (final)	46%	63%	Below
2023/24 (final)	53%	62%	Close to average
2022/23 (final)	71%	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 (final)	58%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	54%	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	46%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	38%	59%	Below
2022/23 (final)	54%	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	34%	68%	-33 pp
2024/25 (final)	27%	69%	-42 pp
2023/24 (final)	28%	67%	-39 pp
2022/23 (final)	50%	66%	-16 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	56%	80%	-23 pp
2024/25 (final)	46%	81%	-35 pp
2023/24 (final)	53%	80%	-27 pp
2022/23 (final)	71%	78%	-7 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%	-24 pp
2024/25 (final)	58%	78%	-21 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	54%	77%	-23 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	46%	80%	-33 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	38%	79%	-42 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	54%	79%	-25 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 (3 term)	6.2%	5.2%	Above
2023/24 (3 term)	6.9%	5.5%	Above
2022/23 (3 term)	7.0%	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 (3 term)	19.5%	13.0%	Above
2023/24 (3 term)	21.1%	14.6%	Above
2022/23 (3 term)	22.6%	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.

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