

# Greet Primary School

## Inspection report

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<b>Unique Reference Number</b>	103204
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308249
<b>Inspection dates</b>	18–19 September 2007
<b>Reporting inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	708
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger King
<b>Headteacher</b>	Pat Smart
<b>Date of previous school inspection</b>	14 May 2004
<b>School address</b>	Percy Road Sparkhill Birmingham B11 3ND
<b>Telephone number</b>	01214 643360
<b>Fax number</b>	01214 641722

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

This is a very large primary school with Nursery provision. The majority of pupils are from minority ethnic groups with most unable to speak English when they start in the Nursery class. A significant number of pupil join the schools in other year groups and most have no or very limited spoken English at that point. The proportion of pupils with learning difficulties and/or disabilities is above average. A children's centre is currently being built on site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that successfully combines outstanding achievement, extremely high standards of care and lots of fun! As a result of an extremely rigorous drive for improvement by the whole-school staff, almost all aspects of the school's work are outstanding. Pupils have a terrific time at school because of very lively teaching combined with an outstanding curriculum that provides many interesting things to do. A typical parent's comment was, 'This school is amazing!' Pupils' personal development is outstanding. Pupils from a very wide range of cultural backgrounds work very well together. They are drawn together by a very strong sense of community. There are very many opportunities for them to contribute to the school community and they take their responsibilities very seriously. Pupils take a real pride in their school. They have a first-rate understanding of how to keep healthy and safe. Relationships with the local community and parents are very good indeed. The valuable work of the support staff ensures that both parents and pupils have access to tremendous personal support and facilitates very close links with the local community.

Children get off to a good start in the Nursery and Reception classes. They make good progress in speaking and listening, reading and developing their social skills but their progress in writing is a bit slower. Although the vast majority of pupils start school with no spoken English and limited skills in other areas, they make outstanding progress to reach broadly average standards by the time they leave Year 6. Standards improved substantially in 2007 and achievement was raised from good to outstanding. Pupils reach average standards in reading but their standards in writing lag behind. This is because they do not always use punctuation correctly, their grammar is not always accurate and their handwriting can be untidy. Pupils who join the school part-way through their education make rapid progress because they are very well supported. They quickly learn to speak English and become fully integrated into the life of the school.

The quality of teaching and learning is outstanding. Targeted teaching groups and the careful use of assessments have ensured that work is carefully matched to pupils' needs in Years 1 to 6 but this can be a little inconsistent in the Nursery and Reception classes. Care, guidance and support are outstanding. Pupils are looked after very well indeed. Pupils' progress is very rigorously checked and support is extremely well focused. This helps to secure outstanding achievement.

Leadership and management are outstanding. There is a real sense of teamwork amongst all staff and a huge commitment to continuous improvement. The exceptionally dedicated headteacher, supported by the hardworking leadership team, ensures that there is extremely rigorous checking of the school's work. Information about the school's performance is very carefully analysed and even minor weaknesses are rapidly addressed. Phase leaders and their assistants also make a substantial contribution to outstanding achievement by making sure that high expectations are incredibly consistent in this very large school. The creation of 'schools within a school' has facilitated the development of talent amongst the staff and ensured that pupils flourish. As a result of outstanding management, the school has been able to substantially improve achievement and standards whilst actively supporting other local schools.

## Effectiveness of the Foundation Stage

### Grade: 2

When they join the Nursery class, the majority of children cannot speak English. Many have had little contact with other children and have not had the opportunity to develop their social skills. Children make good progress in most of the areas of learning, including their personal development. The introduction of phonics has accelerated children's progress in linking sounds and letters. The strategies for developing children's writing are not as rigorous as those for developing other areas of communication. Although writing is starting to improve, school leaders recognise that it is still one of children's weaker skills. Children enjoy their time at school because there are lots of interesting things to do and they are looked after very well. Teaching and learning are good. Assessment information is often used well to plan activities but this is not consistent. There are very good links with parents, who are kept well informed of their children's progress. Good management, including a clear understanding of its strengths and weaknesses, has helped the Foundation Stage to improve the curriculum and the quality of teaching, and is driving further improvements.

### What the school should do to improve further

- Improve the strategies for developing pupils' writing in the Foundation Stage.
- Raise standards in writing in Years 1 to 6 by improving the accuracy of pupils' punctuation and grammar and developing the quality of their handwriting.

## Achievement and standards

### Grade: 1

Pupils enter Year 1 with standards that are well below average. Although pupils reach below-average standards at the end of Year 2, they make very good progress from a low base. The rate of pupils' progress accelerates further in Years 3 to 6. At the end of Year 6, standards are fast approaching the national average in mathematics and science. Although pupils do well in reading and reach broadly average standards, the school is aware that they do less well in writing. The school's focus on writing has resulted in pupils producing very lively pieces of extended writing but their use of simple punctuation is not consistent and some pupils continue to struggle with grammar. School leaders recognised that, although pupils made good progress in science, standards had slipped slightly in 2006. They quickly resolved this by improving the curriculum for science by introducing more opportunities for investigation. In 2007, standards rose sharply at the end of Year 2 and Year 6, and pupils' achievement was outstanding because rigorous management ensured that pupils' progress was carefully checked and teaching became even more demanding. The school far exceeded very challenging targets for English and mathematics and met its targets for science.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils have very positive attitudes to learning. They work extremely hard in lessons and are determined to do well. Their behaviour is exemplary, particularly in the playground and when moving around school. They have very good manners and treat each other and adults with the utmost respect. They really enjoy their lessons but sometimes they bubble over with excitement and become a little noisy. Fallings out are rare and pupils say, 'Bullying is stomped on.' The school has worked very hard

to improve attendance. Parents now understand that their children need to come to school regularly in order to learn effectively. As a result, attendance rates are now good. Pupils are very well prepared for making their way in the world. Enterprise activities involve the whole school and pupils really enjoy learning about business and managing money through selling the goods they have made to the local community. Pupils know how to keep healthy through having a good diet and taking plenty of exercise. Many say that they try very hard to resist eating too many sweets and chocolate and their very thorough knowledge of diet is reflected in their written work. As they say, accurately and confidently, 'This is a happy healthy school.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Assessment information is used very effectively to plan the next steps in learning and, as a result, work is matched very well to pupils' needs. Questions are used extremely successfully both to develop pupils' understanding and to check their learning. A very varied range of activities enthuses pupils and makes learning fun. Appealing resources are used very well to bring learning alive; for example, the Victorian artefacts fascinated pupils during a history lesson. Relationships between pupils and staff are warm and pupils gain confidence because they are encouraged by their teachers to do well. Pupils are expected to make their own choices, to work well with others and to become increasingly independent, and this enhances their personal development. Learning support assistants and other support staff provide very valuable support for pupils with a wide range of needs and make an important contribution to pupils' outstanding achievement and personal development.

### **Curriculum and other activities**

#### **Grade: 1**

The school has developed an outstanding curriculum that meets pupils' needs and interests very well. Very effective planning ensures that work in one year builds successfully on the previous year and ensures pupils make outstanding progress. The curriculum is challenging for the most able and provides effective support for those who find the work more difficult. The provision for pupils with learning difficulties and/or disabilities is very good, as is the provision for the many that speak English as an additional language. There is very good provision for developing basic skills. School leaders have already begun to successfully address some of the weaknesses in the content of pupils' writing. However, the school is not complacent and is aware that there is still some way to go in improving the technical aspects of writing. The provision for personal and social education is excellent and ensures that pupils know how to keep healthy and safe. Many pupils were inspired after listening to talks on safety by visitors to the school. They now say they want to be policemen and firewomen. Pupils enjoy the good range of after-school clubs, including sport. The school ensures that it gives pupils very good opportunities to broaden their experiences through trips to museums, theatres and art galleries. Pupils were particularly excited about a trip to the seaside.

### **Care, guidance and support**

#### **Grade: 1**

Outstanding pastoral care contributes significantly to pupils' enjoyment of school and personal development. The school is a very caring community where relationships between adults and

pupils are very good indeed. Consequently, pupils feel valued and secure and say that their teachers 'always listen to them'. Procedures that keep pupils safe are robust. Vulnerable pupils are very well supported. Parents say that the staff are friendly and helpful and they appreciate the high standards of care. Mentoring makes an outstanding contribution to pupils' personal development. Highly effective systems for tracking individual pupils' progress are used very well to keep a very careful check on pupils' progress and are pivotal in ensuring that all pupils make outstanding progress.

## **Leadership and management**

### **Grade: 1**

A dogged determination to raise standards further has resulted in improved standards and outstanding achievement. At the same time, the whole staff's outstanding commitment to pupils' well-being has ensured that pupils' personal development is outstanding and that every child is valued and enabled to fulfil their full potential. Target setting is outstanding because it is based on extremely accurate analysis of pupils' attainment and progress and the rigorous checking of teaching and the curriculum. The school robustly challenges barriers to learning, for example, by providing an extensive range of well-attended parents' workshops which are appreciated by parents as they help them to support their children's learning. Governors are very supportive and provide effective challenge about everyday matters but not on standards. The school judged itself to be good rather than outstanding; this reticent view reflects school leaders' critical approach to their work and the school's very rigorous self-evaluation. The school's impressive record of continuous improvement and commitment to securing the very best education for every pupil indicates an outstanding capacity to secure future improvements.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Dear Pupils,

Inspection of Greet Primary School, Birmingham B11 3ND

It was a delight and a privilege to visit your school. We really enjoyed talking to you all and listened very carefully to what you had to say. You go to a really super school! It is outstanding! It's clear that you have a brilliant time at school because of all the exciting things you have to do. It was good to hear that you know lots about keeping healthy and safe. We were very impressed by your outstanding behaviour. You have very good manners and make visitors very welcome indeed. You told us that your teachers look after you well and that they always try to help you, especially if you are worried or upset.

Your teachers work very hard indeed to make sure your school just gets better and better. Your lessons are interesting and lots of fun but your teachers also make sure you work hard too and that is why the quality of teaching is outstanding. Although the standards you reach are similar to those of pupils in other schools, you make outstanding progress. Many of you join school unable to speak much English but by the end of Year 6 you are able to chatter away, read well and get your maths right. We really enjoyed looking at your work; I especially liked reading your letters about being in Year 6. We have asked your teachers to help all of you make your writing even better. You could help by making sure you always use full stops and capital letters in the right place and make sure your writing is neat.

Managers at your school are doing a very good job. They have worked very hard to make your school one of the very best.

Thank you again for being such good company.

I wish you well for the future.

Yours sincerely,

Susan Walsh Lead inspector

20 September 2007



Dear Pupils,

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Lead inspector