

Annual Review at Greenways Primary Academy 14th and 15th February 2017

It was agreed with Mrs Dean, Executive Principal, that the review would cover all areas of the school's work. This would be achieved by gathering evidence from a range of sources and activities, and would include:

- Mr Jones and members of the leadership team to conduct learning walks in all classes in the school.
- Talking to pupils in lessons and to a group of pupils.
- A scrutiny of pupils' books and work in lessons, and with members of the leadership team.
- A scrutiny of the school's Safeguarding and Child Protection arrangements.
- Discussions with members of the leadership team covering personal development, behaviour and welfare, teaching and learning, achievement and leadership and management.
- Feedback to members of the leadership team and a school governor, including action points.

Context

- Greenways is an average sized one form entry primary school with a full-time Nursery.
- The school is always over-subscribed and many places are declined for Foundation Stage. Number on roll is approximately 240.
- The proportion of pupils who are supported by the pupil premium is below average.
- Most pupils are of White British heritage.
- The proportion of pupils supported with an EHC plan is below average.
- Greenways was granted an Academy order January 2015, conversion date 1.11.2016, and was approved as a sponsor by the DFE in Spring 2016
- Mrs Dean was asked by the LA to support Milton Primary from December 2014; Milton Primary went into special measures in March 2015. Subsequent HMI visits have been very positive.
- High standards of progress and attainment have been maintained at Greenways Primary, through the change in the national curriculum and expectations.

- There have been some recent changes to staffing. Two NQTs were appointed in September 2016.
- Miss Jemma Gartside, a member of the SLT and Y6 teacher, is currently in the role of Acting Head of School.

Outcomes

- The school SEF judges outcomes to be outstanding.

Early Years Foundation Stage

- Baseline assessment for Nursery children at entry indicates that pupils enter school with broadly average ability, though some are below, particularly in phonics and early writing skills.
- The data shows consistently high achievement over the last three years in the proportion of children reaching GLD. In 2016, 83.9% of children reached GLD, very significantly above the local average and well above the NA of 69.3%
- Scores in reading, writing and maths are all above the National Average for pupils meeting and exceeding expected levels..
- The performance of Pupil Premium children (PP) is particularly pleasing, with all meeting expected levels in every area.
- The school's assessment data predicts that over 77% of children in the current Reception class are on track to reach GLD in 2017.
- Overall, this represents outstanding achievement.

External Tests

Phonics - all pupils

- Pupil performance over time is consistently strong, broadly in line with or exceeding National Averages, with PP again impressive in 2016.

Key Stage 1 2016 SAT results

- Results for pupils meeting expected standards are very strong compared to National attainment in reading, writing and maths.
- The proportion of pupils exceeding expected standards is above the National attainment in writing and maths and in line in reading.
- Results achieved by PP pupils compare favourably with National attainment .
- These results build strongly on the outstanding achievement these pupils make in EYFS.
- The school's assessment data predicts that over 74% of pupils in the current Y2 class are on track to reach expected standards in combined subjects in 2017.

Key Stage 2 2016 SATS results

- The combined score of 76% for all pupils in 2016 is the third highest achieved in the LA and places Greenways in the top 5% of all schools in Stoke and Staffordshire.
- Pupils have exceeded local and National attainment scores for reaching expected standards in every subject, by very significant margins.
- The same is true for those exceeding expected standards, with the exception of writing.
- Progress measures from KS1 are also extremely impressive.
- SAT results from 2014 and 2015 show that the proportions of pupils gaining level 4 and level 5 in all subjects was well above local and national averages, both progress and attainment.
- The school's assessment data predicts that almost 77% of pupils in the current Y6 class are on track to meet expected progress in combined subjects in 2017.

Whole school progress

- Assessment data provided by the school shows that pupils in all year groups are on target to make at least expected progress and attainment in all subjects. A high proportion will go on to exceed the expected standards.

Conclusion

- **The school's judgement that outcomes are outstanding is accurate.** From entering school in EYFS, pupils make rapid progress to reach standards at the end of each Key Stage that are consistently above local and national averages. Outcomes are strong in all year groups. The results in the new 2016 external tests indicate that the school has very successfully tailored its provision to meet the requirements of the new national curriculum. Assessment data held by the school shows that outcomes will be equally impressive in the 2017 tests.

Teaching, learning and assessment

- The current School Development Plan aims to further enhance the national curriculum.
- Greenways has been inspired by "The Ethics of Excellence", a work by Ron Berger, to change its curriculum approach. A visit was also undertaken to a Lincolnshire school adopting Ron Berger's practice. A review of the visit and the book's ethos followed, and the school is now implementing a programme that will further improve the already effective curriculum. Some of the success criteria identified include:-
- The introduction of Power Projects to provide a clear purpose and audience.
- Philosophy for Children to encourage debate and discussion.
- Consistent use of peer critique by the children to improve their work, writing and ART/DT.
- Religious Education to be taught highly effectively and consistently across the school, in line with the new RE LA syllabus.

- Cohort plans to be developed and used consistently to ensure coverage.
- Children being able to speak confidently to an audience.
- English and maths assessment materials to be used effectively to support teaching and learning.
- Extend and improve knowledge of new KS1 and KS2 expectations, including SATs, to inform practice further.
- Use of DCpro by staff to competently track, class, groups and subjects.

Main points from lesson observations

EYFS

- **The teaching seen in EYFS was outstanding.** The induction children experience before entry and when they enter the Nursery in September is carefully and sensitively managed. The priority is to ensure all children are immersed in a nurturing environment that quickly develops their feelings of security and confidence. The 'Wow Wall' is a powerful feature, given prominence close to the children's snack area. This celebratory display provides an example of the many ways that the school strives to make meaningful partnerships with its parents and carers. The wall contains lots of photographs of parents and their children, together with examples of children's work and a commentary, and it is updated on a daily basis. It provides staff, parents and children with opportunities to talk about home and school, and fosters the children's sense of pride and achievement. Also, children learn how to make choices about what they eat and drink, and learn how to wash up and tidy the area.
- Many of the tasks that the children were engaged in had been inspired by the enthusiasm and curiosity of one child who had brought a ladybird into school for all to see, as part of the theme of animals. Teaching was quickly adapted to exploit the resulting excitement and motivation of all the children. Some worked on writing and mark making based around a letter from the 'Wizard Lizard', others were stimulated by resources that involved spiders webs, worms and other insects.
- Individual children's welfare and progress is carefully monitored and assessed by one of the two key workers. The emphasis is on developing independence and skills securely and as quickly as possible whilst at the same time ensuring all children are able to explore, use their imaginations and learn to play and socialise. They learn the importance of cooperation, consideration and sharing and the need to observe common rules. Progress is rapid, both academically and in personal development, for almost every child, and provision is based on individual need. Those few who experience difficulty or challenge receive the care and expertise they require to flourish. This is a hallmark of their complete journey through the school, but it begins in EYFS.
- The prime areas of learning are clearly identified in the classrooms in Nursery and Reception. In the Nursery, activities involving pencil control, mark making, number and role play featured strongly during the visit. Groups work with an adult on focused activities. Others have opportunities to work alongside another adult who helps them to explore and develop the child initiated activities through engagement, modelling and scaffolding.

- The classroom has easy access to the outdoor provision. This provides many activities that mirror, extend and reinforce those in the classroom, but on a larger scale. Children were engaged in role play as builders whilst others explored the possibilities offered by 'Super Worm'. There are only nine boys in Nursery this year, and staff are keen to encourage them to mark make and write quickly in every area. They use the cars and wheeled toys and the dental nurse role play to develop fine motor skills.
- In the Reception class, the philosophy and ethos of learning seen in the Nursery is built on and extended. The teacher and the EYP adopt a similar approach to adult led and child initiated learning. Visitors are immediately struck by the lively and energetic children involved in individual and group learning that they clearly enjoy. Children were following activities based around a dinosaur theme. Many showed surprising expertise in the use of ipads. The high profile given to mark making, pattern making and number seen in Nursery is also present here. Children can also use the Investigation Area to go and find dinosaur models. They record their findings with a clip board, and are encouraged to use their phonic skills. As in the Nursery, outdoor provision enhances and provides greater scale and physicality to that found in the classroom.
- It is here that children are introduced to the 'Characteristics of Effective Learning' strategy that continues throughout the school. Central to this is the display that utilises superheroes to illustrate these desired characteristics. They are encouraged to use terms that describe achievement of all kinds such as 'I choose ways to do things' or 'I will have a go'. These simple beginnings start the journey towards critical thinking that becomes a significant factor in pupils' outstanding outcomes as they move through the school. The open-ended activities that the staff provide help children to make links and use their Adults enhance provision with resources such as bricks and clay, a step on from the playdough used in Nursery.
- In both settings, examples were seen of the 'Provocations' approach to teaching and modelling from the 'Cornerstones' scheme that aims to provide appropriate input that is energetic and motivating for all children. Its impact over time has made a significant contribution to the excellent outcomes achieved in EYFS.
- The EYFS is outstandingly led and managed by the EYFS Coordinator and the EYFS/KS1 Leader. The EYFS area is beautifully resourced and decorated. All staff contribute to make this possible, an example of the exceptional teamwork and shared sense of purpose that pervades all the work of this phase. There is excellent liaison with local pre-school settings, important as many children coming from them into Reception are not on track on entry. The school provides support and advice to help improve their provision in phonics and fine motor skills, for instance.
- Links with KS1 are secure and well developed, and children are gradually introduced into the new phase to ensure a happy transition from Reception. The small number of children who are not yet completely ready for KS1 are able to access EYFS provision at the start of Y1.
- The excellent links with parents and carers are being further improved by the introduction of an online profile system.

Key Stage 1

- Pupils in the Y1 class were engaged in a writing lesson aimed at editing and improving skills. They worked enthusiastically on the final draft of a piece of information. The lesson provided an impressive showcase for the peer critiquing skills of these young pupils. They also worked together to develop a word bank. The 'Characteristics of Learning' display featuring superheroes was also in evidence, as was an impressive display of pupils' work on Florence Nightingale. The 'Books we Know' box is found in classrooms in KS1. This is used to encourage and motivate reluctant readers, mostly boys, to become more enthusiastic readers.
- In the Y2 class, pupils were writing a story based on 'Meerkat Mail' to send to a school in Ghana. This was teaching and learning of the highest order. The school in question has been visited by Mrs Dean some years ago, and close links have been established. There are photos and displays featuring staff and adults from the school as well as correspondence and art work. Pupils in both schools really do have a connection. The Greenways pupils are working together to produce a bi-lingual text that will eventually be published for use in the Ghanaian school. In pairs, they created different elements of the text in draft form. All were highly engaged and motivated. They made good use of the working wall and other scaffolding to improve their work. The teacher and TA provided support, encouragement and guidance wherever it was required. Many of these Y2 pupils are already demonstrating study skills and knowledge that are well in excess of expected standards.
- Parent of pupils in EYFS and KS1 are given weekly spelling and reflection sheets that provide details of content of their children's learning as well as tips about how to help and encourage their children to learn.

Key Stage 2

- Y3 pupils worked on compound sentences in their English class, using 'Stig of the Dump' as stimulus material. The lesson was very well planned and differentiated, and the TA worked at an appropriate level with a group of lower ability pupils. Expectation and challenge remained high for these pupils. The main task for all involved expanding sentences. Pupils showed good skill and independence when using the working wall, the shared write done previously and the word map provided to inform and guide their writing.
- In the Y4 class, the teacher and TA provided extremely flexible support to pupils working on 'Feelings Graphs', where they explored aspects of characters in the 'Gorilla City' text. There was a particular focus on the use of synonyms and preparation for the next lesson's task of writing a diary entry. As in other classes, all pupils displayed high levels of confidence and independence and clearly enjoyed their work.
- Highly effective teaching was also observed in the Y5 class where the teacher and TA led the work on 'Trojan Horses', with pupils generating adjectives and beginning the construction of a working wall. Also in this classroom, another TA worked skilfully and patiently with a group of pupils with severe SEND. These pupils were accessing the Y2

curriculum, but were fully integrated into the class overall and made an excellent effort with the tasks they were given.

- Another glimpse of the ways the school so successfully teaches the SPAG elements of the curriculum was seen in the Y6 class where pupils worked with the teacher and TA on 'Commas for Clarity' tasks. Links were made to the 'Cleopatra' text being studied by the class.

Book Scrutiny

- A scrutiny of writing and maths work from all phases of the school was carried out. Samples of assessment and evidence from children in EYFS were examined. These made clear links to the profile, and contained photos of pupils and their work with accompanying staff comments. Also, the Class Coverage book was presented, showing the links to maths and Literacy in Reception. The progress children make over time in EYFS was striking, and supported the evidence seen in lesson observations and the data.
- In KS1 and KS2, there is a uniform marking policy. Pupils edit and correct their skills based work after it has been marked. In writing, pupils from Y1 to Y6 produce a draft and a final piece. Y2 books showed where pupils had edited basic grammar, making small steps over time to secure their understanding and application. The same rigorous approach is followed in topic work.
- Writing by pupils in KS2 revealed the scale of the progress pupils are making from entry in EYFS to exit in Y6. As part of the planning and preparation for lessons, pupils are given a 'Rubric'. This sheet contains the learning objective and the skills needed to be successful, in progressive order. Pupils are urged to 'Aim high' and 'Make it sparkle'. They follow a series of lessons that teach and develop a set of pre-decided skills. Finally, they complete a number of pieces of work to demonstrate mastery of all these skills. They are given a WAGOL before starting to remind them about, and reinforce, the skills involved. Pupils write their first draft. The emphasis is on letting the writing process flow at this stage. Then they 'purple polish' (or edit) their writing against the Rubric. The next stage is individual peer critiquing with a partner. Experience has taught staff that they needed to intervene after this stage to provide some in-depth perspective on the marking. Pupils then go on to produce a final draft. Teachers assess this against the skills to inform the next targets for each pupil. This final piece is celebrated and given a high profile. Two pieces of English writing and one from topic are subject to this process every half-term. For other work, skills are marked by staff daily, and used to inform the TA interventions that take place each afternoon. This approach is embedded as part of the learning culture-pupils have purple pens from Y1.
- The approach in maths is also uniform across the school. In Reception and KS1, pupils use workbooks from the 'Busy Ants' scheme. These are progressive and have been chosen because content matches the school's analysis of NC coverage. Where more challenge is needed for higher ability pupils, fluency is double checked and these pupils are asked to apply their skills in their maths books.

- Teaching and learning is based on pre-learning. Pupils are setted in three fluid groups. Teacher input varies according to need. It can involve as many as four inputs to four different groups. TAs contribute effectively to the teaching of all abilities. Work seen illustrated the school's view that pupils are not required to continually work on the same problems for long periods. Typically, when a pupils has successfully completed six problems or calculations, they move on. Challenge and security is provided and checked by means of a fluency activity from the 'White Rose' scheme. As in English, TAs address issues in maths in the afternoon interventions.
- Maths work seen from the Y6 class showed that many HA pupils are ready to tackle Y7 style work already. The general standard and the rates of progress for all pupils were very high. This was particularly noticeable when Y5 work was compared to that in Y6, and the progression over time was most impressive.

Conclusion

- **The school's judgement that teaching and learning is outstanding is accurate.**
- Teaching Assistants and other additional staff make an outstanding contribution to teaching and learning in all phases.

Personal development, behaviour and welfare

- The school judges this aspect of its work to be outstanding.
- Attendance has been consistently above national over time. Effective use is made of the LA referral team should the need arise.
- The school's SEF states '*Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils discuss and debate issues in a considered way, showing respect for others ideas and points of view including through Philosophy for Children*'. This assertion was very well supported by the evidence gathered in the review in lessons and when talking to pupils. A group representing the School Council and including the **Head Girl and Boy were effusive in their praise for the quality of the teaching, and subsequent learning, that they experienced throughout their time at Greenways.** Pupils begin to develop independence and maturity from a very early age, and this increases as they move through school to outstanding levels.
- Behaviour and cooperation was never less than outstanding at all times. The school does have a number of pupils with challenging behaviour, but they are extremely well managed and integrated into the life of the school. Bullying is very rare. There are some disagreements, but these are resolved quickly, often by the pupils themselves. Prefects and others act as role models and mentors to their younger peers.
- Pupils understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age appropriate understanding of healthy relationships and are

confident in staying safe from abuse and exploitation. Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

- Pupils of all ages benefit from a wide range of clubs, visitors and extra-curricular activities. The School Council members were eager to express the pleasure and knowledge they gained from visits to Stafford Castle, to the Town Hall, London, museums and local potteries as well as reeling off details of the many sporting and musical activities provided for them.
- The Y5 and 6 members were particularly effusive about the impact and benefits of the 'Compass for Life' initiative. This aims to support their academic path and future career, including transition and to develop children's speaking and presenting skills. It encourages pupils to participate in exciting and innovative activities and experiences outside the schools day, and raises aspirations. The scheme, pioneered by the charismatic Floyd Woodrow, has been widely recognised for its powerful impact on children's personal development.
- The School's SEND and vulnerable pupils receive excellent provision. The eleven TAs are involved in mainstream classes as well as providing specific interventions including Every Child a Reader, Active Literacy, Beat Dyslexia as well as daily maths and literacy interventions. External agencies and expertise are used regularly, including the Educational Psychology service, SEND advisor and the School Nurse.
- As part of the review, a scrutiny of the school's safeguarding arrangements was carried out. This confirmed that the systems and checks in place meet requirements locally and nationally.

Conclusion

- **This area of the school's work is outstanding.** All pupils are valued and nurtured from entering the school to the time they leave. They have excellent role models in all the staff at the school. At the same time, they are taught the difference between right and wrong, the importance of being tolerant and helpful and to take responsibilities seriously. The value of excellence academically and in all other endeavours is stressed, and effort, achievement and character is rewarded. Individual excellence is celebrated as well as the achievements of teams and year groups in all areas. The school SEF sums up the impact of its work when it states *'The school's thoughtful and wide ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.'*

Leadership and management

- The school's move to Academy status means that it will not be inspected for some time. It was judged good at its last inspection and has now exceeded the requirements of the areas for improvement the report specified.
- Meetings held during the review confirmed the quality of the school's leadership at all levels. The school is led by the Executive Headteacher Christine Dean ably supported by her senior leaders. Those middle leaders with responsibility for English, maths and inclusion provided compelling evidence of how they have steered the school to outstanding

outcomes during a period of change in the national curriculum and testing arrangements that has proven to be extremely challenging for a number of previously successful schools.

- The teaching of English and maths in the new curriculum built upon the successful practice under the previous arrangements. Leaders thought long and hard before they made choices about investing in schemes and approaches within the educational market that promised success. In the end, the school decided to commission a bespoke approach to the issues. The involvement of Roz Ferrara in tailoring teaching and the curriculum in English, Shirley Clarke for Assessment and that of Anthony Reddy with maths, each have proved to be highly effective. Working with staff, they have successfully retained and harnessed the rigour and impact of the school's provision since the last inspection, but have also raised them to a new level, based on a thorough breakdown and analysis of the hierarchy of the key skills in both subjects. This information is clear and accessible to all staff and ensures planning and progression is accurate, and that all pupils are secure in their learning before moving on. Outcomes in the 2016 tests and in the whole school are testimony to the effectiveness of the approach.
- The SDP and other strategic documents provide a clear programme of action plans designed to improve effectiveness in all areas. These are clearly costed, with timelines and success criteria included.
- The SEF states that *'Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement'*. These assertions were certainly borne out during the review. The partnerships within the school are at the root of its success. Not only between staff and governors, but those with pupils and parents and carers, and with other institutions locally and nationally.
- Leadership's monitoring and evaluation arrangements are highly effective. This is because subject leaders are given the time and training they need to go into classrooms and observe the teaching and learning, and to scrutinise work and planning. They work with staff to improve effectiveness based on their findings in a supportive and professional manner.
- The school has benefitted from its involvement in supporting Milton Primary School. The role of some leaders in raising Milton's performance has improved their own capabilities and capacity to manage and lead at Greenways. The expertise and experience of the effective leaders now operating at Milton has also made an impact. All staff have opportunities to undertake high quality CPD, very important during this time of change.
- Current priorities for further improvement of leadership and management include professional development opportunities for senior staff to gain NPQSL, NPQH and the

Certificate in Coaching. An external review of Governance has been undertaken, with a subsequent action plan.

- Morale and teamwork is high. The professionalism and dedication of staff to securing the best possible outcomes for all pupils is exceptional.

CIC and safeguarding issues

- There is one LAC in school who has an EHC plan. Welfare and progress is carefully monitored as is the use and impact of any additional funding received.

Conclusion

- **Greenways' Leadership and Management and overall effectiveness is now outstanding.** It is outstanding in all areas of the current Inspection framework. Its self-evaluation is accurate and founded on good evidence and its capacity for improvement is excellent.

Action Points

- Continue to monitor the effectiveness of the school's work against the Ofsted criteria for outstanding overall effectiveness.
- Make any necessary adjustments to the school's self-evaluation and development planning.

Once again, many thanks to Chris and Jemma, and all the staff and pupils for their cooperation and hospitality.

Peter E Jones

PEJ Education Ltd

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