

Inspection of The Greetland Academy

School Street, Greetland, Halifax, West Yorkshire HX4 8JB

Inspection dates: 19 and 20 October 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected The Greetland Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Greetland Primary School to be outstanding, before it opened as The Greetland Academy as a result of conversion to academy status.

What is it like to attend this school?

This is an exceptional school, where pupils are absorbed in learning. Skilful and passionate staff make learning interesting and enjoyable. Pupils enjoy coming to school. They rarely miss a day. Pupils achieve extremely well. By the time they leave the school, they are exceedingly well prepared for the future.

The school's ethos shines through all that it does. Pupils embody the school's values of being ambitious, brave, curious, healthy, respectful and united. Relationships are exceptionally good. Pupils get along very well with staff and each other. Older pupils support younger pupils to settle into school.

Leaders and staff expect pupils to behave well. Pupils rise to the challenge and they behave superbly. They are polite, friendly and well-mannered. The school is calm and orderly. Pupils say that they feel safe, and bullying is rare. They are adamant that staff will deal with bullying effectively if it happens.

Parents and carers are highly positive about the school. They appreciate the range of opportunities leaders provide for their children. Teachers plan exciting activities and visits to broaden pupils' horizons. Pupils relish the various experiences such as educational visits. Years 5 and 6 pupils enthusiastically told the inspectors about their residential visits to Nell Bank and Edale. They say that these experiences help them develop their confidence and independence skills.

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

The Greetland Academy is an amazing school. The principal and senior team lead by example. Their clarity of vision, energy and high expectations have helped the school to go from strength to strength. They continually seek to improve what the school offers. Governors and staff share leaders' ambition for all pupils to achieve well.

Leaders frequently review the school's curriculum to ensure that it remains exceptional. They use research and their knowledge of their pupils to inform curriculum planning. As a result, the curriculum provides pupils with the knowledge, understanding and skills that they need to be successful in all subjects.

Subject leaders have carefully planned a well-organised curriculum. They have identified precisely what they want pupils to know in each subject in a sensible order. Teachers build on what pupils already know. They check what pupils have learned before moving on to new content. Teachers make sure that pupils with special educational needs and/or disabilities get the support that they need to learn well.

Teachers encourage pupils to be independent learners. Pupils always think for themselves first. If they get stuck, then pupils go to 'plan B'. They use boards around the classroom to help them and then they ask a 'buddy'. If they still need

help, then pupils ask the teacher (the 'boss'). Pupils value this approach and say that it helps them to be successful.

Reading is tremendously important in this school. Children in the Reception class get off to a flying start. They begin to learn phonics immediately. The teaching of early reading is exemplary. Teachers expertly build on what pupils already know. Pupils who need extra help with learning to read receive highly effective support. This helps them catch up quickly. Most pupils reach the expected standards in the Year 1 phonics screening checks.

In the early years, children are happy and well settled. They respond positively to routines. Staff are knowledgeable and highly skilled. They know how children learn. Staff provide children with many exciting and interesting activities. During the inspectors' visit, children were enthusiastically exploring the 'box model house' that they had made together. Children love learning here.

Leaders' work to support pupils' personal development is exceptional. Pupils learn about different beliefs and cultures. They have a strong understanding about the importance of respecting difference. All pupils took part in the 'sanctuary' project, where they learned about the experiences of refugees.

Pupils are encouraged to take on leadership roles. They eagerly take up roles of responsibility, such as student councillors and curriculum and healthy food ambassadors. They act as great role models. Pupils appreciate the wide range of after-school clubs, including orienteering, ballet and chess. These help to develop pupils' interests and talents.

Support from the trust has been highly effective. Trust leaders work closely with the leadership team to make the school even better. Staff told inspectors that leaders, including governors, are mindful of their well-being and workload. They feel well supported by leaders. Staff are extremely proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff take safeguarding seriously. The trust oversees the school's safeguarding arrangements. Leaders and governors make sure that safeguarding is a high priority. The right checks are completed on staff before they start to work at the school. Staff know pupils and their families very well. They know that safeguarding is everyone's responsibility. Staff receive frequent safeguarding training and updates. They are knowledgeable about keeping pupils safe. Leaders and staff are vigilant. Leaders work with external professionals to make sure pupils get the help they need. Pupils are taught about, and know, how to keep themselves safe in different ways, including when online.

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	136375
Local authority	Calderdale
Inspection number	10199358
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	Board of trustees
Chair of trust	Carlton Midgley
Principal	Helen Crowther
Website	www.greetlandacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Great Heights Academy Trust.

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 the school leaders and have taken that into account in their evaluation.
- Inspectors met with the chair of the board of trustees, the chief executive officer and the school improvement director. Inspectors also met with the principal, the senior leadership team, the special educational needs coordinator, middle leaders and a range of teaching and support staff. An inspector spoke with representatives of the local governing body.
- Inspectors evaluated the quality of education by looking closely at the following subjects: early reading, mathematics, science, and personal, social, health and

citizenship education. Inspectors met with the curriculum leaders for each subject, visited lessons, looked at pupils' work and spoke to pupils and teachers.

- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors met pupils formally and informally to discuss their views on behaviour. Inspectors also met with different members of staff and support staff to gauge their views on how well pupils behave and conduct themselves. Inspectors spoke to some pupils who have received sanctions in the past.
- Inspectors evaluated the effectiveness of safeguarding. Inspectors looked at the school's policies relating to safeguarding, met the designated safeguarding lead and considered records of the vetting checks the school makes on its staff.
- Inspectors looked at other information about behaviour, attendance, and extra-curricular activities that support pupils' personal development.
- Inspectors considered the 212 responses to Ofsted's pupils' survey and 58 responses to Ofsted's online questionnaire for staff. Inspectors also considered the views of the 168 parents in their responses to Ofsted's online survey and Parent View questionnaire as well as the nine free-text responses.

Inspection team

Jean Watt, lead inspector

Her Majesty's Inspector

Janet Keefe

Ofsted Inspector

Gillian Douglas

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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