

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View
Skelmersdale
WN8 9TG

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566863

Direct F 01695 729320

Direct email: jbenett@cfbt.com



5 March 2015

Mr Simon Bush
Headteacher
The Green Way Academy
21st Avenue
Hull
HU6 8HD

Dear Mr Bush

Special measures monitoring inspection of The Green Way Academy

Following my visit with Maureen Coleman, Additional Inspector, to your academy on 3 and 4 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's previous monitoring inspection.

The inspection was the second monitoring inspection since the academy became subject to special measures following the inspection which took place in July 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the academy is not making enough progress towards the removal of special measures.

I strongly recommend that the academy does not seek to appoint newly qualified teachers.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director, Children, Young People and Family Services for Kingston upon Hull City and the CEO Academies Enterprise Trust (AET).

Yours sincerely

Gillian Wiles
Associate Inspector

Appointed as an Associate Inspector, under the powers relating to additional inspectors, in paragraph 11 of Part 2 of Schedule 12 to the Education and Inspections Act 2006.

Annex

The areas for improvement identified during the inspection which took place in July 2014

- Urgently improve the quality and consistency of teaching so that it is at least good, by ensuring:
 - all staff consistently use the school's agreed methods for the teaching of reading
 - teachers' checks on pupils' progress and attainment are accurate, particularly in Key Stage 1, so that work can be pitched at the right level
 - pupils with special educational needs receive the support that they need
 - that the most able pupils are provided with work that offers sufficient challenge
 - that pupils are given clear guidance in the feedback they receive about how to make progress in their work and learning and are challenged to do so
 - marking and feedback in subjects other than English and mathematics help pupils to improve their subject specific skills rather than just focusing on aspects such as grammar or presentation.

- Improve pupils' progress and attainment, particularly in reading, writing and spelling and in the application of numeracy skills, by:
 - ensuring Key Stage 1 pupils make at least good progress in the learning of letters and the sounds that they make
 - urgently improving the teaching of reading across the school but particularly in Year 1 so that it builds on the good start made in the Early Years Foundation Stage
 - increasing the range of contexts pupils are given to apply their mathematical learning
 - ensuring pupils get effective feedback especially on how to improve their numeracy skills.

- Improve the effectiveness of the school's work to keep pupils safe and secure by making sure record keeping, particularly in relation to some pupils' welfare and circumstances, is always kept up-to-date.

- Urgently improve the impact of leadership and management, by:
 - ensuring leaders have an accurate view of the school's strengths and weaknesses
 - reviewing the school's systems for gathering evidence of pupils' progress and making regular checks to make sure these are accurate
 - improving the procedures for holding staff to account for the quality of their teaching and pupils' progress by carrying out more regular and focused checks on the teaching and support pupils receive in lessons, and on the work in their books
 - setting ambitious goals for the outcomes pupils are expected to achieve.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the second monitoring visit on the 3 and 4 March 2015

Evidence

Inspectors observed the academy's work, including 26 lessons or part lessons, nine of which were joint observations with the headteacher or deputy headteacher. Inspectors scrutinised pupils' workbooks and a range of documents presented by leaders. They met with the headteacher, middle and senior leaders, groups of pupils, the Chair and representatives of the Governing Body and a representative from the sponsor.

Context

Since the last monitoring inspection, a phase leader resigned from his leadership role; another who was appointed is now absent from the academy. In the interim, this phase is being led and managed by the deputy headteacher. A lower Key Stage 2 teacher has resigned and this class is being taught by teachers employed to deliver group learning support.

Achievement of pupils at the school

In the 2014 national assessments, only 23% of pupils reached the national average in the Year 1 phonics (the sounds that letters make) screening, compared with 74% nationally. The progress of Year 1 pupils this year is monitored and tracked more regularly, but this information is not routinely used to inform teaching, so progress in lessons is limited.

Results of the national assessments and tests at Key Stage 1 and 2 in reading, writing and mathematics were low, compared to national averages. This year underachieving pupils are being identified more carefully and there is a clearer understanding of the levels at which they are working. However, planning, teaching and learning activities are not tuned to their needs finely enough to ensure accelerated learning, attainment and progress. Consequently, currently in Key Stage 1 only around 40% of pupils are at the expected level for their age in reading and writing, despite an end-of-year target of 87%. Current achievement in Year 6 is closer to targets set, although this is not the case for higher-ability pupils.

At the start of the year all children were assessed to enable teachers to understand clearly the level of work required to meet their needs, accelerate progress and raise attainment. While this allows for progress to be monitored and tracked more closely, the information is not being used accurately to plan learning and challenge pupils' understanding. In most lessons observed, the pitch of work was not meeting pupils' needs.

The quality of teaching

In the early years there has been some limited improvement in the teaching of early reading, but progress in sessions is often too slow. Activities do not reflect teachers' assessment of what children already know and can do, so fail to provide appropriate opportunities for them to make good or accelerated progress. Too often groups of children completed tasks before the session observed had ended and were passive in their group activity. Children spoke of regularly repeating the same activities when they described their daily sessions. Learning within letters and sounds sessions is not consistently good enough because teachers do not have high enough expectations or provide sufficient challenge to all groups. Assessment information is not used effectively enough to ensure that all children can take full advantage of learning opportunities and so make better progress.

In Key Stage 1, teachers' expectations of pupils in the literacy sessions observed were low. In most lessons there was little that challenged pupils' learning and few sessions that were planned at the correct pitch. Teachers are planning different activities for pupils according to their abilities, but these are not well matched to pupils' needs, particularly in Key Stage 1. As a result, pupils' engagement and progress is limited. In a guided reading session in Key Stage 2 where pupils were being directly challenged and supported by the teacher, this small group made progress. However, too many pupils were completing tasks that did not challenge their thinking or accelerate their learning. On occasions, some small-group work was well matched to pupils' needs and this led to greater engagement and more rapid progress. However, this was not seen regularly across the academy.

Teachers do little checking of learning within a lesson to redirect their teaching or review pupils' understanding. They do, however, mark regularly, often in detail, especially when assigning levels to a piece of work. Little of this marking or record of achievement serves to challenge or further develop pupils' learning or understanding. Much of the marking is celebratory, since teachers are keen to acknowledge where children are making small steps of progress.

Behaviour and safety of pupils

Where necessary, systems for keeping children safe have been reviewed and, as a result, regular and accurate record keeping is now in place. Training has been implemented to ensure that all staff understand their accountability for children's safety.

Attendance currently stands at 93.8%, but is declining when compared to the same period last year. The academy has a number of systems, rewards and sanctions in place and actions are planned to address this decline.

The quality of leadership in and management of the school

Senior leaders are struggling to gain a clear view of the academy's strengths and weaknesses, because the judgements of those providing support on behalf of the trust are too variable. Senior and middle leaders are receptive to the support being given, but the consistency and focus of this support need to be refined in order for the impact to be positive, sustained and measurable.

Stronger systems for gathering evidence and checking on the accuracy of teachers' assessments are in place. However, because the information gained is not routinely used to inform planning and teaching, the impact of these systems is not leading to consistent improvement. The academy leaders carry out regular monitoring and have developed pathways that have been shared with teachers as a result of their findings. However, teachers do not always make the necessary changes to their teaching, marking and feedback to improve learning outcomes as a result of this monitoring. The feedback they receive is not always clear enough. Leaders are keen to acknowledge small steps of improvement and sometimes this results in teachers being unclear about the specific areas for development that need to be addressed.

An external review of funding received for disadvantaged children has taken place in part. However, the analysis of the impact of the funding on the attainment and progress of this vulnerable group is underdeveloped.

Governors have recognised the academy's needs and secured appropriate support for leaders. They receive more regular reports on progress and attainment and are aware of the importance of securing better outcomes for pupils this year. They have supported academy leaders in reviewing roles and responsibilities for senior staff and believe this has resulted in a more effective leadership structure.

External support

The headteacher receives support from a colleague headteacher within the trust. Subject leaders spoke positively of the support from subject specialist colleagues from secondary academies within the trust. However, while the support has been well received, there has been some variability in judgements and advice which has proved confusing for the leaders in setting and maintaining a clear the direction for the academy's improvement.