

Inspection of Greet Primary School

Percy Road, Sparkhill, Birmingham, West Midlands B11 3ND

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Tania Yasmin. This school is part of Create Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Unwin, and overseen by a board of trustees, chaired by Julian Miller.

What is it like to attend this school?

Greet Primary School is warm, welcoming and inclusive. The school's mission that 'all pupils understand that there are no limits to what they can achieve' underpins every aspect of school life. Pupils respond positively to the school's high expectations and aspirations for their academic success. They typically achieve well across all subject areas.

Children in the early years settle into school quickly. Pupils enjoy coming to school each day. They understand how the school's values of working hard, being kind and making good choices help them to learn effectively.

Pupils behave well in class and at breaktimes. Pupils are polite and are respectful of differences between themselves and others. They welcome new pupils to their school and say that it is easy to make friends here. Playtimes are sociable and pupils enjoy activities such as riding bicycles, climbing and den-building activities. Pupils know that their teachers take bullying seriously. They are confident that staff will deal with any worries they may have. Pupils feel safe in school.

Pupils enjoy a wide range of trips and events. They visit the seaside to learn about coastlines, museums to experience artefacts from the past and farms to learn about agriculture. These experiences enrich pupils' understanding of the world.

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

Since the previous inspection, the school has developed a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The school has identified the important knowledge that pupils should learn from Nursery through to Year 6. Pupils build on their prior learning in a logical and well-structured way. For example, pupils in Year 4 learn about food chains successfully because they already have secure knowledge of producers and consumers from previous lessons.

The school identifies the needs of pupils with SEND effectively. These pupils are happy in school and speak with pride about their achievements. However, there is some variability in how well teachers adapt the learning activities to suit the needs of all pupils, including those pupils with SEND, in some subjects.

Teachers have good subject knowledge. In lessons, their explanations are clear. Pupils' learning is supported by the use of carefully chosen resources. Pupils revisit the concepts they have learned. This helps them to remember important knowledge and information. The school has ensured that the curriculum is relevant for pupils from Sparkhill. For example, pupils learning about the Stone Age link this to their local area. This makes the learning meaningful and engaging.

In core subjects such as English and mathematics, the school makes checks on pupils' understanding. This helps them to successfully identify any gaps in pupils' learning and provides pupils with information they need about how to improve. However, these checks do not always take place in some of the foundation subjects. As a result, the school does

not always identify what pupils need to learn next in these subjects. Some pupils are introduced to new learning before they are ready.

The school supports pupils who speak English as an additional language effectively. In the early years, skilled staff focus on engaging children in meaningful talk. This helps children to extend and develop their language. In phonics, well-trained staff make precise checks on the sounds pupils know. This ensures that all pupils get the help they need to become fluent readers. Pupils benefit from regular visits to the well-stocked library. They enjoy carefully chosen stories in the 'beautiful read' that takes place every day.

The school's behaviour routines, the 'Greet Drumbeat', help to create a calm and orderly environment. Pupils display positive attitudes and focus on their learning in class. The learning mentor team is skilled and effective in providing support for pupils who occasionally struggle to manage their behaviour. The school's new systems to promote high attendance are starting to have an impact. Pupils understand how important it is to come to school regularly. They say that 'if we come to school every single day, we will learn loads'.

The school is ambitious that pupils develop confidence and resilience so they can reach their full potential in the wider world. Pupils experience many carefully designed opportunities that prepare them for life in modern Britain. The school promotes respect for, and understanding of, diversity well. Pupils learn about the importance of good physical and mental health. They understand what constitutes a healthy relationship and how to communicate how they feel from an early age.

Established teachers and those new to the profession speak highly of the professional and personal support they receive from leaders. Staff feel part of a strong school team. They enjoy working together to support each other and their community.

Parents' and carers' views of the school are generally positive. There are a minority of parents who have concerns about some aspects of the school's work. This includes how well the school communicates with them. The school has carried out action to address this. However, there is still some further work to do to engage parents so that they all feel fully involved.

Trustees share the school's ambition and commitment to provide a high-quality education for all pupils. The trust has good oversight of the school and provides effective challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not ensure that learning is consistently and effectively adapted to

meet the needs of all pupils. This means, at times, some pupils have work that does not precisely meet their needs. The school should develop the teaching expertise of all staff, in a way that does not impact workload, so that adaptations to the curriculum enable all pupils to achieve well in all lessons.

- Assessment is not as well developed in some foundation subjects. As a result, the school does not always identify and address the gaps that pupils have in their learning. The school should develop their approach to assessment in the foundation subjects and early years so that gaps are identified and addressed across all subjects.
- The school does not provide parents with enough opportunities to share their opinions about what is and is not working well. Some parents do not feel fully informed about the work of the school. The school should continue its positive work with the whole community so that parents are more involved with their children's learning and understand the decisions made by the school.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143090
Local authority	Birmingham
Inspection number	10322892
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	811
Appropriate authority	Board of trustees
Chair of trust	Julian Miller
CEO of the trust	Mark Unwin
Headteacher	Tania Yasmin
Website	www.greet.bham.sch.uk
Date of previous inspection	15 and 16 March 2022, under section 5 of the Education Act 2005.

Information about this school

- The school does not make use of any alternative provision.
- Greet Primary School became an academy in September 2016. The school is part of the Create Partnership Trust, a multi-academy trust of four primary schools.
- The school operates a breakfast club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors had meetings with the headteacher, the deputy headteacher, subject leaders, the special educational needs and disabilities coordinator and the designated safeguarding lead.
- Inspectors met with the leaders responsible for the early years, disadvantaged pupils, behaviour, attendance and personal development.
- The lead inspector met with the trust chief executive officer and spoke to two trustees representing the chair of the trust. The lead inspector also spoke with the chair of the local governing body.
- Inspectors examined a range of school documentation, including leaders' school evaluation and improvement plans, records of governance and documentation relating to attendance and pupils' behaviour.
- The inspectors spoke with groups of teaching and support staff and took account of views shared through the staff survey.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured times of the day.
- The inspectors took account of responses to Ofsted's online survey, Ofsted Parent View. The inspectors spoke informally with parents at the end of the school day.

Inspection team

Corinne Biddell, lead inspector	His Majesty's Inspector
Peter Bassett	Ofsted Inspector
Hayley Clarke	Ofsted Inspector
Chris Stevens	His Majesty's Inspector
Darren Bishop	Ofsted Inspector

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