

# Inspection of an outstanding school: Green Park Community Primary School

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

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Inspection dates:

24 and 25 May 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

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

This is a welcoming and inclusive place where pupils feel happy and well cared for. They show a mature understanding of the school's values of 'leadership, organisation, resilience, independence and communication' as well as the importance of showing kindness in all that they do.

Pupils rightly trust that staff will keep them safe and help them if they have any worries. The highly regarded pastoral team supports pupils and their families skilfully. On the whole, pupils behave well. Most pupils understand and follow the school's rules diligently. Disruptive behaviour or bullying is not commonplace, but it does happen. Leaders have high expectations for what they want pupils to achieve. However, they know there is more to do.

Leaders provide interesting opportunities for pupils to foster their interests, hobbies and talents. Pupils enjoy an impressive array of wider experiences and extra-curricular clubs, such as cooking, cricket, Zumba, netball and curling. Pupils take on roles of responsibility confidently. For example, they are able to apply to be the head boy or girl, or to become a prefect.

Parents are unanimously happy with the experiences their children are provided with. Many echo the view of one parent, who described the school as 'a family, where everyone goes above and beyond'.

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

Leaders have introduced a broad and interesting curriculum. It is designed to help all pupils build on and connect their learning over time. In early years, adults make sure that

activities are carefully considered to pique children's natural curiosity and interests. This means that children securely develop their understanding of the world around them. However, teachers do not routinely check what pupils know and can do in some subjects across the school, so that subsequent learning is tailored fully to their needs. Therefore, the curriculum is not taught as effectively as it could be in some subjects. Consequently, pupils do not securely learn as much as they could in all subjects. Work is underway to ensure that the curriculum in all subjects is of a consistently high standard.

The mathematics curriculum is carefully designed and, overall, is delivered successfully. Younger children get a solid grounding in number and other mathematical concepts such as volume and capacity, or exploring mathematical patterns. Older pupils greatly enjoy their mathematics lessons. Staff provide appropriate support and resources to ensure that pupils with special educational needs and/or disabilities have the opportunity to succeed in their learning.

Subject leaders are knowledgeable and enthusiastic about their areas of responsibility. Although subject leaders undertake checks on the quality of education, the systems currently in place are not precisely or appropriately focused. This means that leaders are not able to check the quality of education robustly for all pupils so that they can accurately identify any necessary improvements.

Leaders prioritise reading. Pupils get off to a strong start when learning to read. Phonics teaching starts as soon as children join Reception Year. Staff are trained well to deliver the school's phonics programme. Pupils practise reading books that closely match the sounds they are learning in lessons. Adults keep a close eye on how pupils are getting on, and when needed, staff provide extra support for pupils to help them catch up quickly. Leaders make sure that that pupils read an interesting and diverse range of texts. In early years, children are introduced to stories and rhymes. Older pupils enjoy the time they spend choosing books from the well-stocked libraries.

Overall, classrooms are calm and purposeful. Most pupils listen attentively to their teachers and follow the behaviour rules well. However, there are occasions when pupils lose concentration or where some pupils' behaviour disrupts the learning of others. Leaders have bespoke strategies in place for pupils who need support with managing their emotions and behaviour. Some pupils do not attend school as often as they could. Leaders have put in place rigorous systems to improve pupils' attendance. They work tenaciously with parents and external agencies to make sure that pupils who are persistently absent attend school.

Pupils' wider development is a strength. Leaders are determined that pupils leave Green Park as well-rounded individuals. For instance, pupils take part in many sporting activities, and regularly go on interesting trips, such as orienteering or to the theatre. There is a well-used and supervised woodland area on the school's site, where pupils enjoy being outdoors, learning about nature and how to manage risks safely.

There is a strong culture of mutual support and teamwork. Staff feel valued and supported by leaders. They like leaders' consideration of their well-being and workload. As

one member of staff commented, they appreciate 'the small changes that together make a big difference'.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a culture of care at the school. Staff understand their safeguarding responsibilities and know how to report any concerns they may have. Leaders are swift to make referrals to outside agencies to ensure that pupils and their families receive the support they need. Parents overwhelmingly say that their children are safe and well looked after.

Although leaders undertake the statutory checks required on all adults who work at or who visit the school, some weaknesses were identified in the single central record. Once these were brought to their attention, leaders rectified the records immediately.

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

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

- Although subject and middle leaders check their areas of responsibility, the systems to evaluate the impact of the quality of education on pupils' learning are not sharply focused or effective enough. Consequently, leaders are not always able to accurately identify what needs to improve in terms of pupils' achievement. Senior leaders should make sure that subject and middle leaders have clear systems to monitor the quality of education effectively.
- Not all foundation subjects are implemented as well as they could be. Leaders are in the process of undertaking the necessary work on the school's curriculum and embedding this securely and consistently across the school. As a result, pupils do not learn as well as they could in these subjects. Leaders should ensure that the school's curriculum in all subjects is implemented consistently well.
- During the inspection, some weaknesses were identified in the school's single central record. While these issues were rectified quickly, leaders and governors should ensure that the systems for vetting adults in the school are consistently and fully robust.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in February 2017.

## **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

<b>Unique reference number</b>	135197
<b>Local authority</b>	Kent
<b>Inspection number</b>	10242490
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Nigel Collins
<b>Headteacher</b>	Richard Hawkins
<b>Website</b>	<a href="http://www.greenparkcps.co.uk">www.greenparkcps.co.uk</a>
<b>Dates of previous inspection</b>	31 January and 1 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The number of pupils on roll has increased since the previous inspection. There are now two classes in each year group.
- The school runs a before- and after-school club.
- The school does not currently use any 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 the evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to some teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector also looked at pupils' work in science and art.
- The inspector met with the headteacher and senior leaders.
- The inspector met with five governors, including the chair of governors.

- A telephone conversation was held between the inspector and the school's improvement adviser from Kent local authority.
- To inspect safeguarding, the inspector considered and checked the culture of safeguarding within the school through looking at documentation and talking to leaders, staff and pupils. The inspector checked the school's single central record and staff recruitment processes.
- The inspector reviewed a range of documentation, including attendance and behaviour information, school development plans and the school's own evaluation of its effectiveness.
- In order to gather the views of parents, the inspector considered the responses to the Ofsted Parent View survey and free-text comments. The inspector also considered the responses to Ofsted's confidential staff survey and considered staff's views during the inspection.
- The inspector observed pupils' behaviour in lessons and around the school. She talked to pupils from key stage 2, formally and informally, about their learning, what behaviour is like and whether they feel safe in school.

### **Inspection team**

Frances Nation, lead inspector

Ofsted Inspector

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Manchester  
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