

Inspection of Greenwood Academy

Farnborough Road, Castle Vale, Birmingham, West Midlands B35 7NL

Inspection dates: 19 and 20 October 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Greenwood Academy is a caring, welcoming school. Staff take time to get to know each pupil. Leaders have created a strong community where staff and pupils look after each other. This extends beyond the school gates. Leaders have built effective links with families and the wider community.

Leaders are ambitious for pupils. They want pupils to leave school with the qualifications and experiences they need to be successful. Teachers expect a lot from pupils. Pupils rise to this challenge. They are rightly proud of their work and take their studies seriously. Teachers are quick to recognise and celebrate pupils' success.

Pupils can learn in lessons. Classrooms are places where teachers and pupils work together in a respectful way. Nevertheless, leaders know that pupils' behaviour is not perfect. Pupils know and understand the consequences for poor behaviour. They told inspectors that teachers apply sanctions fairly and that staff help them to improve.

Staff do not ignore bullying when it happens. Pupils know who to talk to about any worries or concerns. They trust staff to listen to them and are confident that they will resolve any issues. Pupils know that staff will challenge discriminatory language and that it is not tolerated.

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

Leaders have thought carefully about the curriculum. Pupils learn a broad range of subjects. At key stage 4, the EBacc is at the heart of the curriculum. Most pupils study Spanish and history. Alongside this academic core, pupils can choose to study a range of equally ambitious vocational subjects. In the sixth form, students can choose from a similar mix of academic and vocational courses. This blend prepares pupils well for their next steps in education, employment or training.

Leaders' work to improve the quality of subject curriculum plans has been successful. Plans are coherently sequenced, comprehensive and well constructed. They detail what pupils should know, what they are going to learn and how this will be extended in the future. Leaders have used expertise from the multi-academy trust well to support this work. Teachers follow these plans closely. They select and share resources and materials that help pupils learn the curriculum. As a result, most pupils can talk knowledgeably about their learning.

Assessment is not always used effectively. For instance, teachers do not always identify gaps in pupils' knowledge. This means that some pupils are building new learning on unstable foundations. Leaders have accurately identified this as a key priority in their plans. They are right to do so.

Leaders have prioritised pupils' reading and numeracy. Trained staff support weaker readers to improve their phonics knowledge. Teachers expect all pupils to read beyond the books they study in class. This expectation is realised. For instance, Year 11 pupils spoke avidly about the books that they are reading. Leaders have audited the numeric knowledge that pupils need in subjects such as science. They have planned training so that teachers can learn the best way to teach pupils this knowledge.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Pupils who attend the specialist resource base are valued members of the school community. Sixth-form students with SEND are well supported. Leaders expect pupils with SEND to learn the same curriculum as their peers, with appropriate support in lessons. However, strategies to support pupils are not always sufficiently joined up and well implemented. Leaders have made rapid progress in improving this area, but there remains work to be done.

The school's personal development programme is comprehensive. Pupils learn about many issues, from consent in relationships to mental health. All pupils benefit from a well-thought-through careers programme. Leaders encourage pupils to be socially and culturally aware. For example, helping pupils set up a social justice group. Sixth-form students are active members of the school community. Leaders have used the return to school to reenergise and refresh what is happening outside of lessons. They are making the school a vibrant place where pupils want to be.

Pupils' attendance at school is not as good as it should be. Leaders are working hard to address this. However, leaders have not always identified all the pupils whose attendance is beginning to fall. As a result, leaders are not supporting some pupils whose attendance is decreasing to attend more regularly. Students in the sixth form attend well.

Governors and the trust continue to act to support and challenge leaders. The trust knows what needs to happen and when. They are forward looking and continue to work with leaders productively to make improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture. At the centre of this is a skilful and dedicated team. Leaders have a detailed understanding of the local risks and challenges that pupils face. Record-keeping is detailed. Leaders fastidiously follow up concerns raised by staff and are relentless in ensuring that pupils get the support they need. Leaders work well with other agencies to protect pupils.

Staff know the importance of reporting concerns, no matter how small. They understand their responsibility to help keep pupils safe. Staff training ensures that they are well versed in how to do this.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used consistently well. This means that teachers do not always identify pupils' misconceptions or gaps in pupils' knowledge. As a result, learning sometimes moves on before pupils have a secure understanding of what has been taught. Leaders should ensure that teachers use assessment well to adapt curriculum plans and inform teaching so that pupils learn the curriculum well.
- Within the context of the pandemic, some pupils still do not attend school as much as they should. This means that they are missing out on valuable learning time in school. Leaders should ensure that they swiftly identify pupils whose attendance is beginning to fall, and act to support them to attend well.
- Leaders have not ensured that strategies for supporting pupils with SEND are sufficiently coherent. As a result, some pupils with SEND do not fully benefit from the support and interventions available in school to support them and help them learn. Leaders should ensure that there is a joined-up and strategic approach for supporting pupils with SEND.

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 Ofsted 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.

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

Unique reference number	139048
Local authority	Birmingham
Inspection number	10205978
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	969
Of which, number on roll in the sixth form	80
Appropriate authority	Board of trustees
Chair of trust	David Hall
Headteacher	Allen Bird
Website	sites.google.com/a/aetinet.org/greenwood-academy/home
Date of previous inspection	6 and 7 March 2018

Information about this school

- The school is sponsored by the Academies Enterprise Trust.
- The number of pupils in the school has grown since its previous inspection.
- The school uses three registered providers of alternative provision. A small number of pupils attend one of these.
- The school meets the requirements of the Baker Clause. This means that pupils in Years 8 to 13 receive information about the full range of education and training options open to them. This includes opportunities for a range of education and training providers to speak to pupils about technical education qualifications and apprenticeships

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- During the inspection, inspectors held discussions with the headteacher and other senior and middle leaders, including those responsible for post-16 education.
- Inspectors held discussions with teachers, members of the governing body and representatives of the multi-academy trust.
- Inspectors carried out deep dives in mathematics, performing arts, science, history and Spanish. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors attended a celebration assembly and visited form time.
- Inspectors met with members of staff individually and in groups, and spoke to pupils formally and informally at various points in the inspection. Inspectors took account of responses to pupil and staff surveys, as well as Ofsted Parent View.
- An inspector visited the school-based alternative provision and spend time in the refocus room talking to staff and pupils.
- Inspectors looked at records relating to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.

Inspection team

Ian Tustian, lead inspector	Her Majesty's Inspector
Alexander Laney	Her Majesty's Inspector
Gwen Onyon	Ofsted Inspector
Caroline Hoddinott	Ofsted Inspector

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