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22 December 2015

Mr Simon Bush
Headteacher
The Green Way Academy
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Dear Mr Bush

Special measures monitoring inspection of The Green Way Academy

Following my visit with Brian Stillings, Ofsted Inspector, to your academy on 8 and 9 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's previous monitoring inspection.

The inspection was the fourth monitoring inspection since the academy became subject to special measures following the inspection which took place in July 2014. The full list of the areas for improvement, which were identified during that inspection, is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

I strongly recommend that the academy does not seek to appoint newly qualified teachers.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Kingston upon Hull City.

Yours sincerely

Robert Pritchard
Ofsted Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2014

- Urgently improve the quality and consistency of teaching so that it is at least good, by ensuring that:
 - all staff consistently use the school's agreed methods for the teaching of reading
 - teachers' checks on pupils' progress and attainment are accurate, particularly in Key Stage 1, so that work can be pitched at the right level
 - pupils with special educational needs receive the support that they need
 - that the most-able pupils are provided with work that offers sufficient challenge
 - that pupils are given clear guidance in the feedback they receive about how to make progress in their work and learning and are challenged to do so
 - marking and feedback in subjects other than English and mathematics helps pupils to improve their subject specific skills rather than just focusing on aspects such as grammar or presentation.

- Improve pupils' progress and attainment, particularly in reading, writing and spelling and in the application of numeracy skills by:
 - ensuring Key Stage 1 pupils make at least good progress in the learning of letters and the sounds that they make
 - urgently improving the teaching of reading across the school but particularly in Year 1 so that it builds on the good start made in the Early Years Foundation Stage
 - increasing the range of contexts that pupils are given to apply their mathematical learning
 - ensuring that pupils get effective feedback, especially on how to improve their numeracy skills.

- Improve the effectiveness of the school's work to keep pupils safe and secure by making sure record keeping, particularly in relation to some pupils' welfare and circumstances, is always kept up to date.

- Urgently improve the impact of leadership and management by:
 - ensuring leaders have an accurate view of the school's strengths and weaknesses
 - reviewing the school's systems for gathering evidence of pupils' progress and making regular checks to make sure that these are accurate
 - improving the procedures for holding staff to account for the quality of their teaching and pupils' progress by carrying more regular and focused checks on the teaching and support pupils receive in lessons, and on the work in their books
 - setting ambitious goals for the outcomes that pupils are expected to achieve.

Report on the fourth monitoring inspection on 8 and 9 December 2015.

Evidence

Inspectors observed the academy's work, scrutinised documents and met with the Principal, groups of pupils, the Chair of the Governing Body and a representative from the sponsor.

Context

Since the last monitoring visit, the academy now accepts two forms of entry and has a new assistant headteacher. Two teachers and four teaching assistants left the academy at the end of July 2015.

Outcomes for pupils

Since the previous monitoring inspection, further details of the performance of the academy in the 2015 national tests have become available. This performance information, along with the academy's assessment information, lesson observations, learning walks and pupils' work, shows that outcomes have improved.

The information shows that a greater proportion of pupils in the early years reach the expected level of development. It has risen from 37% to 52%, with evidence of some pupils exceeding the expected level of development. Noticeably, higher numbers of disadvantaged pupils are reaching the expected level of development. This proportion has risen from 30% in 2014 to 41% in 2015. Boys' attainment is below that of girls, particularly in writing. The early years leader is aware of this and is developing plans to address the gender gap, particularly in writing. The improvements in the early years are as a result of improvements to the activities, teaching, teamwork and expectations. The academy is aware that progress can be further improved by moving learning forward at a faster rate than is typical currently. Whilst assessment is accurate, the involvement of parental views and the pupils' voice in the assessment process is still at an early stage of development.

National test results in 2015 indicate a significantly improved performance in phonics. Attainment is now much closer to national averages than was the case in 2014. This means a greater proportion of pupils are better prepared than previously for their next stage of education. Disadvantaged pupils at the end of Key Stage 1 performed in line with other pupils. Disadvantaged pupils at the end of Key Stage 2 performed at least in line with similar pupils nationally but performed above them in writing.

Attainment in writing at the end of Key Stage 2 was in line with the national average at Level 4 and above the national average at Level 5 in 2015. Progress in writing has improved over the past three years, but this is not the case in reading. The academy is aware of this and is taking steps to improve. The attainment and progress

throughout the academy generally shows improvement from the end of 2014. The lower than expected performance and progress of lower Key Stage 2 is being addressed, but the impact is too early to measure at this stage. Leaders are committed and determined to improve performance at all levels and are using a wide range of information to improve learning. Phase leaders have action plans in place which are helping to drive improvements forward.

Quality of teaching, learning and assessment

Honest conversations with staff, underpinned by the teachers' standards, alongside a coaching and mentoring programme, have resulted in improved teaching. Targets for all groups for 2016 reflect much higher ambition than previously, and will reflect sustained improvement if achieved.

The academy has focussed on improving writing. As a result, pupils in the early years were keen to write Christmas cards and used some of their letter skills to write the initial sounds of words. Pupils in Key Stage 1 were similarly motivated to write a letter about reindeers and to describe a creature. In both cases, the pupils were able to extend their sentences and choose words and phrases carefully to improve their description. The most able have improved their use of punctuation and use subject-specific words like 'proper noun' and 'similes'. This is not yet the case for other pupils, whose handwriting and punctuation skills are not yet secure. Consequently, this leads to sentences with a lack of punctuation and misplaced word choice.

Gains were seen in mathematics books where pupils were encouraged to think at a deeper level and use their skills to explain whether a number would appear in a number sequence or not.

Feedback through questioning in lessons is helping pupils to improve. In many cases, teachers and teaching assistants listen to, and use, questioning well to improve learning. The quality of marking has continued to improve since the previous monitoring inspection. As a result, pupils are positive and enjoy responding to marking using purple polishing pens. Gains from learning are evident. In a range of books, presentation is neat and reflects the higher standards that the adults and teachers have of pupils. However, in a small minority of books, while feedback is becoming more effective, some teachers do not always check the responses pupils have made as a result of their feedback. Targets in books have not been fully reviewed yet so the impact at this stage is not yet known.

Personal development, behaviour and welfare

Attendance declined towards the end of the last academic year. Rates of persistent absence also worsened. The academy has undertaken an analysis of absence and has set a target which is likely to be in line with the national average for primary schools. Attendance information overall shows that attendance is slightly higher than this time last year. The academy has a range of systems in place to reward good

attendance and pupils spoke favourably to inspectors about these systems. Many know the importance of regular attendance

Pupils are polite and friendly both in class and out of class. They understand the importance of getting along with each other. They take pride in their academy uniform. Pupils say that they have confidence in adults and are sure that any behavioural and bullying incidents will be dealt with rapidly. Pupils enjoy the range of visits and opportunities offered and the chance to play a part in the academy as academy councillors.

The effectiveness of leadership and management

Senior leaders are accurate in the identification of the academy's strengths and areas to develop. They know what needs to be done, and have a clear plan of action.

Where teaching is not as effective as it should be, the leaders know how to improve the situation. Governors are also well aware of where the academy needs to improve. They have a well-developed system to challenge the leadership team, but also provide a great deal of support to the headteacher and leadership at all levels.

Leaders are ambitious, and want the pupils to achieve the highest standards across the academy. They recognise that the pupils have the abilities and attitudes to reach the challenging targets that have been set across the academy. These targets are shared with staff, who also want the best from the pupils.

External support

The academy trust continues to monitor closely the support that has been brokered. The trust has a very clear understanding of where the academy is at the moment, what it needs to do next and is determined that the academy becomes a good provider of education. There are a number of aspects to the support that are very effective in driving improvements. It is well targeted at the areas of need and has led to the recent rise in standards.