

Inspection of Green Ridge Primary Academy

President Road, Berryfields, Aylesbury, Buckinghamshire HP18 0YA

Inspection dates: 18 and 19 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending this vibrant, happy school. They love the school's extensive range of extra activities, which make an outstanding contribution to their personal development. Pupils make the most of these by taking on leadership roles and joining the many clubs. Leaders do all they can to fulfil the school's ambition to provide pupils with 'limitless learning and infinite possibilities'. 'Shake up Shakespeare' and 'sleeping under the stars' are just two of the experiences the school offers through its '11B411' programme. Every pupil is encouraged to pursue their interests and find something in which they can shine.

Pupils feel safe and well cared for. They know that any concerns or upsets are quickly sorted out. Bullying is rare and never tolerated. The school's values help pupils to develop a strong moral code. They learn to respect one another and to value diversity. Pupils told inspectors that everyone is encouraged to celebrate their own unique qualities. As one pupil commented, 'We can choose who we would like to be and that is important.'

Pupils are doing well and are proud to belong to the Green Ridge community. They rise to their teachers' high expectations and behave sensibly and courteously.

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

Leaders have put in place an ambitious curriculum and pupils achieve well across a wide breadth of subjects. Teachers revisit content so that pupils can connect with and build on what they already know. They launch new topics with 'wow' days to engage and spark pupils' interests. Mathematics is particularly strong and enables pupils to develop a very secure understanding of key concepts and knowledge. Leaders are continuing to refine the curriculum further. In English, they plan to make the vocabulary they wish pupils to learn even more explicit. In a minority of subjects, such as art and design, leaders know that the curriculum is not quite as effective.

There is a strong culture of reading in the school. Phonics is taught well and most pupils learn to read proficiently. Staff know if pupils are finding any sounds tricky and make sure that any gaps in learning are quickly sorted out. Pupils enjoy going to the school's beautiful library, which some describe as 'fantastic'. They listen attentively in story times, keen to find out what happens next. Children in the early years join in enthusiastically with familiar rhymes and songs. Across the school, pupils get to know and enjoy many different high-quality texts. They learn to 'read as a writer' and 'write as a reader'.

In the early years, staff focus on developing children's communication and language skills. This is especially so in the Nursery, where there is some exceptional practice. From their very first days at school, staff forge warm, nurturing relationships with children. As a result, they settle beautifully and get off to a great start to their time

at Green Ridge. Throughout the school, behaviour is positive and classrooms are purposeful environments for learning. Pastoral care is very strong.

Pupils with special educational needs and/or disabilities are quickly identified by the school. Staff make sure that these pupils receive extra help in class. A small number of pupils with complex needs have been particularly unsettled by the COVID-19 pandemic. Some continue to find it difficult to regulate their behaviour and need much support. However, this support is not always tailored precisely enough around their complex needs. Sometimes, leaders have not considered deeply enough pupils' barriers to learning, and how these can trigger behaviour incidents.

Leaders ensure that pupils grow up well prepared for life in modern Britain. They learn about individual liberty, freedom of voice and equality. Through the school parliament elections, pupils gain an understanding of democratic processes. Pupils also learn about living healthily and staying safe, including when online.

The staff work as a united team and thoroughly enjoy working at the school. They feel valued and appreciate the good professional guidance and training they receive. Senior leaders are supporting new subject leaders well to develop their roles and oversight of the curriculum. Governance is strong. Trustees and governors share leaders' clarity of vision and high aspirations. Their structures and processes enable them to provide effective support and challenge.

Leaders and staff do all they can to engage and support parents. This starts when children join the early years. Staff establish good relationships with families right from the start. Parents are overwhelmingly positive about the school. One parent, typical of many, commented, 'The Green Ridge team is fantastic and they offer so much to every child.'

Safeguarding

The arrangements for safeguarding are effective.

Everyone understands their role in ensuring that pupils are safe. There is a culture of vigilance in the school. Staff know what to look out for that may indicate any concerns, including any mental health worries. They are confident in following the school's procedures. Leaders are quick to refer on any issues and, when needed, enlist support for families. They maintain detailed high-quality records of any concerns and the school's response to these. Recruitment processes are managed very well. Recent training has strengthened staff's knowledge of safeguarding with respect to physical intervention.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for a small number of pupils with complex special educational needs is not always tailored precisely enough to meet their needs. Sometimes, leaders have not identified with enough precision pupils' barriers to learning and how these can trigger behaviour incidents. Leaders need to ensure that the curriculum and support for these pupils are tailored more precisely around their needs. They need to make sure that staff build on recent training and strengthen the support for pupils who find it hard to regulate their behaviour. This should help to prevent behaviour from escalating and to continue to reduce the number of serious incidents and physical interventions.
- The curriculum in a minority of subjects, such as art and design, is not quite as strong as it is in other subjects. As a result, pupils are not building their knowledge and skills as deeply or achieving as well as in other subjects. Leaders need to embed their work to strengthen the curriculum further so that all subjects are of equally high quality and implemented as effectively. They need to implement their planned staff training and planned support and guidance for new and less experienced subject leaders.

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	144747
Local authority	Buckinghamshire
Inspection number	10212124
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Headteacher	Aaron Wanford
Website	www.greenridgeacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Green Ridge Primary Academy opened as a new school in September 2017. It is one of 60 primary schools in the Reach2 Academy Trust.
- The number of pupils has grown year on year since the school opened. There are now two classes in each year group from Reception to Year 4 and one class in each of Years 5 and 6.
- The school has nursery provision for two- and three-year-old children.
- The school does not use any alternative provision.

Information about this inspection

The inspectors 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also heard some pupils read.

- Inspectors considered the curriculum and reviewed pupils' work in English, art and design, religious education and history.
- Inspectors met with the headteacher, senior leaders and the deputy director from the trust.
- The lead inspector met with the chair of the board of trustees, the chair of the trust's education and standards committee, the chair of the trust's regional cluster board and two members of the local governing body.
- To inspect safeguarding, inspectors considered a wide range of safeguarding documents and records, including the school's record of recruitment checks. Inspectors spoke with pupils and staff and the lead inspector met with the designated leader for safeguarding.
- Inspectors met with staff to find out their views about the school and considered the responses to the confidential staff survey.
- Inspectors gathered pupils' views through meetings with them and at other times of day, for example during visits to lessons and at lunchtime. Inspectors considered the responses to Ofsted's pupil survey.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View, and parents' written comments. An inspector talked with some parents on the morning of the second day of the inspection.

Inspection team

Sue Cox, lead inspector	Her Majesty's Inspector
Simon Francis	Ofsted Inspector
Linda Jacobs	Ofsted Inspector

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