

# Inspection of a good school: The Green Way Academy

21st Avenue, Hull HU6 8HD

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Inspection dates:

8 and 9 July 2021

## Outcome

The Green Way Academy continues to be a good school.

## What is it like to attend this school?

This is an inclusive school, which nurtures every pupil. Leaders are incredibly ambitious for all. The broad curriculum is enriched with a wide range of first-hand experiences. These are designed to open pupils' eyes to the possibilities the future may hold. Leaders aim to inspire all pupils to lead remarkable lives.

Teachers have high expectations for what pupils can achieve and for how they should behave. Pupils respond well to these expectations and work hard. However, many do not remember enough knowledge in some subjects. Pupils chatted openly to inspectors in a polite and friendly way. They say they feel happy and safe in school. Bullying is rare and is dealt with effectively by staff. Most pupils get along well together and are well behaved. During the inspection, many pupils were keen to talk about the rewards they get for making the right choices.

Most parents are very positive about the work of the school. Many were keen to praise leaders for the quality of remote learning.

Pupils enjoy trying new things and being able to follow their interests at school clubs. One girl proudly told us that as a gardening club member she is responsible for watering plants and deadheading flowers.

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

The curriculum has been well thought out and is well-structured. It is very clear what pupils need to learn in each year group in each subject. In most subjects, there are clear systems to make sure pupils know more and remember more as they move through the school. However, in some subjects, such as geography, pupils find it difficult to recall their learning. Leaders agree this is because some subject-specific knowledge is not built on as systematically as it needs to be. Pupils do not always have enough opportunities to revisit

learning before they move on. Leaders have plans to further develop their topic approach to help teachers and pupils to focus on subject-specific content.

Leaders believe reading underpins everything. It therefore has a very high profile. A love of reading is promoted from the early years onwards through many well-thought-out activities. These include class story times, author visits and story sleepovers. Phonics teaching is systematic. It begins as soon as pupils enter the school. On the first day of the inspection, Reception children were keen to demonstrate their knowledge by enthusiastically singing a song naming all the letters of the alphabet and the sounds they make. Staff are well trained. Leaders carry out regular monitoring of phonics teaching. This ensures a consistent approach across the school. The books pupils use to practise their reading in school and at home match their developing phonics knowledge. Assessment is used well to identify pupils who need extra support to help them to keep up with their peers. Pupils love this work and are keen to demonstrate their developing knowledge.

The mathematics curriculum is well sequenced and is used consistently across the school. Teachers personalise learning for individuals and groups of pupils by challenging them to complete increasingly more complex open-ended tasks. Teachers carefully check pupils' knowledge and understanding as lessons progress. They pick up errors and misconceptions quickly, and address them effectively.

Pupils with special educational needs and/or disabilities (SEND) are given the support they need to access learning alongside their peers. This support may be through the provision of additional resources such as a bespoke word mat, splitting tasks into small steps or additional adult support. They are encouraged to become increasingly more independent learners. Many parents who made their views known to inspectors praised the school's work to support pupils with SEND. One parent of a child with SEND said, 'They do all they can to help my child succeed.'

Work on personal development is a strength of the school. Pupils are keen to find out more about different cultures, religions and lifestyle choices. They have a thirst for knowledge. They want to learn and are not put off by a challenge. Low-level disruption is rare and is dealt with consistently. Pupils present their work neatly and take pride in their achievements. They enjoy helping each other to succeed.

Leaders believe their pupils deserve nothing but the best. Therefore, they are continually looking for ways to improve. Governors and the trust provide them with an appropriate balance of challenge and support. Staff say that leaders expect them to work hard but are always mindful of their workload. A group of staff described how 'Well-being Wednesday' helps them to know leaders really care about their welfare.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make appropriate checks to ensure adults in school are suitable to work with children. They maintain accurate and up-to-date records of these checks. Staff are well

trained and receive regular updates. This means they understand their responsibilities and know what to look out for. They are aware of potential local issues. All concerns, no matter how small, are recorded. Records show, where necessary, that leaders take appropriate actions. They are rigorous in their approach and strive to make sure vulnerable pupils and their families get the support they need. Parents told inspectors they believe their children are safe in school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, such as geography, leaders have not ensured that previous subject knowledge is built on systematically. Pupils are not always able to distinguish between subjects and do not remember knowledge they have covered in previous topics. Leaders need to carry out their plans to refine the curriculum so that pupils know and remember more subject-specific content in all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in July 2016.

## **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 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for published performance information about the school [here](#).

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.

## School details

<b>Unique reference number</b>	138678
<b>Local authority</b>	Kingston upon Hull City Council
<b>Inspection number</b>	10195716
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	412
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Hall
<b>Headteacher</b>	Simon Bush
<b>Website</b>	<a href="http://www.thegreenwayacademy.org">www.thegreenwayacademy.org</a>
<b>Dates of previous inspection</b>	6 and 7 July 2016, under section 5 of the Education Act 2005

## Information about this school

- The school is larger than the average-sized primary school.
- The school uses one alternative provider, Whitehouse Pupil Referral Unit.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) 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 met with school leaders. This included the headteacher, deputy headteacher, assistant headteacher, SEND coordinator, mathematics leader, curriculum leader and members of the inclusion team.
- The lead inspector met with representatives of the trust and of the local governing body.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.

- The lead inspector analysed the school’s self-evaluation document and plans for improvement.
- Inspectors talked with pupils in lessons and at breaktimes. The lead inspector also took account of the three responses to Ofsted’s online questionnaire.
- Inspectors talked to a number of parents at the start and end of the school day. The lead inspector also took account of the 36 responses to Ofsted’s survey, Parent View.
- The lead inspector took account of the 39 responses to Ofsted’s staff survey.
- The subjects considered as part of this inspection were early reading, mathematics and geography. Inspectors carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils work. The lead inspector also observed teachers listening to pupils read.

### **Inspection team**

Chris Cook, lead inspector

Her Majesty’s Inspector

Andrea Batley

Her Majesty’s Inspector

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