

Green Lane Primary Academy

Address: Green Lane, Acklam, Middlesbrough, TS5 7RU

Unique reference number (URN): 140722

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance for all pupils is close to national averages and compares favourably with similar schools. Leaders check attendance closely and identify quickly when it becomes a concern. They take the time to find out the reasons for absence. Leaders work effectively with families to provide the right support. The school has clear, thorough processes to support pupils. Leaders' work to improve pupils' attendance has a highly positive impact. Despite a dip in published attendance information in 2025 for a few pupils, overall attendance has increased. Attendance of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils is above national averages.

Pupils behave very well, both in and out of lessons. Staff maintain high expectations, which pupils understand and respond to consistently well. Pupils demonstrate positive attitudes to learning. Staff use behaviour management approaches to help pupils to make positive choices. Trusting relationships between staff and pupils contribute to a calm and orderly environment. Pupils feel safe and cared for. Support for pupils with SEND to manage their emotions is highly effective. Older pupils act as role models for their younger peers. Bullying is not tolerated. Leaders ensure that any form of discrimination or unkind behaviour is dealt with promptly and appropriately.

Inclusion

Strong standard ●

This is a school where pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are fully included in all aspects of school life. There are clear systems in place to identify pupils who may require additional support. Staff quickly get to know pupils when they join the school. This enables staff to design personalised support.

Staff training is precisely matched to the needs of the pupils in the school. Leaders check the impact of support on pupils' learning. They provide feedback to teachers so that teachers can make careful adaptations to learning. This supports pupils to benefit from the ambitious curriculum. Leaders carefully check pupils' progress through the curriculum and ensure that they receive the right support. They work closely with external specialists to ensure that barriers to learning and wellbeing are reduced.

Pupils in the specially resourced provision for pupils with SEND follow carefully designed curriculum pathways. Staff use information about pupils to shape these pathways. These pupils thrive and make notable progress through the curriculum. When a pupil's needs cannot be met on site, leaders ensure that they select the most appropriate alternative provision and maintain close oversight of pupils' attendance, safety and learning.

Leaders use additional funding wisely, including the pupil premium. Leaders ensure that all pupils access wider enrichment opportunities.

Leadership and governance

Strong standard 

Leaders have a clearly defined vision for the school. They make decisions focused on what is best for pupils. Leaders know what is working well and the actions needed to strengthen practice across all areas of provision. There is a clear rationale for improvement. Leaders carefully consider the impact of their actions. Their knowledge of the school supports them to take the right actions at the right time.

Leaders analyse the impact of their actions. They ensure that priorities for development will have the best possible outcomes for pupils. Leaders take swift action to improve areas for development, for example the addition of provision for 2-year-old children and improved provision for pupils with special educational needs and/or disabilities.

Governors and trustees carry out their statutory duties effectively. They ensure that pupil premium funding is used in pupils' best interests. Governors focus on pupils' academic and wellbeing outcomes. They ensure that they challenge and support the actions that leaders take.

School leaders benefit from the support structures established by the trust. Staff value the support and collaborative networks across the trust where they can both learn and share effective practice. Staff are overwhelmingly positive about the support they receive for their workload and wellbeing. They appreciate the clarity and consistency of expectations. Leaders use current research to guide teaching across the school. They provide effective feedback, ensure clear classroom routine and approaches to teaching to help pupils to learn successfully. Parents and carers value the positive relationships that staff build with their children.

Personal development and wellbeing

Strong standard 

Leaders have designed a rich and well-considered programme that helps pupils to develop into confident, considerate and responsible young citizens. The programme equips pupils with the knowledge and experiences they need to be prepared for life beyond the school. Leaders adapt the content of the curriculum to ensure that pupils gain an understanding of healthy and unhealthy relationships. Pupils know how to manage risks to their wellbeing, both online and in the local community. Pupils learn about healthy lifestyles. Older pupils develop an age-appropriate understanding of healthy relationships and consent.

The impact of the personal development programme is evident in pupils' behaviour. Pupils are courteous, friendly, reflective and highly respectful. Leaders provide opportunities for pupils to contribute positively to the community, such as community litter picking and collecting for a local foodbank. Pupils develop their understanding of fundamental British values. For example, pupils practise democracy through a range of pupil voice and leader groups. Pupils influence change and make a difference. For example, they consider pupil feedback about the choice of clubs on offer.

Pupils learn about different faiths, beliefs and cultures. They are clear that everyone is treated equally and that discrimination is not tolerated in their school. Leaders ensure that pupils celebrate difference through multi-faith and art days. Pupils' spiritual development is well considered. They enjoy activities such as meditation.

Pupils benefit from an extensive range of extra-curricular clubs to spark their interests. Leaders ensure that disadvantaged pupils attend these clubs. They make reasonable adjustments so that pupils with special educational needs and/or disabilities can also attend. Leaders select trips carefully to complement learning in the curriculum. Pupils value these opportunities and describe them as memorable.

Pastoral support is highly effective. Leaders develop staff's expertise to ensure that pupils access the right support at the right time. This ensures that the school swiftly removes barriers to pupils' wellbeing.

Expected standard

Achievement

Expected standard 

Most pupils achieve well over time. Published outcomes at the end of key stage 2 over the last three years shows that pupils perform close to, and sometimes above, the national average in reading, writing and mathematics. Pupils who are disadvantaged achieve particularly well by the end of Year 6 when compared with disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make positive progress through the curriculum from their starting points. Pupils are well prepared for their next stage of education and learning.

Across the school, pupils build important knowledge securely from their starting points. Children in the early years are well supported to learn to read. Pupils attain well in the phonics screening check at the end of Year 1 as a result. Pupils develop important knowledge in early writing and mathematics. They excel at the Year 4 multiplication tables check.

Leaders check pupils' progress through the curriculum. They ensure that teaching fills any gaps in pupils' knowledge quickly.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious and coherent curriculum. Leaders have an accurate understanding of the quality of the curriculum and teaching. This has informed their work to strengthen aspects of the curriculum. For example, leaders have sharpened the school's approach to the teaching of writing. Staff receive clear guidance and training around this. This is improving the quality of pupils' work. In mathematics, leaders ensure that teaching provides regular opportunities for pupils to practise solving increasingly complex problems. There are some small inconsistencies in teaching as these strengthened approaches are not fully embedded.

The teaching of reading and phonics is highly effective. Pupils use their reading knowledge confidently across subjects. Leaders ensure that teaching focuses on building pupils' vocabulary. Staff use highly effective strategies to reduce any barriers to learning. This enables pupils, including those with special educational needs and/or disabilities, to progress well through the curriculum. Across the school, teachers generally check pupils'

understanding in lessons. Their timely feedback deals with misconceptions promptly, enabling pupils to secure important knowledge before moving on to more complex content.

Leaders use clear structures to ensure that staff teach the curriculum with clarity. Teachers routinely provide opportunities for pupils to revisit prior learning. This helps pupils to remember their learning.

Early years

Expected standard 

Staff work with parents and carers and with other professionals to ensure that they understand children's needs before they join the school. Children settle quickly, feel safe and enjoy learning. Leaders have clear priorities for the early years. They ensure that staff continually develop their skills. This helps to improve the quality of learning experiences that children receive.

The curriculum is designed to meet all children's needs, including children with special educational needs and/or disabilities. There is a sharp focus on developing children's communication and language skills. Adults effectively help children to develop their speaking and listening skills through positive interactions. Children benefit from warm relationships with adults who help them to develop independence and follow routines.

Staff skilfully support children in the new 2-year-old provision to sit and join in singing songs and rhymes. This helps children to develop early reading, number and social skills.

Leaders are strengthening the consistency of how staff interact with children to deepen their learning. This work is improving the precision of interactions that staff have with children. This helps staff make the most of opportunities to extend children's learning. Overall, across all of the areas of learning, children leave the Reception Year well prepared for Year 1.

What it's like to be a pupil at this school

Pupils thrive in this welcoming school. They enjoy coming to school and attend often. Relationships between staff and pupils are caring and considerate. The school's HEART values are realised through pupils' hardworking attitudes, enthusiasm and resilience. The school is a positive environment where pupils feel safe and that they belong.

Behaviour in classrooms and at social times is calm and highly respectful. This helps pupils to concentrate well in lessons. Staff support pupils to develop self-discipline. As pupils progress through the school, they develop strategies to manage their emotions and make positive choices. Bullying is rare. Pupils trust adults to deal with any concerns quickly and effectively.

Right from the start in the early years, staff get to know children well. This means staff can quickly identify any potential additional needs. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, benefit from highly effective support. This is because staff have a range of expertise to support pupils' differing needs.

Teachers make lessons interesting. Pupils generally enjoy learning. Reading is at the heart of the curriculum. Pupils develop secure knowledge across a range of subjects. They talk confidently about their learning. Pupils write with increasing confidence and accuracy because leaders have strengthened the teaching of writing. They make effective progress because the curriculum is sequenced and taught well. On the whole, pupils attain well in national tests.

Pupils benefit from a rich and varied range of extra-curricular clubs. They enjoy activities such as archery, chess and karaoke. Visits to museums and places of historical interest help bring classroom learning to life. Leaders provide opportunities for pupils to make a positive difference in school. For example, pupils act as ambassadors for mental health. This supports their understanding of how to help others and respect differences. Pupils are very well prepared for their next steps.

Next steps

- Leaders should embed recent changes to the curriculum to ensure consistently highly effective teaching in all subjects so that more pupils achieve highly.
 - Leaders should ensure that strategies to improve attendance sustain the highest possible rates of attendance over time.
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About this inspection

This school is part of The Legacy Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Lymer, and overseen by a board of trustees, chaired by Haroon Rashid.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 30 June to 1 July.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, senior leaders, trustees, members of the local governing board and the CEO during the inspection.

The inspectors confirmed the following information about the school:

The school includes provision for up to 16 pupils with special educational needs and/or disabilities. The provision caters for pupils with social, emotional and mental health needs.

The school currently makes use of 2 alternative provisions.

The school joined The Legacy Learning Trust in September 2023. Leaders have extended the early years provision to include provision for 2-year-olds.

Lead inspector:

Kathryn McDonald, His Majesty's Inspector

Team inspectors:

Katie Lowe, Ofsted Inspector

Emma Robins, Ofsted Inspector

Lyndsey Reed, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

663

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

33.17%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.56%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.80%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SEMH - Social, Emotional and Mental Health

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	61%	Above
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	70%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	74%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	86%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (final)	82%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	85%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	82%	74%	Above
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above
2024/25 (final)	71%	47%	Above
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	66%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	62%	Above
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	88%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	59%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	80%	59%	Above
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	81%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	83%	61%	Above
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	72%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-8 pp
2024/25 (final)	71%	69%	2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	37%	67%	-31 pp
2022/23 (final)	66%	66%	-1 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	88%	78%	9 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	78%	-2 pp
2024/25 (final)	80%	78%	2 pp
2023/24 (final)	63%	78%	-14 pp
2022/23 (final)	81%	77%	4 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-8 pp
2024/25 (final)	83%	81%	2 pp
2023/24 (final)	57%	79%	-23 pp
2022/23 (final)	72%	79%	-7 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	6.1%	5.5%	Close to average
2022/23 (3 term)	6.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	17.2%	13.0%	Above
2023/24 (3 term)	17.3%	14.6%	Close to average
2022/23 (3 term)	19.2%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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