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30 March 2016

Mr Simon Bush
Principal
The Green Way Academy
21st Avenue
Hull
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Dear Mr Bush

Special measures monitoring inspection of The Green Way Academy

Following my visit with Susan Twaits, Ofsted Inspector, to your school on 15 and 16 March 2016, 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 school's previous monitoring inspection.

The inspection was the fifth monitoring inspection since the school 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.

Having considered all the evidence I strongly recommend that the school 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 Chair of the Governing Body, the Regional Schools Commissioner 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 that took place in July 2014.

- Urgently improve the quality and consistency of teaching so that it is at least good, by ensuring:
 - 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 pupils are given to apply their mathematical learning
 - ensuring 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 these are accurate
 - improving the procedures for holding staff to account for the quality of their teaching and pupils' progress by carrying out 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 pupils are expected to achieve.

Report on the fifth monitoring inspection on 15 to 16 March 2016

Evidence

Inspectors observed the school'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 school has replaced two teachers.

The effectiveness of leadership and management

Since the last monitoring inspection, the school's leadership team has continued to strengthen. The Principal is providing strong leadership and taking the decisions needed to improve the quality of education.

Senior leaders continue to be accurate in the identification of the school's strengths and weaknesses. They are well on track to meet the areas for improvement from the last inspection. Teaching quality continues to be a priority, and standards are rising. Middle leaders are key to the strategic direction of the school. They know what needs to be done and have convincing plans of action to improve their areas.

Governors know where the weaknesses in teaching are and hold the Principal to account for the overall effectiveness of the school.

Quality of teaching, learning and assessment

Teaching continues to get better across the school. The strongest teaching is in upper Key Stage 2 and Key Stage 1 with some teaching of inconsistent quality in Year 3 and Year 4. The academy has robust plans to continue to improve teaching in these year groups.

The honest conversations with staff and the coaching programme have continued to improve teaching. There are high expectations across the school and pupils are rising to the challenge.

In the best lessons, pupils are keen to take part in the activities and are supported well by the adults in the class. They make rapid progress and enjoy their learning. Class teachers are more involved with setting the learning targets of individual pupils. The impact of this is being measured over the next term. There is a big focus on quality classroom teaching rather than intervention when it could be too late to make improvements. The new staff are open to these new ideas from the leadership team.

Lessons are organised effectively to allow teachers and teaching assistants to work with target groups and assess pupils' learning. Pupils working independently do so sensibly and get on with their work with minimal intervention from adults.

Personal development, behaviour and welfare

Attendance has improved across the school and rates of persistent absence have reduced. The school has undertaken an analysis of absence and is well on track to reach its targets, which are in line with the national averages for primary schools. The range of systems in place to reward good attendance is making an impact.

Pupils are proud of their school. They say that they get on well with others and they are polite and friendly with adults. They look smart in their uniform and take responsibility for others. They enjoy being academy councillors and want to be part of the local community.

Pupils behave very well in lessons. They listen carefully to instructions and work diligently on the activities set. They cooperate with one another, sharing ideas and resources sensibly. They take good care of school resources and look after their workbooks.

Outcomes for pupils

Evidence from the school's assessment information, lesson observations, learning walks and pupils' work shows that outcomes have continued to improve.

Further information from the school shows that the proportion of pupils in the early years reaching the expected level of development continues to rise. It has risen from 37% to 52%, with an ambitious target of 58%. Boys' attainment continues to be below that of girls, but is rising. The improvements are the result of improvements to teaching and more challenge in class.

The 2016 target for the percentage of KS2 pupils at or above national expectation is 85% in reading, writing and mathematics. The tracking data which have been moderated by the sponsor show that they are on track in mathematics and reading. Assessments show that 78% of pupils will be at or above the national standard in writing.

There is an overall improving picture for pupils' achievement at the end of Key Stage 2. This improvement is due to the efforts being made to help pupils make rapid progress as they prepare to transfer to secondary school. However, although pupils are doing well in Year 6, there are some gaps in their knowledge. This is because of a legacy of previous inconsistent teaching in younger year groups.

External support

The academy sponsor continues to monitor the school. It has a very clear understanding of what needs to be done, and is offering high-quality support.