

Downsview Community Primary School

Address: Beech Avenue, Swanley, Kent, BR8 8AU

Unique reference number (URN): 134515

Inspection report: 2 December 2025

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

Early years

Expected standard 

Children in the early years thoroughly enjoy their time in school. Well-established routines help children to settle quickly. Staff demonstrate warm and caring relationships with children, so they feel comfortable and secure. Children are eager to learn and behave very well. They enjoy each other's company, join in with activities confidently and chat happily about what they are doing.

The early years curriculum builds well on children's starting points. Staff know the children well. They use this knowledge to ensure that the curriculum is adjusted in response to children's individual needs. This ensures that children, including those with special educational needs and/or disabilities, access the curriculum successfully across all areas of learning. Children in the early years achieve well. They are prepared for the next stage of their education.

A focus on the basic foundational knowledge of reading, writing and mathematics is evident throughout the early years. For the most part, staff use high-quality interactions effectively to explore and develop children's language skills. Reading is given a high priority. Children are taught phonics knowledge from the outset. Staff successfully promote a love of reading through a wide range of carefully selected texts.

Leaders have established effective systems to share information with parents and carers.

Inclusion

Expected standard 

Leaders and staff have high expectations for all pupils, regardless of their background or ability. They identify pupils' individual needs swiftly and accurately. Leaders make sure that staff have the information needed to support pupils with special educational needs and/or disabilities (SEND) effectively. They work collaboratively with external agencies to tailor the support provided, drawing on specialist advice, such as that provided by speech therapists or the educational psychologist.

Overall, pupils with SEND and those who have other barriers to their learning or wellbeing are supported well. Staff benefit from regular training which deepens their knowledge of specific needs, such as social, emotional and mental health needs. They use successful strategies to support individual pupils and generally adapt teaching well where required. Leaders monitor pupils' learning and wellbeing closely. They use this to make appropriate adjustments where necessary. Leaders have forged positive relationships with parents and carers. For example, the school's family liaison officer plays a valuable role in providing support for parents, signposting them to specialist advice where necessary. They ensure that the school's pupil premium strategy is implemented effectively. This is helping to reduce barriers to pupils' learning.

Leadership and governance

Expected standard 

Leaders and governors are united in their determination to provide a high quality of education that improves the life chances of all pupils. They demonstrate a clear moral purpose and have created a friendly and supportive atmosphere in school. Leaders have taken robust action to improve the school's work in the past year. Developments have included the introduction of a new curriculum and improvements to teaching and behaviour. These are starting to have an impact in raising achievement and improving attendance. Leaders and governors have high expectations. They prioritise pupils' best interests when making decisions about future developments for the school.

Governors work well with leaders to set the strategic direction of the school. They have a clear understanding of their roles and meet their statutory duties. Well-established systems for monitoring the school's performance ensure that governors have an accurate view of the school's performance. They ask challenging questions and hold leaders to account. Governors are clear about the further improvements needed to ensure the curriculum is consistently delivered well and that pupils' attendance continues to improve.

Leaders ensure that all staff benefit from continued professional development. They take suitable steps to help staff to manage their workload and wellbeing. As a result, staff feel valued. They speak positively about changes that have taken place during the past year and feel included in these improvements. Staff feel that communication within the school is a strength. Parents and carers are positive about the school and recognise the improvements that have been made.

Personal development and wellbeing

Expected standard 

The school's welcoming, inclusive atmosphere fosters a strong sense of belonging. The school's values include, kindness, inclusivity and resilience. These are reflected in pupils' positive attitudes to school, their friendly relationships with each other and their respect for staff.

Pupils have a keen sense of right and wrong. They understand the importance of treating everyone fairly. They speak sensitively about different religions and feel that their own beliefs are respected. Pupils develop an appreciation of the fundamental British values. Opportunities such as voting for school councillors help them to understand democracy and the contribution they can make to the school community.

Pupils take on roles within school which help them to develop a sense of personal responsibility. This process starts in the younger year groups where pupils learn to collect books, give out resources and tidy up. Roles gradually build in complexity and responsibility as pupils move up through the school, culminating in positions such as house captains and head girl and boy. Pupils relish these opportunities, carrying them out sensibly, maturely and with understandable pride. Leaders take actions to ensure that all pupils, including those who are disadvantaged, are able to participate fully and appropriately in the school's personal development programme. As a result, pupils are well prepared for their move to secondary education and later life.

The school's updated personal, social and health education (PSHE) programme ensures suitable coverage of a range of topics and themes. Relationships, sex and health education complies with statutory guidance. Overall, the PSHE programme is taught well and generally develops pupils' knowledge. For example, pupils learn how to keep safe, including online safety, and how to maintain a healthy lifestyle. In early years, carefully chosen activities, such as the upcoming trip to London, contribute well to children's wider experiences and to their enjoyment of learning.

Needs attention

Achievement

Needs attention 

Pupils' achievement in national tests, including in mathematics and reading, has been below the national average over time. While some pupils currently in school achieve well, a notable group continue to experience gaps in their learning which hinders their progress. This means that many pupils are not well prepared for their next steps in education.

Leaders' actions to improve teaching in the past year have started to address some of these gaps. The introduction of a new writing programme has ensured that pupils are starting to achieve more.

The outcomes of the Year 1 phonics check are improving. Leaders are rightly prioritising support for disadvantaged pupils, those with special educational needs and/or disabilities and others who face barriers to learning and wellbeing.

Achievement for disadvantaged pupils is beginning to show signs of improvement in their outcomes for reading, writing and mathematics. There is still further work to do to ensure all pupils across school achieve as well as they should.

Attendance and behaviour

Needs attention 

Many pupils do not attend school regularly enough. Consequently, attendance has been below the national average over time, including for disadvantaged pupils and for those with special educational needs and/or disabilities (SEND). Leaders are working constructively to address this. They are keeping a careful check on individual pupils' attendance. Leaders have strengthened engagement with parents, the local authority and specialist agencies to understand and address barriers to regular attendance. There are encouraging signs of ongoing improvement in attendance for some pupils, including those with SEND. These improvements have not yet been sustained over a sufficient period of time to ensure they are having noticeable impact.

High expectations for pupils' behaviour underpin school life. Leaders ensure that staff follow a consistent approach to managing pupils' behaviour. Consequently, pupils behave well in lessons, during breaktimes and around the school. They demonstrate positive attitudes to learning and listen carefully to their teachers. This ensures a calm and purposeful atmosphere. Pupils are confident about asking staff for help and trust them to deal with any

concerns, including bullying or discriminatory behaviour. The school identifies and supports pupils who need additional help to manage their behaviour effectively.

Curriculum and teaching

Needs attention 

Pupils do not achieve as well as they should because of variation in teaching across subjects and year groups. Some staff do not have sufficient subject knowledge to ensure that the curriculum is adapted well enough to meet pupils' needs. This leads to variation in how well pupils access the curriculum and achieve. Leaders have established a professional development programme for staff which has strengthened teaching in the past year. Although this work is still at an early stage, leaders have implemented suitable actions that are beginning to strengthen the teaching of reading and writing.

Leaders continue to have high expectations for all pupils. They have a clear understanding of the quality of the curriculum and teaching in the school. The introduction of a new curriculum ensures learning is broad and engaging. The curriculum outlines the knowledge and skills pupils should learn and remember. This content is appropriately sequenced so that learning builds on what pupils have learned previously.

Leaders have established a consistent approach to teaching pupils the technical vocabulary they need in different subjects. This is making a positive difference to pupils' literacy and numeracy skills, which continue to improve. Pupils at an earlier stage of reading benefit from suitable support which enables them to catch up quickly.

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

Downsview Community Primary is an inclusive and welcoming school. Pupils relish the opportunities they have to learn and play together. Many come into school happily each morning, keen to get the day started. Staff welcome pupils in a warm and friendly way. They look after pupils very well. Pupils are valued members of the school community. They feel safe and secure. Pupils are confident that staff will listen and deal effectively with any concerns that may arise. While pupils enjoy school, many still do not attend regularly enough.

Pupils work hard in lessons and take pride in their work. Staff ensure that classrooms are orderly and purposeful places to learn. This means that pupils can get on with their work without interruption. Breaktimes and lunchtimes are happy, social occasions. Pupils enjoy these opportunities to catch up with friends, joining in enthusiastically with supervised games. Pupils are friendly and well mannered. They treat each other with kindness. Pupils speak of different cultures, beliefs and backgrounds with interest and respect. Bullying is rare at this school.

Pupils are keen to meet the expectations that staff have for their achievement. Variations in how well the curriculum is taught means that pupils do not achieve as well as they should. While pupils with barriers to their learning, such as those with special educational needs and/or disabilities, are supported well, the outcomes for pupils at this school are below those

published nationally. This means that some pupils are not as prepared for their next steps as they should be.

The school takes every opportunity to create an environment which enables pupils to broaden their horizons. It ensures that pupils learn how to celebrate and take pride in their achievements, both in and out of school. Pupils enthuse about the wide range of activities and clubs available. These include drama, football and puzzle club. The annual residential trip for pupils in Year 6 is a highlight of the school calendar.

Next steps

- Leaders should ensure that the curriculum is adapted and delivered consistently well across the school, so that all pupils achieve well across all subjects and year groups.
 - Leaders should maintain a sharp focus on attendance to ensure that pupils' attendance continues to improve and persistent absence reduces further.
 - Leaders and governors should continue their robust approach to monitoring and quality assurance so that their well-thought-through improvement priorities have a positive impact, particularly on pupils' achievement and attendance.
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About this inspection

The chair of the board of governors in this school is Eleanor Hawkins.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive headteacher, head of school and other members of staff during the inspection. They also spoke with the school's improvement partner from the local authority. The lead inspector met with 3 members of the board of governors, including the chair.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The executive headteacher took up their post in September 2024.

The head of school took up their post in June 2024.

The chair of governors was appointed from January 2025.

Lead inspector:

Julie Sackett, His Majesty's Inspector

Team inspector:

Ian Howie, His Majesty's 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 2 December 2025

School and pupil context

Total pupils

141

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)

48.23%

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

3.55%

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

17.02%

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	51%	61%	Below
2024/25 (revised)	52%	62%	Below
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	37%	60%	Below

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	61%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	40%	73%	Below

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	74%	72%	Close to average
2024/25 (revised)	85%	72%	Above
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	67%	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	64%	73%	Below
2024/25 (revised)	63%	74%	Below
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	50%	73%	Below

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	41%	46%	Close to average
2024/25 (revised)	38%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	33%	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 (revised)	62%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	33%	60%	Below

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	62%	59%	Close to average
2024/25 (revised)	85%	59%	Above
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	44%	58%	Below

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	56%	60%	Close to average
2024/25 (revised)	54%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	44%	59%	Below

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	41%	68%	-26 pp
2024/25 (revised)	38%	69%	-31 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	33%	66%	-33 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%	-24 pp
2024/25 (revised)	62%	81%	-19 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	33%	78%	-45 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	62%	78%	-16 pp
2024/25 (revised)	85%	78%	6 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	44%	77%	-33 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	56%	80%	-24 pp
2024/25 (revised)	54%	81%	-27 pp
2023/24 (final)	67%	79%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	44%	79%	-35 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 (1 term)	9.3%	5.1%	Above
2023/24 (3 term)	8.3%	5.5%	Above
2022/23 (3 term)	8.4%	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 (1 term)	32.1%	14.3%	Above
2023/24 (3 term)	27.9%	14.6%	Above
2022/23 (3 term)	30.5%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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