

Greenway Academy

Greenway, Horsham, West Sussex RH12 2JS

Inspection dates

27–28 June 2017

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher is highly ambitious for her staff and pupils. She is very ably supported by the heads of upper and lower school. Together they have transformed the school and established an inclusive and vibrant learning community.
- Governors share a strong ambition for all pupils to receive a good education. Governors know the school very well, are very committed and provide good support and challenge to school leaders. They ensure that safeguarding requirements are met.
- Leaders have raised expectations so that teaching has improved and is now good. Consequently, pupils' outcomes are typically good across the school.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make the same good progress as others. They are supported by carefully tailored interventions.
- Teachers have responded well to 'in-house' and outside support, including the local authority and literacy and numeracy consultants. Teachers have good subject knowledge and use this well in lessons to explain new ideas to pupils.
- Support staff are a valued part of the teaching team and many make a strong contribution to teaching and learning. They also provide effective support for vulnerable pupils.
- Pupils' personal development is outstanding and a significant strength of the school. Pupils show high levels of respect, care and thoughtfulness throughout the school day.
- Pupils have positive attitudes to learning. This plays an important part in their good progress. They take great pride in their work and their school.
- Pupils are keen to learn because the school's curriculum interests and enthuses them. They enjoy a wide range of experiences, including the many sporting opportunities taught by subject specialists.
- Although writing skills are good, pupils are not consistently expected to develop and apply their writing skills in other subjects or write extended pieces of writing. This slows the progress that pupils make.
- Pupils' standards are rising quickly. However, some tasks and questions, particularly for the most able pupils, including the most able disadvantaged pupils, do not challenge them enough.

Full report

What does the school need to do to improve further?

- Ensure that pupils' achievement in writing matches their stronger gains in reading and mathematics by providing pupils with more opportunities to write across different subjects and to produce extended pieces of work.
- Ensure that learning opportunities, including questions, particularly for the most able pupils, including those who are disadvantaged, provide enough stretch and challenge.

Inspection judgements

Effectiveness of leadership and management

Good

- School leaders, staff and governors share a strong determination to see the school continue to improve. One parent, reflecting the views of others, commented: 'The school has undergone a transformation – from the classrooms and corridors, which are now filled with the children's work and pictures, to the behaviour and appearance of the children, which I think is much better and belies a change in attitudes within the school.'
- Leaders know the pupils well and analyse barriers that hinder pupils' development in detail so that these can be overcome. They work closely with families and outside agencies to enable pupils to achieve well.
- Self-evaluation is robust and accurate and has helped to secure good progress for pupils, including those of different abilities. It has also ensured that the school improvement plan focuses sharply on pupils' achievement. This means that leaders can gauge the impact of their actions on raising standards or improving outcomes.
- Leaders have responded well to the recommendation of Ofsted's progress monitoring visit, following the previous inspection. Leaders were judged to be taking effective action towards ensuring a good standard of education. Leaders closely monitor the subject knowledge of teachers and provide useful advice and guidance when necessary. As a result, teachers are successfully implementing the changes leaders have made.
- Middle leaders know the strengths and weaknesses of their areas of responsibility. They have benefited from well-planned and balanced support as some are new to the role. This has rapidly developed them into knowledgeable leaders. They check effectively that learning is fast enough. Over the last two years, leaders have ensured that all staff are fully supported, irrespective of their experience or teaching ability. Staff are clear about their responsibility to ensure that all pupils make substantial progress from their starting points.
- Since the last inspection, leaders have improved the school's systems for assessment and tracking pupils' attainment and progress throughout the school. The system tracks achievement closely and teachers are held accountable for pupils' learning in their class. Senior leaders are very clear on what knowledge and skills are lacking and where pupils' progress is slower, for example in writing.
- There is a good range of extra-curricular clubs, including for sport, dance and music. Pupils have a wide range of instruments that they can choose to learn, such as the flute and the saxophone. New sports that pupils can try out include new-age curling. These opportunities introduce pupils to new activities and test and further develop a wide range of physical skills.
- Much is done to support pupils and their families. Parents recognise and appreciate the support they are given by the school, including links to other agencies that can help them. For example, the school has enabled families of pupils who are regularly absent to overcome this barrier. This has improved their achievement so that they typically make good progress.

- Additional funds for primary school sports are used effectively. Pupils enjoy a wide range of activities, including rugby. With local schools, pupils participate in many events. Leaders have evaluated that the funding has increased pupils' skills, enjoyment, confidence and participation in PE and sport and that staff have also benefited from working with specialist teachers.
- Leaders use the additional funding for pupils who have special educational needs and/or disabilities well to secure rapid progress. It provides additional and specialised support in lessons to individuals and groups of pupils. Through this carefully targeted support, differences in achievement are now diminishing.
- The quality of pupils' spiritual, moral, social and cultural education is a strength of the school. It is evident in pupils' pride in their school and the special opportunities it gives them, their keenness to learn and how well they get on together. Interesting and active learning is clearly seen throughout the school. For example, pupils on the 'Safeguarding Council' have an exceptionally mature approach to this responsibility.
- British values, such as respect, democracy and tolerance, are taught through special topics, specific lessons and assemblies. For example, pupils in Year 4 learned much about the importance of rules and laws as they analysed a poem in great detail that explained important reasons for rules. Pupils show tolerance and respect towards adults and classmates, based on the strongly held core school values of 'integrity, courage, aspiration, compassion and respect'.
- Links with the staff in the other school in the multi-academy trust are strong and beneficial. This is because teachers have the opportunity to draw on their subject knowledge. There is also a good relationship with the local authority and subject-specific consultants. This has ensured that there is a broad range of support that has tackled successfully the different areas needing improvement, for example the quality of teaching and learning.
- The curriculum is effective because activities enthuse pupils so they want to learn. The arts have a high profile and music is a strength. Pupils benefit from specialist teaching. Themes are threaded effectively through both the core (English, mathematics and science) and foundation subjects (those other than the core subjects). Specialist teachers are used well. For example, physical education and music skills of pupils are developing rapidly because the specialists have very good subject knowledge. Consequently, the quality of teaching in the foundation subjects is strong.

Governance of the school

- Governance is effective and very well led by the chair of governors. Governance has strengthened since the last inspection. Governors are committed to the strong ethos of care in the school and share the determination of leaders to secure good progress for all pupils. As a group, governors are well organised, so that tasks are completed efficiently and comprehensively.
- Governors are frequent visitors to the school and, through their links with aspects of the school's work, such as the achievement of disadvantaged pupils, know pupils and staff well. Governors have undertaken regular training to improve their expertise. They are reflective and routinely evaluate their impact.
- Governors receive, and act on, a wide range of information about the school, including

information about pupils' progress. They now rigorously compare what they are told with information from other sources, including their own monitoring, to check that it matches and they challenge leaders if it does not.

- Governors are clear about their statutory responsibilities, particularly around safeguarding. They are well trained and ensure that all staff working at the school have undertaken appropriate safeguarding training, including on the 'Prevent' duty.
- Checks made by governors ensure that additional funding, such as the pupil premium, is used effectively. They scrutinise carefully the evidence that confirms that leaders' decisions are having an impact on pupils' achievement, distinguishing accurately between attainment and progress.

Safeguarding

- The arrangements for safeguarding are effective.
- Training equips staff with the knowledge they need to identify pupils who are potentially vulnerable so that action to intervene where necessary can be taken. All staff receive appropriate, timely updates.
- Rigorous systems are in place to ensure that staff and volunteers are suitable people to work with children. Staff explain clearly the process that they should follow if they have any concerns about pupils' welfare. The school's clear and thorough systems record and note concerns and actions taken effectively.
- Communication with professional agencies is good and record-keeping is thorough. The school provides parents with useful information to help them keep their children safe, for example when using the internet. This is highlighted clearly on the school's website.
- The strong culture of safeguarding keeps pupils safe. Pupils confidently explain about ways in which school helps them to learn to keep themselves safe, including 'stranger danger,' road safety and internet safety.

Quality of teaching, learning and assessment

Good

- Teachers are receptive to advice and training to develop their practice and improve pupils' learning. This is very evident in pupils' mathematics and reading skills. These show pupils' progressive learning over the year and good consistency of teachers' adherence to the higher expectations that leaders have set for improving achievement.
- Relationships between staff and pupils are positive. As a result, lessons run smoothly and it is rare for learning time to be lost. Pupils want to learn; their attitudes to learning are good and they often show determination to succeed. This was demonstrated in a Year 5 class when pupils were challenged to improve sentences in a literacy lesson. Despite finding it difficult, pupils persisted until they had completed their work to a high standard.
- Reading is taught effectively. Phonics is taught and reinforced at many opportunities, especially where early reading skills need developing. The school is effective in its approach to teaching more advanced reading skills, such as inference. This is making a positive difference to pupils' understanding of the varied texts that they read.

- Writing is generally taught well. Teachers have strengthened the focus on developing pupils' abilities to write descriptively and expressively by using stimulating texts. The approach fully engages pupils, which is an improvement since the previous inspection. However, not all teachers expect pupils to apply what they have learned when writing in other subjects. There are also limited opportunities to write at length.
- In mathematics, there have been rapid improvements following teachers' rigorous implementation of the school's mathematics policy and robust training from a consultant. These have had a significant impact on accelerating pupils' progress by securely building skills and understanding, in line with age-related expectations.
- Teachers now consistently provide greater challenge and tasks that require pupils to apply their skills in a range of problem-solving contexts. For example, in Year 3, pupils were given complex problems when they studied time. This made them think hard and deepened their understanding significantly.
- The teaching of pupils who have special educational needs and/or disabilities is good. Stimulating activities foster these pupils' curiosity and desire to learn. Some arrive with complex needs. Through carefully structured activities, staff encourage and develop pupils' skills so that most achieve well. One parent, speaking of their child who has additional needs, stated, 'He has really flourished and they take outstanding care of him.'
- 'Inclusion officers' (staff who support learning in small groups and classrooms) make an important contribution to pupils' learning. Particularly when working with small groups or individuals, inclusion officers make a strong contribution to pupils' learning. This is because they have a good understanding of how to meet pupils' needs, especially those who have special educational needs and/or disabilities, or who are disadvantaged. They know when to step in and help, and when to give a pupil longer to work something out for themselves.
- Teachers encourage and expect pupils to take pride in their written work and present it to a good standard. However, pupils do not apply their writing skills in sufficient depth in a wide range of subjects. Also, not all pupils write at length and this limits their ability to sustain writing of a high calibre.
- Teachers' planning enables pupils to make good progress. Teachers in the same year group benefit from sharing ideas with one another. However, some learning opportunities for pupils, especially the most able, including the most able disadvantaged pupils, do not provide sufficient challenge for them. On occasion, questions asked of pupils do not make them think hard. This lack of challenge limits how quickly they progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils thoroughly enjoy school and feel very safe and looked after. A parent commented, 'Greenway is a great school and my daughter is extremely happy there.' Another reinforced this view by saying, 'My children love going to Greenway.'

- Pupils share very supportive relationships with adults and with each other. They respond very positively and quickly to adults and are eager to share ideas and help each other learn. For example, pupils collaborated very well in a Year 6 lesson when learning and developing their understanding of British values.
- Pupils are extremely polite and friendly towards visitors, staff and each other. Staff have high expectations of behaviour and pupils of all ages understand and obey school rules. Older pupils are excellent role models for younger pupils and support them at playtimes and lunchtimes.
- When pupils arrive at school for the start of the school day, they walk in very calmly and purposefully, wholly ready to learn. Exceptionally clear expectations and good role modelling by adults mean that, throughout the day, pupils make the transition between activities and into breaktimes seamlessly.
- Pupils who attend the 'nurture' provision thrive in the highly supportive environment that has an exceptionally positive ethos. Staff are constantly vigilant in recognising every achievement and success, no matter how small. This ensures that pupils brim with confidence and take this into their learning in classrooms.
- Pupils accept responsibility very willingly and maturely. Staff offer numerous worthwhile opportunities for pupils to play a role and have a say in their school. Pupils embrace every one of them fully. Whether they are helping younger pupils in the playground, advising on computer problems, or running support sessions for pupils who feel worried, pupils are very keen to play a full part in the life of their school.
- Pupils also accept responsibility for their learning. One parent said, 'The children are empowered to make decisions and allowed to take responsibility for their learning.'

Behaviour

- The behaviour of pupils is good.
- Pupils' positive attitudes benefit their learning. Most are resilient and persevere, although some still find this difficult. When pupils occasionally lose focus on their work, the situation is well managed by staff.
- In and around school, pupils behave in a calm and orderly manner because there are clear and consistent behaviour management systems. Leaders regularly monitor behaviour incidents with pupils, parents and teachers and pupils understand how to apply themselves positively to their work.
- Pupils say that they feel safe in school. They say that bullying happens rarely, but that when it does staff are quick to resolve it. Pupils say that there is always an adult in the school whom they feel they can talk to if something is worrying them.
- During the inspection, pupils behaved very well in lessons, at playtimes and when moving around the school. In their exchanges with inspectors, pupils were sociable and exceptionally well mannered. The school's records of behaviour over time show that inappropriate behaviour is dealt with robustly and in line with the school's behaviour and safeguarding policies.
- Overall attendance has improved and is now in line with the national average. Staff work well together in encouraging pupils' appreciation and enjoyment of school, which

also results in pupils typically being on time.

Outcomes for pupils

Good

- Since the headteacher arrived, she and other school leaders have introduced many effective changes to the curriculum and to teaching, so pupils now achieve well. For example, learning walls play a vital role in helping pupils to understand calculation strategies in mathematics. Throughout the school, there has been an important increase in expectations of pupils and staff. As a result, pupils are catching up to the national expectations for pupils of their age and are prepared well for the next stage of their education.
- Until recently, and as indicated in the 2016 national test information, standards have been too low and progress has not been rapid enough. Pupils' attainment in reading, writing and mathematics is now rising quickly in all year groups because leaders have a clear and successful focus on accelerating progress. Improvements have been quick and are being sustained.
- Pupils' work in their books and in lessons shows that teachers systematically plan for pupils to learn age-related skills in reading, writing and mathematics. Current pupils are making good progress and securing age-appropriate skills and knowledge in these subjects. At the same time, leaders have ensured that the curriculum is broad and engaging.
- In mathematics, pupils' work and the school's assessments show that pupils' learning is deepening and becoming more secure. Books show a significant amount of evidence of good calculation strategies and pupils successfully completing reasoning and problem-solving tasks.
- Leaders and teachers work effectively to diminish the difference in achievement between the disadvantaged pupils and other pupils nationally. Disadvantaged pupils make similar progress to their peers, sometimes from lower starting points. As a result, they did not achieve as well as other pupils nationally in 2016. This year, teachers check their learning closely, lesson by lesson, and provide extra help by going over any misunderstandings or misconceptions. This rigorous approach is bringing rapid progress.
- The most able pupils, including those that are disadvantaged, achieve well. Tasks generally provide the challenge they need to deepen their understanding. School data and pupils' books demonstrate the accelerated progress made in the last year. However, on occasion there is insufficient challenge in the tasks that teachers give pupils. This means that they do not consistently make the progress of which they are capable.
- Current pupils who have special educational needs and/or disabilities make good progress from their individual starting points. This is because of well-focused support and effective teaching provided by teachers and other adults. It is also because their needs are identified early so that specific support can be given quickly.
- In writing, the school has rightly identified that pupils' progress is not sufficiently rapid, particularly for most-able pupils. Teachers do not consistently ensure that pupils use their skills accurately when transferring their learning from English into their writing in

other subjects. Pupils do not have the opportunity to use and sustain their writing skills in longer pieces of work.

School details

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| Unique reference number | 138492 |
| Local authority | West Sussex |
| Inspection number | 10032884 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Junior |
| School category | Academy sponsor-led |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 352 |
| Appropriate authority | The governing body |
| Chair | Robert Sanders |
| Headteacher | Karen White |
| Telephone number | 01403 252013 |
| Website | www.greenwayacademy.co.uk/ |
| Email address | office@greenwayacademy.co.uk |
| Date of previous inspection | 24–25 June 2015 |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Greenway Academy is larger than the average school. There are three classes in Years 3 and 6 and four classes in Years 4 and 5.
- The school is part of the Castle Trust, an umbrella multi-academy trust of two schools.
- The proportion of pupils supported by the pupil premium is below the national average.
- The majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds or whose first language is not or believed not to be English is lower than average.
- The proportion of pupils who have special educational needs and/or disabilities is just

below the national average.

- The school was found to require improvement at its previous inspection in June 2015. An Ofsted monitoring visit in January 2016 confirmed that the school was making effective progress in addressing the recommendations of the inspection.
- In 2016, the school met the government's floor standards, which are the minimum expectations of pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets the Department for Education's definition of a coasting school based on key stage 2 academic performance results in 2014, 2015 and 2016.

Information about this inspection

- Inspectors visited all classes. Some visits were conducted jointly with the headteacher or the heads of the lower and upper school.
- Inspectors looked at work in pupils' books and listened to pupils read. They also observed pupils in other activities and as they moved around the school and site.
- Inspectors held meetings with the headteacher, other leaders, other staff and governors. They also spoke with a representative of the local authority and the multi-academy trust. They met with pupils to discuss their experiences at school.
- The views of 97 parents who responded to the online questionnaire, Parent View, were taken into account. Inspectors also held informal discussions with parents at the end of the school day.
- Inspectors looked at a range of school documents and information. These included the school's development plan, checks on the quality of teaching, minutes of meetings of the governing body and pupils' behaviour and attendance records. They also looked at arrangements for safeguarding procedures, including records.

Inspection team

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|-----------------------------------|------------------|
| Richard Blackmore, lead inspector | Ofsted Inspector |
| Lesley Fisher-Pink | Ofsted Inspector |
| Robert Howell | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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