



# Greenholm Primary School

## Inspection Report

**Unique Reference Number** 103203  
**LEA** Birmingham  
**Inspection number** 276869  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Patricia Davies AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Greenholm Road
<b>School category</b>	Community		Birmingham
<b>Age range of pupils</b>	4 to 11		West Midlands B44 8HS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4646321
<b>Number on roll</b>	402	<b>Fax number</b>	0121 464 6751
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Steve Shorrocks
<b>Date of previous inspection</b>	26 June 2000	<b>Headteacher</b>	Ms Gill Turner

Age group	Inspection dates	Inspection number
4 to 11	7 March 2006 - 8 March 2006	276869

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Greenholm is a large school serving an area of mixed social and economic circumstances on the outskirts of Birmingham. Well over half the pupils come from White British backgrounds, and a wide range of minority ethnic groups is represented in the remaining proportion. A very small group of pupils are at the early stages of learning to speak English. The proportion of pupils with learning difficulties is below average. When pupils join the reception classes their attainment is broadly average, although year groups vary. Some senior members of staff have had a term or two away from the school in the last two years while they were temporarily transferred to work with another school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school's overall effectiveness is satisfactory and improving. This is also the school's view of its performance. Robust action has been taken this school year to improve achievement, especially in English. Improvements are proving successful, particularly in Year 6. Achievement as a whole is satisfactory, but pupils in Year 6 are making consistently good progress because expectations of achievement here are high. Standards in Year 6 are broadly average, and are above average in reading. However, high expectations are not yet replicated right across the school, particularly in relation to written work, largely because improvements to assessment and the curriculum have not yet had a full impact. Provision and progress in the reception classes are satisfactory.

Teaching and learning are satisfactory. Assessment information is now used with increasing effectiveness to identify and support pupils who are not progressing as well as they should, and to make sure that activities are matched well to the needs of all pupils. The school is well aware that early signs of a decline in English should have been acted on sooner. However, closer checks on academic progress have now given the school a largely accurate understanding of its effectiveness. Leadership and management are satisfactory. Improvements to the management of assessment now mean that senior members of staff and governors have a clearer picture of the school's overall performance and are, therefore, better placed to identify weaknesses quickly and take action swiftly. These improvements form a good basis for ensuring future success. Value for money is satisfactory.

### **What the school should do to improve further**

- Raise further the expectations of pupils' achievement, particularly in writing, so that all pupils are making the same consistently good progress as those in Year 6.
- Ensure that senior members of staff and governors maintain a close check on the school's academic performance in order to consolidate and sustain improvement.

## **Achievement and standards**

### **Grade: 3**

Rapid steps have been taken during this academic year to tackle underachievement in English, and particularly in writing. These measures are already bearing fruit so that overall achievement is satisfactory and increasing in all subjects. The greatest impact is in Year 6, where pupils are making consistently good progress because expectations are high and pupils are gaining from carefully targeted support in smaller groups. Consequently, many of these pupils are on course to meet challenging targets. Standards in mathematics, science and writing are broadly average in Year 6. However, a much greater proportion of this group is on course to reach the higher Level 5 in writing than was gained by last year's Year 6. Standards are above average in reading, with a large proportion of pupils at Level 5.

Pupils enter the Reception classes with broadly average attainment. Progress at this point is satisfactory, so that standards are broadly average when pupils enter Year 1. However, there are signs that progress is accelerating in this first year and these pupils achieve well in developing personal and social skills. Achievement is largely satisfactory across Years 1 to 5, although progress is often good in individual lessons, and begins to quicken in Year 5. However, because expectations are not yet as high in other year groups as they are in Year 6, good progress is not yet consistent. Pupils of all abilities, including those with learning difficulties and those few at the early stage of learning English, make the same rate of progress as their classmates.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good and pupils enjoy school. Many take part in extra-curricular activities and those before and after school, and are enthusiastic participants in special events, such as the Viking day for those in Year 3. Pupils work hard, so that lessons have an industrious atmosphere. Pupils have a good understanding of how to stay safe. They eat healthy snacks and regularly take part in sports and games. Attendance is average. Absences are tracked and extended holidays are actively discouraged.

Moral, social and cultural development is good. Pupils share and celebrate their different cultures and traditions and are considerate towards each other. They are friendly and confident and behave well. Spiritual development is satisfactory. Opportunities to develop spiritual awareness are sometimes missed during assemblies, although it is promoted through the curriculum. Pupils have many opportunities to share their views through the school council. They also play a valuable role in the community during 'buddy' activities between year groups. Pupils gain experience of their responsibility towards the wider community through elections for the school council and fund-raising activities. This insight is valuably extended by an innovative programme in Year 6 that allows pupils to interview adult visitors about working life. They develop satisfactory skills to take them into the next phase of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are clear signs that teaching is increasingly effective, but improvements are not yet fully embedded and teaching and learning are satisfactory overall. There are examples of good teaching right across the school, but this quality is most consistent in Year 6, where targeted groups of pupils receive skilled support in smaller groups for English and mathematics. Expectations of this year group are high and, consequently, learning is taking place at a rapid pace.

Teaching and learning are never less than satisfactory. At its best, teaching is brisk and purposeful. Tasks are often well matched to pupils' needs and abilities because

assessment information is now being used more effectively to plan activities. Amusing and challenging literature quickly arouses pupils' interest and acts as a powerful stimulus for writing activities. Progress is satisfactory, rather than good, when lessons lose pace and pupils become restless, or when activities are, occasionally, either too difficult or not demanding enough. Expectations are not as consistently high in other year groups as they are in Year 6. For example, pupils in Years 1 to 5 are not required to complete the same extensive quantity of written work and are not routinely required to keep their work tidy and well presented.

## **Curriculum and other activities**

### **Grade: 3**

Pupils benefit from a good range of interesting experiences, but the school has been less successful at promoting basic literacy and numeracy skills. As a result, the overall quality of the curriculum is satisfactory. In order to tackle this shortcoming, greater use is made of opportunities in all subjects for pupils to write. As a result, pupils are gaining a wider experience of different types of writing. Mathematical understanding is being strengthened by giving pupils the chance to solve problems. These initiatives are proving to be successful, but have yet to make a full impact on achievement. Significant improvement has been made to resources for information and communication technology (ICT), but this subject is not being used as extensively as it could to increase pupils' basic skills and learning across the curriculum.

Pupils' experiences are enriched by a broad range of additional opportunities. 'Themed' events and residential visits, for example, add much to pupils' knowledge and enjoyment. The school has also gained national awards for its work in the arts and health education. Pupils with learning difficulties benefit from having specific individualised targets. Improvement to the curriculum for pupils in the reception classes means that all areas of learning are now covered and there are good opportunities to develop independent learning habits.

## **Care, guidance and support**

### **Grade: 3**

The overall quality of guidance and support is satisfactory, but pastoral care is good. Every pupil in this diverse community is equally valued. All staff members take a full part in ensuring pupils' well-being and enjoyment. A conspicuous example is the extended role of lunchtime supervisors, who read and play with pupils in order to get to know them better. Child protection procedures are clear and there is close attention to health and safety. Staff members in the reception classes go to considerable lengths to ensure that pupils settle quickly in to school. Breakfast and after-school clubs are well run and attended by many pupils.

Recent improvements to assessment practices mean that pupils' progress is now closely tracked, although these improvements have yet to establish consistently high expectations of pupils' work across the school. Pupils who fall behind are now identified quickly and given additional support. Targets are carefully linked to National Curriculum levels, and these targets are shared with pupils and parents. However, assessment

systems have yet to be fully streamlined so that information is always easily accessible when needed. Consequently, the school does not have a full picture of pupils' achievement in the reception classes. Where marking is most effective, comments focus on the purpose of the task and clearly point out to pupils how they can improve. This approach is consistently applied in English, but not in other subjects.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Senior members of staff and subject leaders have acted swiftly and successfully this school year to resolve underachievement in English in Years 3 to 6. This action was timely. Although satisfactory improvement was made to the school's work following its last inspection, the school did not maintain a close enough check on its performance, particularly during the absence of senior members of staff. Consequently, it did not respond quickly enough to the early signs of falling standards in English.

The school now has a more detailed overall understanding of what is happening. This position has been achieved by the careful monitoring of pupils' progress but also by giving one senior member of staff the overall responsibility for keeping track of academic performance. As a result, the school's evaluation of its current effectiveness is largely accurate and realistic and forms a good basis for moving the school on. Over the course of this year, subject leaders have implemented significant improvements based on a careful analysis of assessment and test information and a comprehensive monitoring of pupils' work. New curriculum and assessment initiatives are gradually increasing achievement throughout the school, with the greatest impact in Year 6.

The views of pupils and parents are satisfactorily taken into account in evaluating the work of the school. Governors are gathering information, asking more questions and developing their role of 'critical friend'. However, they have yet to play a fully active part in monitoring achievement and planning the school's direction.

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# Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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## Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

## Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

## Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Greenholm Primary School Greenholm Road Birmingham West Midlands B44 8HS

8 March 2006

Dear Pupils

Thank you very much for being so welcoming and friendly when we visited your school. We really enjoyed talking to you about what you were doing. This letter is to tell you what we found out about your school.

What your school does well

- You all behave well, work hard and are often enthusiastic about what you are learning in lessons.
- There are lots of interesting activities for you to take part in, such as the Viking day for those of you in Year 3 and the residential visit for those in Year 4.
- You enjoy school life and many of you take part in activities before and after school.
- All the adults in school take good care of you so that you feel safe and secure.
- There have been lots of improvements right across the school to help you do better, particularly in reading and writing, and those of you in Year 6 are doing well.
- Teachers are keeping a careful check on how well you are doing so that they can make sure that the work they give you to do is just what you need to improve.

What we have asked your school to do now

- Make sure all of you make the same good progress as those in Year 6, particularly in your written work.
- Keep a very careful check on how well the school is doing so that it continues to get better and better.

We wish you all the best for the future.

Yours sincerely

Patricia Davies Lead Inspector