

Inspection of an outstanding school: Greenvale School

Waters Road, Catford, London SE6 1UF

Inspection dates:

23 and 24 November 2023

Outcome

Greenvale School continues to be an outstanding school.

What is it like to attend this school?

Greenvale is a vibrant and exciting place to learn. Pupils flourish as soon as they join the school. Staff enable pupils to succeed in many subjects and courses. They strive to provide the best possible education for all pupils. Pupils receive a high quality of care and are well prepared for wider society. Pupils, including students in the sixth form, enjoy a calm and harmonious atmosphere that exists at both sites of the school.

Leaders have high expectations for all pupils, who have very positive attitudes and behaviour. Highly skilled staff support pupils with care and kindness. Pupils are taught to identify and manage their emotions. They learn about positive relationships and how to keep healthy in an age-appropriate way. Staff take the time to develop a deep understanding of each pupils' individual needs and feelings.

Bullying is rare, and leaders deal effectively with any cases that may occur. Pupils feel safe. They are extremely well prepared for adulthood. The extensive programme of activities and experiences that leaders have designed helps pupils to develop their self-belief. This helps pupils to become confident, resilient and independent young people. This is evident in pupils' excellent conduct throughout the school.

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

Leaders have put in place an ambitious curriculum. They have designed learning pathways, so that pupils access the right content in a timely way. Within each pathway, staff are adept at making any necessary adaptations to the curriculum, so that pupils can learn and remember more. Highly effective and skilled teaching of the curriculum is guided by the pupils' education, health, and care (EHC) plans. Targets to reach are aspirational and clear. As a result, pupil outcomes are impressive. Leaders, including the governing body, are determined to ensure the best possible outcomes for pupils. They have a thorough and strategic understanding of the school. Staff feel supported in their work by leaders.

Pupils are happy and eager to start their day. Pupils who are new to the school quickly settle into school life. This is because staff know pupils' individual needs and backgrounds well. Where appropriate, pupils go on to study relevant courses at local further education colleges, work experience or training. The school prioritises reading, with opportunities each day for pupils to read a range of texts and listen to adults read to them.

Teachers are adept at enabling pupils to develop their language skills so that they can focus on learning. Well-trained staff help pupils to communicate through a range of resources, including visual symbols and the use of technology. Over time, this helps pupils to develop their language and communication skills successfully.

Leaders systematically support pupils to improve their behaviour and attendance over time. If the need arises, staff are quick to support pupils to regulate their emotions and behaviour. This enables pupils to reflect and make positive behaviour choices. Pupils are motivated and eager to learn. Strong routines help pupils to self-regulate their feelings. When pupils need to refocus on their learning, staff are skilful in guiding and supporting them back. The school has strong systems to support pupils' regular attendance.

Leaders have ensured that pupils' preparation for adulthood is well thought out. Aspects of relationships and sex education, together with health education, are carefully planned throughout the curriculum. Provision for careers education is comprehensive. Leaders have secured many partnerships with post-sixteen education and training providers. The school has ensured that pupils receive a wide range of careers advice and access to work experience.

Leaders are passionate about developing pupils' character, to ready them to become active citizens. There is a considerable range of opportunities for pupils to build their confidence, independence and social and life skills. Such opportunities include learning about other faiths, cultures and traditions. Pupils participate in many clubs including music, dance and sports. They make regular visits out of school into the community and beyond.

Safeguarding

The arrangements for safeguarding are effective.

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 May 2018.

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

Unique reference number	100765
Local authority	Lewisham
Inspection number	10289788
Type of school	Special
School category	Community
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	215
Of which, number on roll in the sixth form	47
Appropriate authority	The governing body
Chair of governing body	David Whitehead
Headteacher	Katie Denton
Website	www.greenvale.lewisham.sch.uk
Date of previous inspection	22 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school operates over two sites. The Waters Road site is mostly for pupils aged 11 to 16 years old. The Mayow Road site is mainly for sixth form students and those on the Glade provision.
- The headteacher was new to post in September 2023.
- All pupils have an EHC plan.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this ungraded inspection under section 8 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 carried out deep dives in these subjects: communication, mathematics and design and technology. For each deep dive, inspectors met with subject leaders, visited lessons, talked with pupils and staff and looked at examples of pupils' work.
- Inspectors met with the headteacher and other senior leaders to discuss pupils' rates of attendance and behaviour.
- The lead inspector met with a group of governors, including the chair of governors. He also met with a representative of the local authority.
- Inspectors observed pupils' behaviour at lunchtimes. They scrutinised leaders' records of behaviour.
- Inspectors reviewed a wide range of documentation.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses.
- Inspectors took account of the responses to Ofsted's online survey for staff and pupils.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

David Lloyd

Ofsted Inspector

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