

Knockhall Primary School

Address: Eynsford Road, Greenhithe, Kent, DA9 9RF

Unique reference number (URN): 145014

Inspection report: 10 March 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 broadly achieve well across the curriculum. They make steady progress from a wide range of starting points as they move through year groups and key stages. Pupils, including those with special educational needs and/or disabilities and pupils with any form of disadvantage, typically reach key milestones in line with, or above, national averages where published data is available.

Pupils make suitable progress in speaking and vocabulary. This supports them in expressing themselves and understanding key learning. Pupils consolidate important skills in reading, writing and mathematics, and this results in secure progress and, in some cases, strong achievement. Recent improvements to the phonics programme have led to marked gains in reading accuracy and fluency. This is particularly evident in the early years and key stage 1. Work in pupils' books shows that learning usually matches leaders' expectations. Most pupils gain the knowledge and skills to be well prepared for the next stage of education across the full breadth of the national curriculum.

Attendance and behaviour

Expected standard 

Leaders manage attendance strategically and with clear intent. They have established meticulous systems that analyse patterns and prioritise timely action. These systems guide staff support and drive sustained improvement. Attendance has improved significantly over the last year. Persistent absence has reduced sharply, including for disadvantaged pupils. Staff are well trained and proactive within the school community to drive improvement in attendance. Staff track interventions carefully and review their impact. Attendance rates do not yet fully match national figures. However, leaders are securing improvement effectively.

Leaders have established a calm, orderly and respectful environment. Pupils consistently behave well across the school and follow routines. Classrooms and playtimes are safe, purposeful and positive spaces. Pupils show caring, polite and considerate attitudes to others and to their learning. Leaders teach expectations clearly from the nursery onwards. Staff apply behaviour policies consistently and with confidence. Pupils understand high expectations and respond positively. This includes those who join the school mid-year. Staff know pupils well and provide effective pastoral support. This is particularly effective for pupils with special educational needs and/or disabilities and pupils with any other form of disadvantage. Leaders do not tolerate bullying or discrimination. They address incidents quickly and effectively. Behaviour tracking informs proactive curriculum adjustments that supports pupils' understanding. This helps prevent issues repeating.

Curriculum and teaching

Expected standard 

Leaders understand the strengths and weaknesses of the school's curriculum and teaching. They make appropriate decisions to secure improvement. They have deployed staff effectively and allocated resources thoughtfully. Leaders have constructed and adapted an ambitious, broad and balanced curriculum. The curriculum is well sequenced across subjects and phases. This matches the breadth and detail of the national curriculum.

Teaching supports pupils to build secure knowledge and prepares them suitably for their next steps.

Leaders typically ensure that teachers have the subject knowledge and guidance needed to implement it securely. A comprehensive coaching and support model is developing teaching strategies and curricular structures effectively. This generally strengthens professional competence among teaching and support staff.

Early reading is a clear priority. The phonics programme is well embedded and is increasingly having a positive impact, particularly in the early years. Pupils are generally building secure basic knowledge in reading, writing and mathematics. This includes those pupils who join the school in older classes or in the middle of the academic year. Staff know pupils well. They generally adapt teaching appropriately for disadvantaged pupils and those with special educational needs and/or disabilities. Teachers generally use assessment in classes effectively. However, pupils' work, and the feedback they receive across the breadth of the curriculum, sometimes misses opportunities to support learning even better.

Early years

Expected standard 

The early years is a clear strength of the school. Leaders demonstrate a detailed understanding of the quality of provision. They ensure the classes meet all statutory requirements. The curriculum is well designed and clearly sequenced from the start of Nursery to the end of Reception. It places an intentional focus on communication and language, with explicit attention to vocabulary development.

Children benefit from a wide range of well-planned activities. These not only enhance their skills in basic mathematics but support their self-regulation and teach them to cooperate with peers. Children begin phonics early and build knowledge to support reading and writing. Staff expertly use clear learning prompts and interactions to secure children's recall and understanding. Children learn to share, care and respond appropriately to social expectations. Staff are well trained and accurately identify differences in play. They support children who disengage as well as those who participate readily.

Outcomes at the end of last year in Reception were above national averages, including for disadvantaged children. The transition to Year 1 is carefully planned. Leaders work effectively with parents and carers to support learning and readiness for the next stage.

Inclusion

Expected standard 

Leaders identify pupils' needs accurately and address them quickly. This includes pupils with special educational needs and/or disabilities (SEND) and those who join the school mid-year. The school has robust systems for supporting pupils with SEND. It has effective processes for others who need inclusive support. Leaders reduce barriers to learning and wellbeing with clear strategies. They make reasonable adjustments and define and implement inclusive practice consistently well. Adults hold high expectations for pupils and generally apply their training in their classrooms. Coaching has strengthened staff confidence and inclusive practice since the previous inspection.

The revised curriculum defines inclusive teaching strategies and adapted content clearly. This enables more rigorous adaptation for pupils' needs. Staff do this well. Assistive technology features in pupils' support plans and positively impacts engagement and learning. Leaders monitor pupils' progress closely and assess the impact of interventions on academic outcomes and wider development. Pupil premium plans are appropriate and mostly delivered as intended. Most disadvantaged pupils benefit from the planned support. Trust and executive leaders review impact effectively. The qualified special educational needs coordinator provides strategic leadership. They work supportively with families, professionals and the local authority to shape pupils' support.

Leadership and governance

Expected standard 

Leaders have a clear and detailed understanding of the school's context, strengths and areas for development. They identify priorities accurately and sharply focus improvement actions. The school development plan is well designed, realistic and effectively put into place. Leaders review this as a school community and adjust actions where needed. Those responsible for governance share a clear vision, values and ethos. They make child-centred decisions that support the school.

Governors meet statutory duties and engage closely with the work of the school. They support leaders and manage resources appropriately. In recent periods, the governing body has lacked capacity, and as a result, until very recently, struggled to meet all of its duties sustainably. Leaders have effectively addressed this. Additional capacity from trustee and executive levels strengthens oversight. More established members of the governing body bring experience, commitment and rigour. Leaders, including those in governance, take decisions in the best interests of pupils. They are particularly aware of the implications for disadvantaged pupils, and those with special educational needs and/or disabilities.

Leaders prioritise staff development. They provide a coherent, evidence-informed professional learning programme that builds expertise across roles, including for early career teachers. Leaders carefully manage workload and staff wellbeing. They promote a broad welfare strategy that staff understand and value. Leaders act as role models. They demonstrate high expectations through their practice and leadership approach. Staff speak positively about the culture of the school and the changes that have improved it. Parents also express confidence in the school. Leaders engage constructively with external support and welcome challenge to secure sustained improvement.

Personal development and wellbeing

Expected standard 

The school delivers a coherent and flexible personal development programme that responds well to the changing context and needs of its pupils. Leaders shape the personal, social, health and economic curriculum carefully. The curriculum has a robust and secure foundation in statutory duties, including fundamental British values and protected characteristics. Pupils recall these concepts clearly and apply them confidently in discussions and learning.

Pupils' understanding of the school's values and vision is more variable. Leaders recognise this as part of the ongoing journey. They have emphasised learning about personal safety and understanding of diversity instead. Relationships and sex education and health

education is a clear strength. Pupils understand key concepts such as consent and recognise risks linked to online and offline contexts. They speak confidently about keeping themselves physically and mentally healthy. Pastoral support underpins this work securely. Staff know pupils well and provide consistent, thoughtful care. This supports wellbeing and readiness for future stages.

The school is beginning to promote clubs, trips and enrichment activities that help pupils to develop talents and interests. Leaders track participation and adapt provision to meet pupils' needs. This work is ongoing. The wider offer does not yet meet leaders' ambitions consistently for all pupils. The personal development programme supports pupils' social, moral and cultural development well overall. They show a secure understanding of right and wrong and demonstrate respect for others. It helps pupils feel safe, valued and supported. Leaders continue to refine the programme so that all pupils benefit equally from a broad, balanced and meaningful range of experiences.

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

Pupils achieve well because they enjoy learning and value their education. They show curiosity, confidence and pride in their work. Pupils progress well from their starting points and achieve well across the curriculum. They apply what they know and explain their thinking clearly. Disadvantaged pupils and those known, or previously known, to children's social care achieve well because staff identify needs early and provide timely support. Pupils with special educational needs and/or disabilities succeed because staff effectively reduce barriers to learning. Teaching includes opportunities for pupils to develop their independence and critical thinking. Pupils use assistive technology confidently to access learning and show what they know. This means that pupils are well prepared for the next stage in their education.

Pupils feel valued members of the school community. Strong relationships underpin this culture. Pupils trust adults and value their support. They celebrate difference and show genuine respect for one another. Activities such as 'where in the world Wednesday' give pupils meaningful opportunities to share cultures, languages and experiences. Pupils enjoy learning about each other and speak proudly about their backgrounds. Parents echo this sense of belonging. Pupils say that 'everyone has a voice and everyone is equal'. These experiences extend learning and strengthen pupils' understanding of community.

Pupils thrive because they behave well and feel safe. They remain calm and focused in lessons and play kindly at playtimes. Staff manage behaviour consistently and address any issues quickly and effectively. Pupils attend increasingly regularly and enjoy coming to school. Initiatives such as 'feel safe Fridays' teach pupils how to keep themselves safe and extends their learning beyond just the academic. Pupils develop robust knowledge of water safety, road safety and travel safety. Older pupils learn about consent and radicalisation. They show maturity and pride in this knowledge. Pupils understand modern Britain and want to contribute positively to their school, local and wider community.

Next steps

- Leaders should continue to build the capacity and expertise of the local academy committee so that it provides consistent support and robust challenge to leaders in all aspects of the school's work.
 - Leaders should ensure that the curriculum is taught to a consistently high standard and that learning in all subjects is secured quickly and shaped carefully to match the needs of all pupils.
 - Leaders should sustain and develop a highly effective culture of attendance in order to secure high attendance for all pupils.
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About this inspection

This school is part of The Woodland Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ms Navdeep Sanghara, and overseen by a board of trustees, chaired by Mr Nicky Patrick Osborne.

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.

Inspectors spoke with staff, leaders, governors, trustees, parents and pupils during the inspection. They reviewed evidence of learning in books, through digital portals and in classrooms. Inspectors visited lessons and observed playtimes and the start-of-day routines.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

The school has undergone a significant change since the last inspection. The headteacher has changed since the previous graded inspection. The current headteacher has been in post since January 2024.

Headteacher: Kathryn Yiannadji

Lead inspector:

Toby Martlew, His Majesty's Inspector

Team inspectors:

Lenny Williams, Ofsted Inspector

Vanessa Mason, His Majesty's Inspector

Lesley Fisher-Pink, 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 10 March 2026

School and pupil context

Total pupils

436

Well 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

682

Well 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)

29.27%

Close to 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

2.06%

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

16.51%

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	55%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	41%	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	71%	74%	Close to average
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	55%	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	73%	72%	Close to average
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	70%	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	67%	73%	Below
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	53%	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	34%	46%	Below
2024/25 (revised)	41%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	32%	46%	Below
2022/23 (final)	30%	44%	Below

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)	59%	63%	Close to average
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	50%	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	49%	59%	Below
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	45%	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	44%	60%	Below
2024/25 (revised)	53%	61%	Close to average
2023/24 (final)	45%	59%	Below
2022/23 (final)	35%	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	34%	68%	-34 pp
2024/25 (revised)	41%	69%	-28 pp
2023/24 (final)	32%	67%	-36 pp
2022/23 (final)	30%	66%	-36 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)	59%	81%	-22 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	50%	78%	-28 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	49%	78%	-29 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	45%	77%	-32 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	44%	80%	-36 pp
2024/25 (revised)	53%	81%	-28 pp
2023/24 (final)	45%	79%	-34 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	35%	79%	-44 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 (2 term)	6.8%	5.2%	Above
2023/24 (3 term)	8.8%	5.5%	Above
2022/23 (3 term)	7.5%	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 (2 term)	22.3%	13.3%	Above
2023/24 (3 term)	32.2%	14.6%	Above
2022/23 (3 term)	27.1%	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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