

Greenlands Primary School

Address: Green Street Green Road, Darenth, Dartford, Kent, DA2 8DH

Unique reference number (URN): 146574

Inspection report: 7 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Expected standard

Achievement

Expected standard 

Pupils typically develop the important knowledge and skills they need. They achieve well from their starting points. Pupils achieve outcomes in national assessments that are broadly in line with, and at times slightly above, national averages. Leaders' work has helped secure consistently positive outcomes over time. Pupils learn important knowledge across the curriculum. They apply what they have learned with increasing confidence. As a result, pupils develop the skills and understanding needed for future learning.

Leaders identify pupils who need additional support promptly. They provide targeted help to address gaps in learning. Pupils who are disadvantaged and pupils with special educational needs and/or disabilities typically make suitable progress from their starting points. This means that many pupils catch up with their peers. This reflects leaders' effective work to reduce barriers to learning.

While phonics outcomes are not as secure as some other areas, leaders maintain a clear focus on early reading. This supports pupils in developing secure reading knowledge as they move through the school.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of curriculum and teaching. They use this knowledge to identify priorities, develop staff expertise and improve areas where practice is less consistent. The curriculum is well designed and sequenced. This enables pupils to build knowledge and skills progressively over time. Subjects identify and teach the important knowledge pupils need and prepare them for future learning.

Leaders remain focused on securing the foundations pupils need to access the wider curriculum. They prioritise reading through a well-established phonics programme. Staff identify pupils who are at risk of falling behind and provide appropriate support to help them catch up. Staff teach handwriting consistently and ensure its application across the curriculum.

Teaching typically enables pupils to learn the intended curriculum and make suitable progress from their starting points. Teachers generally present learning clearly, check pupils' understanding and use assessment to inform teaching. As a result, pupils develop the knowledge and skills expected for their age and stage of learning. Staff do not always use assessment information consistently to make the most effective in-the-moment adaptations. Consequently, opportunities to provide additional challenge, address misconceptions or offer timely support are sometimes missed.

Leaders ensure that pupils access the curriculum successfully. Appropriate adaptations and support enable pupils with special educational needs and/or disabilities to participate fully in learning and progress through the curriculum.

Early years

Expected standard 

Leaders prioritise the early years and have a clear vision for providing high-quality education and care. They understand the needs of their community well and have strengthened transition arrangements through home visits, regular communication with families and opportunities for children to become familiar with school before they start. As a result, children settle quickly. Staff establish positive relationships with parents and carers from the outset.

Leaders have designed a well-sequenced curriculum. It supports children's development across the seven areas of learning and provides clear progression into key stage 1. They use assessment information effectively to identify gaps in learning. Staff adapt provision to meet children's needs.

Teaching supports children to develop knowledge and skills successfully. Staff use high-quality interactions to develop children's language and communication. They model vocabulary and encourage children to extend their responses. Staff use carefully chosen texts to broaden children's vocabulary, deepen their understanding of the world and encourage a love of reading.

Children achieve well from their starting points and develop knowledge across all areas of learning. Staff identify children who need additional support quickly and adapt provision appropriately. Staff share information about children's progress and development with Year 1 teachers. As a result, children move confidently into the next stage of their education.

Inclusion

Expected standard 

Leaders have established effective systems to identify pupils' needs quickly. Clear assessment, tracking and monitoring processes help leaders evaluate the impact of support. They adapt provision when pupils' needs change.

Leaders have high expectations for pupils who are disadvantaged, pupils with special educational needs and/or disabilities (SEND), pupils who are known or previously known to social care, and those facing other barriers to learning and wellbeing. Staff use the school's own systems effectively to identify needs, plan adaptations and review the impact of any changes made. As a result, pupils receive support that helps them participate fully in school life. Adaptations typically help pupils make suitable progress from their starting points.

Leaders provide effective oversight of provision. They work closely with external agencies and professionals to secure additional guidance and support where needed. Staff provide help that matches the needs of pupils with SEND and those who require additional support.

The pupil premium strategy is closely aligned to school improvement priorities. Leaders use evidence of what works to shape the strategy. Leaders use funding effectively to strengthen pupils' learning, attendance, language development and wider participation. As a result, pupils who are disadvantaged benefit from targeted support that is helping to improve outcomes and reduce barriers to success.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and the barriers that some pupils and families face. They use this knowledge to identify priorities. They take appropriate action to improve outcomes for pupils. Leaders are ambitious for all pupils and have high expectations. They are persistent in their work to reduce barriers to learning and wellbeing, particularly in relation to attendance and engagement with families. Their approach reflects a clear determination to secure improvement in the best interests of pupils.

Trustees provide effective support and challenge. They have a clear understanding of the school's priorities and work closely with leaders to monitor progress towards them. Those responsible for governance fulfil their statutory duties effectively. They contribute positively to the strategic direction of the school. They hold leaders appropriately to account while supporting continued improvement.

Leaders plan professional learning carefully for teachers and support staff. Leaders align this work closely with school improvement priorities. They draw on research and expertise from across the trust and wider partnerships to strengthen practice. This has helped leaders identify and address areas requiring development. Staff value the opportunities they receive to develop their knowledge and skills. They recognise leaders' consideration of workload and wellbeing.

Leaders work proactively with parents and carers, external agencies and the wider community to strengthen relationships and improve engagement. They know their community well and are tenacious in creating opportunities to work positively with families. Parents value these efforts and recognise the improvements leaders have secured. As a result, relationships between the school and its community continue to strengthen, supporting better outcomes for pupils.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent personal development programme that reflects the needs of the school community. They are ambitious for pupils to develop the knowledge, confidence and life skills needed to succeed both in school and beyond. The programme includes age-appropriate relationships, sex and health education. Leaders work closely with parents and carers to ensure that pupils take part in the full curriculum. As a result, pupils develop an age-appropriate understanding of healthy relationships, consent, personal safety and the risks they may encounter both online and offline.

Pupils develop an understanding of themselves, others and the world around them through the curriculum and wider opportunities. They understand the importance of treating others with fairness and respect, regardless of their background, beliefs or personal characteristics. Leadership opportunities, including the school council, help pupils understand democracy through authentic experiences such as elections and debating. Visits to the Houses of Parliament deepen pupils' understanding of how democratic processes operate beyond school. Pupils speak confidently about different faiths, cultures and beliefs. They demonstrate respect for the views and experiences of others. They understand the

difference between right and wrong. Pupils are clear that discrimination is unacceptable. The 'Greenlands values' contribute to a secure sense of community and belonging.

Leaders ensure that pupils have access to a broad range of activities, visits and experiences that develop their interests. Opportunities such as visits to theatres, museums and outdoor learning experiences help pupils broaden their horizons and develop confidence. Leaders monitor participation carefully. They ensure that pupils who are disadvantaged and pupils with special educational needs and/or disabilities take part in these opportunities. Pupils value these experiences and can explain how they help them develop new skills.

Pastoral support is a particular strength. Staff know pupils and their families well and respond effectively to emerging needs. Pupils know where to seek help for themselves or others and are confident that adults will provide support when needed. As a result, pupils feel safe, valued and well supported.

Needs attention

Attendance and behaviour

Needs attention 

Attendance at school is not yet high enough and persistent absence remains too high for some groups of pupils. Leaders have established clear systems to monitor attendance, identify patterns and intervene where concerns arise. They communicate high expectations to pupils, parents and carers. They work closely with parents, external agencies and other partners to improve attendance. Leaders have a detailed understanding of the factors affecting attendance. They use this knowledge to target support appropriately. Their work is helping to secure improvement, with attendance improving gradually over time. Rates of persistent absence are reducing more noticeably. Attendance remains below the level leaders aspire to and some pupils continue to miss too much education.

The 'Greenlands Promise' underpins a positive culture of behaviour and respect. Pupils understand the expectations and generally behave well in lessons and around the school. Relationships between pupils and staff are warm and respectful. There is a calm and orderly environment where pupils feel safe. Pupils are confident that staff respond quickly and appropriately when concerns about discrimination, unkind behaviour or bullying arise. Pupils show positive attitudes to learning and usually engage purposefully with their work. Staff provide effective support for pupils who require additional help to manage their behaviour or emotional regulation, including pupils with special educational needs and/or disabilities.

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

Pupils are proud to be part of the school community and understand the importance of doing things 'the Greenlands way'. Children in the early years settle quickly into routines. They develop positive relationships with staff and one another. Across the school, pupils feel known, valued and supported. They speak confidently about the staff they can turn to if they need help. Pupils trust staff to deal with concerns effectively.

Pupils enjoy their learning and typically engage positively in lessons. They develop secure knowledge and skills across the curriculum and achieve well from their starting points. Older pupils speak positively about their future ambitions. They show aspirations for their next steps. Pupils who require additional support participate fully in school life and overcome barriers to learning as a result of the help they receive.

Pupils behave well in classrooms and around the school. They are respectful towards staff and each other. They understand the importance of treating everyone fairly. Pupils understand that discrimination is unacceptable and demonstrate respect for different cultures, beliefs and backgrounds. Bullying is rare. When disagreements occur, pupils are confident that staff will resolve them quickly and fairly. Playtimes are positive and pupils cooperate well, socialise happily and look after one another.

Pupils take part in a wide range of opportunities that help them develop their interests and talents. They enjoy activities such as performing for members of the local community, taking part in science-themed events and learning new musical skills. Leadership roles, including play leaders and school councillors, help pupils contribute to school life. This develops pupils' confidence and responsibility. Although attendance is improving, some pupils continue to miss too much school. Nevertheless, pupils who attend regularly are well placed to thrive, both socially and academically, and are well-prepared for the next stage of their education.

Next steps

- Leaders need to embed consistent approaches to monitoring and supporting high levels of pupil attendance and continue to develop the community's understanding of the importance of higher rates of attendance.
- Leaders should ensure teachers consistently use assessment information to make highly effective choices about when to make adaptations to their teaching.

About this inspection

This school is part of Cygnus Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Danielle Lewis-Egonu, and overseen by a board of trustees, chaired by Ryan Clifford.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, deputy headteacher, SENCO, deputy chief executive officer, representatives of the trust, staff, pupils and parents during the inspection. The lead inspector also met with trustees and the governance professional.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Alison Cook

Lead inspector:

Ian Howie, His Majesty's Inspector

Team inspectors:

Liz McIntosh, Ofsted Inspector

Giles Osborne, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 7 July 2026

School and pupil context

Total pupils

185

Below 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

210

Below 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)

46.49%

Well above average

What does this mean?

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

National average: 26.3%

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

1.62%

Below 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

17.84%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	72%	61%	Above
2024/25 (final)	73%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	71%	60%	Above

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	83%	74%	Above
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	90%	74%	Above
2022/23 (final)	79%	73%	Close to average

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	78%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	79%	71%	Above

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	83%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	82%	73%	Above

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	65%	46%	Above
2024/25 (final)	73%	47%	Above
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	67%	44%	Above

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	81%	62%	Above
2024/25 (final)	82%	63%	Above
2023/24 (final)	91%	62%	Above
2022/23 (final)	73%	60%	Above

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	73%	59%	Above
2024/25 (final)	82%	59%	Above
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	73%	58%	Above

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	78%	60%	Above
2024/25 (final)	91%	61%	Above
2023/24 (final)	73%	59%	Above
2022/23 (final)	73%	59%	Above

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	65%	68%	-3 pp
2024/25 (final)	73%	69%	4 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	67%	66%	0 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	81%	80%	1 pp
2024/25 (final)	82%	81%	1 pp
2023/24 (final)	91%	80%	11 pp
2022/23 (final)	73%	78%	-5 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	73%	78%	-5 pp
2024/25 (final)	82%	78%	4 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	73%	77%	-4 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	78%	80%	-1 pp
2024/25 (final)	91%	81%	10 pp
2023/24 (final)	73%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	73%	79%	-6 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)	10.4%	5.2%	Above
2023/24 (3 term)	10.9%	5.5%	Above
2022/23 (3 term)	11.2%	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)	36.7%	13.0%	Above
2023/24 (3 term)	38.6%	14.6%	Above
2022/23 (3 term)	40.4%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright