

# Inspection of a good school: Greenway Junior School

Greenway, Horsham, West Sussex RH12 2JS

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Inspection dates:

8 and 9 February 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## What is it like to attend this school?

Pupils are happy here and describe Greenway Junior School as a positive place to learn. They particularly value the supportive relationships that they have with staff. Pupils are keen to explain how these give them the confidence to ask for help when needed and to 'do things you thought you could not'.

Pupils aspire to demonstrate the school values of respect, compassion, aspiration, courage, and integrity. They understand how to apply these to school life. For example, they explain that integrity means telling the truth and not copying anyone else's work. They are rightly proud of the rewards they are given in assembly for demonstrating these values.

Leaders expect pupils to behave well and work hard. However, sometimes the curriculum is not delivered in a way that offers pupils enough challenge or support to help them achieve well. When this happens, pupils sometimes lose focus and there is occasional low-level disruption in lessons. Mostly though, the school is an orderly environment where pupils feel safe. They are confident that they can talk to staff about any worries they may have or ask for support through the 'buddy box'. Pupils do not worry about bullying. This is rare and quickly dealt with.

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

This school has been through a period of considerable change. This has been unsettling for staff and the wider school community. The executive headteacher, working closely with the new multi-academy trust, has identified accurately the key aspects of provision that need to improve. Together, they have set about securing improvements with focus and determination. This is beginning to have an impact, although there is more to be done before this results in consistent improvements across the whole curriculum. Staff feel well

supported by the training they have had to deliver curriculum changes. However, the school does not yet have leaders for every subject. This sometimes makes it difficult for staff to get subject-specific advice and support.

Leaders have a clear focus on reading, which is at the heart of the curriculum. A new phonics programme has been introduced recently. Staff have been well trained to deliver the programme. Regular checks on what pupils know identify those pupils who need further support. Pupils read books which closely match the sounds they know. This helps them to apply their knowledge successfully. During lessons, pupils, including those with special educational needs and/or disabilities (SEND), benefit from the well-structured reading curriculum. Texts are suitably ambitious and develop pupils' vocabulary and comprehension skills well. Pupils enjoy reading and being read to.

In mathematics, pupils learn appropriate knowledge of number facts, such as times tables. They apply this knowledge, using clearly understood methods, to solve a range of mathematical challenges confidently and accurately. Teachers ask searching questions to help gauge pupils' understanding. Teachers identify and rectify any misconceptions quickly. Pupils with SEND get the support they need. Pupils achieve well in mathematics.

In other subjects, the curriculum has been recently revised and relaunched. A clear structure is being put in place that aims to help pupils build knowledge in a logical sequence over time. However, this curriculum is still very new. Teachers have had some training to help them deliver the curriculum and more is planned. This means that currently, pupils do not learn consistently well in many subjects. Furthermore, content is not always adapted well to support pupils with SEND. Work in pupils' books, including those with SEND, is sometimes limited and sporadic and does not consistently show that pupils are learning the intended curriculum.

In lessons, pupils mostly work well. They are keen to offer their ideas and suggestions, particularly when solving problems in mathematics or discussing characters from the books they read. Pupils are currently learning about emotions and regulating behaviours. They say that the individual strategies they have learned are helpful to them.

Pupils' wider development is supported through both the taught curriculum and a range of additional opportunities. Pupils benefit from a wide range of clubs. They can take on additional responsibilities associated with the house system or through the pupil safeguarding council.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, including governors, ensure that keeping pupils safe is a priority. Recruitment processes are robust with appropriate checks being made to ensure all adults are safe to work in school. Leaders have established a strong culture of safeguarding. There are clear processes in place to manage and identify any concerns. Staff have had the training they need to use these well. Leaders refer to external agencies when needed to ensure that

pupils are kept safe and families get the timely help they need. Leaders also ensure pupils learn how to help keep themselves safe, including when online.

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

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

- Teachers are not yet implementing the wider curriculum plans consistently well, nor designing activities to deepen pupils' knowledge. As a result, in subjects other than English and mathematics, pupils do not build knowledge systematically. They also struggle to retain knowledge meaning they are unable to apply this to new learning. Leaders should continue to implement their plans, ensuring that the wider curriculum is implemented effectively.
- The curriculum for foundation subjects is not adapted or developed successfully to meet the needs of pupils with SEND. As a result, pupils with SEND do not consistently achieve well. Leaders should ensure that staff have the knowledge and expertise needed to help all pupils with SEND access the school's full curriculum effectively.
- Leaders have yet to ensure there is a clear structure of subject leadership across the full curriculum. This means that sometimes staff are not able to access the advice and support they need to teach all subjects well. Leaders should continue to broaden and strengthen leadership of subjects in order to support the effective implementation of the curriculum.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## **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.

## 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

<b>Unique reference number</b>	138492
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10241804
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	349
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Lynne O'Reilly
<b>Headteacher</b>	Natasha Boulton
<b>Website</b>	<a href="http://www.greenwayacademy.co.uk">www.greenwayacademy.co.uk</a>
<b>Date of previous inspection</b>	27 and 28 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The school became part of the GLF Schools Multi-Academy Trust in September 2022.
- The headteacher was not in school during the inspection. The school is currently being led by an executive headteacher and an interim leader from the trust.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met regularly with school leaders. She also met with representatives from the school strategy board and trustees from the multi-academy trust.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils read to

an adult from the school.

- Safeguarding records were reviewed, including the single central record and appointment procedures. The inspector spoke to staff about safeguarding and spoke to pupils about the support they have in understanding how to keep safe.
- The inspector reviewed responses to Ofsted's parent, pupil and staff surveys.
- The inspector talked to staff to gather their views about the school, including their workload and well-being. The inspector met with several groups of pupils, as well as spoke to pupils during lessons, at playtime and during a tour of the school.

### **Inspection team**

Deborah Gordon, lead inspector

Ofsted Inspector

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