

# Greenholm Primary School

## Inspection report

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<b>Unique Reference Number</b>	103203
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	323776
<b>Inspection dates</b>	12–13 March 2009
<b>Reporting inspector</b>	Derek Watts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	408
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Shorrocks
<b>Headteacher</b>	Gill Turner
<b>Date of previous school inspection</b>	8 March 2006
<b>Date of previous funded early education inspection</b>	11 October 2006
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Greenholm Road Birmingham B44 8HS
<b>Telephone number</b>	01214 646321
<b>Fax number</b>	0121 4646751

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Greenholm is a much larger than average primary school. Nearly two thirds of the pupils come from a White British background. The remainder represents a range of other ethnic backgrounds. The proportion of pupils who speak English as an additional language is just below average. The proportion of pupils with learning difficulties and/or disabilities is about average. These difficulties lie mainly in the areas of moderate learning, speech, language, communication and autism. There is Early Years Foundation Stage provision for children in the Reception classes. The school provides before- and after-school care.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Greenholm Primary is a good school. Children get off to a good start in Reception because of the good provision. Pupils also achieve well in the rest of the school because of good teaching and a well-planned curriculum. By the end of Year 6, standards are above average overall. Good care, guidance and support and a very positive school atmosphere lead to good personal development and well-being for pupils.

Parents hold positive views about the school and the vast majority are pleased with both the care and education provided for their children. Progress, teaching, approachability and the way inappropriate behaviour is dealt with receive particular praise. Typical comments from the parents' questionnaires included: 'the school is well run'; 'teachers and assistants have the children's best interests at heart'; and 'my child is thriving'.

Good leadership and management have led to improvements to assessment, teaching and the curriculum since the last inspection. A very positive school climate has been created for pupils to learn and staff to work. The headteacher provides strong leadership and she is well supported by the deputy headteacher and other senior staff. Subject leaders are enthusiastic and effective in their roles. Performance is systematically reviewed and so the school knows its strengths and takes positive action to bring about necessary improvements. The school demonstrates a good capacity to improve.

By the end of Year 6, standards are above average in reading, mathematics and science but average in writing. Improving pupils' performance in writing is a school priority and good progress is being made with this. This is evident through the increase in pupils attaining the higher levels at the end of Year 6. Senior staff are aware that this drive will need to continue in order to raise writing to the levels of reading, mathematics and science.

Good teaching is contributing to pupils' good progress. Teachers establish good relationships with their pupils and manage them well. Explanations, instructions and questioning promote learning well. Expectations and challenge are higher than at the time of the last inspection. Tasks are well matched to needs. Teaching assistants are well deployed and make a valuable contribution to learning, particularly for those pupils who need extra help. Occasionally, lessons are too teacher directed and pupils have insufficient opportunities to work independently. When this happens, the pace of learning slows. Pupils are developing good skills in assessing and reviewing their own and others' work. A good curriculum is enriched by an interesting range of clubs, visits and visitors.

Pupils' spiritual, social, moral and cultural development is good. Pupils thoroughly enjoy school and this is reflected in their enthusiastic participation in activities and their good attendance. They are courteous, friendly and relate well to others. Behaviour is good in lessons and around the school. Pupils adopt healthy lifestyles well and know how to keep themselves safe. They make good contributions to the school and to the wider community through the school council and raising funds for charities. They are well prepared for the next stage of their education.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Most children enter Reception with knowledge and skills broadly as expected for their age but a significant proportion arrive with limited communication, language and social skills. Good teaching, careful attention to welfare and an interesting range of learning activities enable

children to make good progress. The warm and positive relationships between adults and children lead to good progress in children's personal development. Children receive well-targeted support to develop their language skills. As a result, they make good gains in acquiring and applying their speaking and listening skills. At times, activities are too adult led and this restricts children's opportunities to explore and work independently. Children feel safe and secure and thoroughly enjoy their learning. Facilities and opportunities for outdoor learning are satisfactory, but the school has well thought out plans to improve these. By the end of Reception, most children attain broadly average standards in most areas of learning and a significant proportion exceeds these.

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

- Raise achievement and standards in writing by the end of Year 6 to the levels seen in reading, mathematics and science.
- Ensure that all lessons maintain a brisk pace and provide sufficient opportunities for pupils to work independently.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well as they progress through the school. Standards by the end of Year 6 are above average in reading, mathematics and science and average in writing. The school has correctly made improving performance in writing a key priority and steps taken to do this are having a positive impact. Pupils have good opportunities to write in different styles and for different purposes. Some high quality teaching of writing was seen during the inspection, particularly in Years 5 and 6. Pupils are now applying and developing their writing skills well in other subjects such as science, history and geography. Good assessments and effective support help pupils at an early stage of learning English to make good progress. Pupils who need specific help in areas such as literacy and numeracy also make good gains in their learning because of the clear guidance and support provided.

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

### **Grade: 2**

Pupils are enthusiastic about school and have positive attitudes to learning. They possess a good knowledge and understanding of different cultures and religions and show considerable consideration for others' views. Relationships between adults and pupils and between pupils are good. Pupils' behaviour is good around the school and is often exemplary in lessons. The few pupils with challenging behaviour are well managed by staff. Pupils demonstrate a good understanding of the importance of healthy diets and taking regular exercise. Members of the school council take their responsibilities seriously and organise a range of fund-raising activities. Pupils support those who are less well off than themselves by raising funds for national and global charities. By the time pupils leave, they have good literacy, numeracy, and information and communication technology (ICT) skills. In addition to these, their personal and social skills are well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching has a positive impact on pupils' progress. There are examples of outstanding practice. Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson with the class at the start. Pupils are also provided with specific indicators or success criteria to guide their learning and help them review their progress. Teachers use questioning well to challenge pupils' thinking and to check their understanding. Activities and tasks are generally well matched to pupils' abilities and needs. As a result, pupils are suitably challenged and their interest is maintained. They make good gains in their learning. The setting arrangements in English and mathematics in Years 5 and 6 are contributing well to meeting pupils' needs and improving performance in writing. Teaching assistants make a valuable contribution to learning, particularly for those who need additional help with literacy and numeracy. Occasionally, overlong introductions hinder the pace of learning. Pupils become passive and there are insufficient opportunities for them to work independently. The marking of pupils' work is constructive and helpful. Praise is given for good work and clear comments help pupils to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum promotes good progress for pupils and contributes well to their good personal development. There are good links between subjects which add meaning and relevance to pupils' learning. Strategies for developing pupils' writing skills have improved since the last inspection and pupils are applying writing skills well in other subjects. For example, Year 4 pupils who were investigating rivers produced interesting poems about water. In Tudor history, pupils produced clear and well-presented news reports about the beheading of Ann Boleyn. Pupils use the improved ICT facilities well to support their learning in a range of subjects. For example, Year 6 pupils created multimedia presentations about life during the Second World War. Across the school, pupils use word processing competently to draft and edit writing. There are plans to further increase ICT opportunities, particularly in areas of modelling and control.

Themed events such as Asian, Caribbean and Irish evenings contribute to pupils' cultural development and enjoyment. A good range of additional activities, including clubs, visits and visitors, contribute to pupils' learning. Extra-curricular activities are much appreciated by pupils and their parents. Popular clubs include art, football and gardening. Health and safety education is promoted well across the school.

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

#### **Grade: 2**

Pastoral care is strong and the headteacher and staff have successfully created a very positive school climate which underpins pupils' good personal development. There are good procedures to ensure that pupils are protected, safe and secure at school. Adults have established very caring and positive relationships with pupils. As a result, pupils feel well cared for and safe at school. They are also confident that there is always an adult they can turn to if they are upset or have problems. Clear expectations by staff and consistently implemented policies lead to good behaviour. As parents commented, 'Behaviour policies are very good.' Good systems to

assess and monitor pupils' attainment and progress have been established. Pupils are set specific individual learning targets to guide their learning in literacy and numeracy. They know what they need to do to improve. Learning targets in science and ICT are used in some classes, but these are not established across the school.

## **Leadership and management**

### **Grade: 2**

The headteacher, deputy headteacher and subject leaders are well focused on raising achievement and providing high quality teaching. Pupils' performance and provision are systematically reviewed and positive action is taken to bring about necessary improvements. The monitoring and development of teaching is successful and a major contributing factor to the school's improvements. Subject leaders are knowledgeable and enthusiastic. Potential leaders are developing well through effective coaching, mentoring and training. The school receives good support and appropriate challenge from its governing body. Governors have a clear understanding of the school's performance.

Community cohesion is promoted well, as demonstrated by the school's very positive ethos where all pupils are valued equally. The school has a good understanding of the needs of its pupils and the local community. Good partnerships with parents and outside agencies have been established. Successful courses and workshops provide good support for parents in numeracy, literacy and ICT. For example, during the inspection parents and Year 1 pupils were working together in the computer suite solving numeracy problems. Both groups benefited from high quality instruction. Before- and after-school care is much appreciated by working parents. Understanding of the many different faiths and cultures found in Britain and globally is promoted well through the school's curriculum.

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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?	2
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Greenholm Primary School, Birmingham, B44 8HS

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Yours is a good school.

These are the main strengths of the school.

- You really enjoy school and your attendance is good.
- Children in the Reception get off to a good start.
- The school is a welcoming and pleasant place in which to learn.
- You are making good progress because of the good teaching you receive.
- Behaviour is good in lessons and around the school.
- You have a good understanding of how to keep healthy and safe.
- The staff take good care of you and give you good support.
- The school offers a good range of learning activities and additional activities such as clubs, visits and visitors.
- The school is well led by the headteacher and she receives good support from other senior staff.

There are two things the school can work on to make improvements.

- Some of you could make more progress in writing and reach higher standards. Your teachers are working hard to make this happen.
- At times, lessons need to move on at a faster pace so that you have good opportunities to work independently.

You can help the school by continuing to work hard, particularly in writing. We wish you all the very best for the future.

Yours faithfully

Derek Watts

Lead inspector