

Lift Greenwood

Address: Farnborough Road, Castle Vale, Birmingham, West Midlands, B35 7NL

Unique reference number (URN): 139048

Inspection report: 13 January 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.

Expected standard

Curriculum and teaching

Expected standard 

Leaders hold an accurate view of the curriculum and teaching and act promptly to improve them. They have designed a broad, ambitious and knowledge-rich curriculum with clear end points mapped back through units. Subject leaders identify essential knowledge and order it logically. They connect learning over time.

Teachers have strong subject expertise. They explain new concepts clearly, model high-quality work and implement the school's 5 teaching and learning principles effectively. This allows pupils to reduce any barriers to learning that they may have. Questioning identifies gaps in pupils' knowledge. Assessment is generally effective in closing any gaps. Pupils can connect learning and retrieve appropriate information in lessons. However, there are opportunities when lessons could be sharper in supporting pupils' individual needs and allowing them to become more independent learners.

Reading is a whole-school priority. There is a positive reading culture that supports pupils' fluency, comprehension and vocabulary. Leaders are supporting oracy through a trust-wide strategy. Leaders monitor curriculum quality rigorously and provide focused professional development. As a result, pupils generally access the curriculum well.

Inclusion

Expected standard 

The school's ambition for inclusion is clear. Leaders focus on removing barriers to learning and supporting the wellbeing of all pupils. Leaders have a clear understanding of pupils' needs. Pupils with special educational needs and/or disabilities (SEND) have their needs met swiftly.

Information is shared effectively with staff. Individual pupil passports guide teachers to plan appropriate support. Classroom adaptations and resources are mostly used well, enabling pupils with SEND to access the full curriculum and make progress across the curriculum.

Leaders evaluate the impact of support rigorously. Staff receive suitable training in adaptive teaching. However, some adaptations are not consistently precise, and guidance for a few pupils with SEND can be too generic.

The school gives targeted support to pupils who are still at the early stages of reading, so they catch up quickly and become confident readers. Leaders use alternative provision appropriately and keep a clear oversight of pupils' safety, welfare and academic progress.

Leaders deploy pupil premium funding effectively and work closely with external partners to support disadvantaged pupils and those known to social care. Staff build positive relationships with families, which promote pupils' engagement. The school's emphasis on wellbeing, brought to life through the pastoral and house system, has a positive impact.

Leadership and governance

Expected standard 

Leaders have rejuvenated the school's expectations and aspirations for pupils. Leaders act with clear moral purpose and are ambitious for every pupil. They set consistently high expectations and ensure that the school's aims shape daily practice. Leaders know the school well. Robust processes are driving improvements in classroom learning and pupils' wellbeing.

Leaders meet staff regularly to review and adjust support for pupils, particularly those pupils with special educational needs and/or disabilities and disadvantaged pupils. The trust knows the school well and holds leaders to account effectively, including for safeguarding. It provides constructive challenge and targeted support to strengthen the quality of education. The trust's renewed oversight supports strategies that have a positive impact on pupils' achievement.

Professional development is a notable strength. A coherent, research-informed programme builds subject and teaching expertise for early career teachers and experienced staff through coaching, collaborative planning and focused training. Leaders are mindful of workload and wellbeing. Staff feel valued, work as a team and feel overwhelmingly proud to work at the school. Support staff receive appropriate training.

Leaders engage parents, carers and the wider community effectively. Partnerships broaden opportunities and strengthen engagement. The school's Academy Council acts as a critical friend, helping to ensure that the school continues working in the best interests of pupils.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-sequenced personal development programme. This programme coherently supports the school's aims and values. Pupils buy into the culture of 'us' because of the character lessons, assemblies, book club and drop-down days.

Pupils learn how to look after their mental wellbeing, stay safe in the community and online, and they receive age-appropriate relationships and sex education. Pupils learn about equality and diversity and understand the protected characteristics. They study a range of faiths and religions and develop a secure awareness of fundamental British values, including democracy and liberty. The choice of books for the morning book club ensures that pupils' character is developed well.

Enrichment has expanded, with increasing participation. House events, rewards and staff-led clubs at break times and lunchtimes widen pupils' experiences and strengthen community. Pupils, including those who are disadvantaged and pupils with special educational needs and/or disabilities, participate widely in extra-curricular activities. Leaders monitor uptake to enable all pupils to benefit from these opportunities. The school productions exemplify the inclusive nature of opportunities at the school. Pupils, staff and parents value this offer. The school's peer mentoring programme highlights how pupils have been trained to support younger pupils in making the right choices and to support individual growth. Staff know pupils well and tailor opportunities sensitively to pupils' needs.

Careers education is effective and impartial. A tailored programme provides timely information, advice and guidance, with meaningful encounters with employers, colleges and universities. Leaders evaluate impact rigorously and refine the personal development provision where needed. Overall, pupils broaden their horizons and are well prepared for life in modern Britain and for their next stage.

Needs attention

Achievement

Needs attention 

Published data shows that, overall, key stage 4 outcomes are below national averages, with gaps widening for some pupils. Disadvantaged pupils and high prior attaining pupils do not achieve as well as their peers nationally. However, leaders' actions focused on reducing barriers to learning are having a positive impact on pupils' current achievement.

Leaders have raised expectations, prioritised professional development and introduced initiatives that have improved teaching and learning. Disadvantaged pupils benefit from a renewed approach with personalised interventions to address gaps in their knowledge or skills. Pupils now make better progress through the curriculum. In many subjects, pupils build secure knowledge for future learning.

Leaders' implementation of a whole-school approach to reading, oracy and numeracy has proven particularly advantageous for disadvantaged pupils. These pupils have improved their foundational skills. Teachers use ongoing assessment and progress tracking to target whole-class interventions that deepen knowledge in key stage 3. The impact of these improvements is evident in pupils' work. Consequently, pupils are better prepared for their next steps in education, employment and training.

Attendance and behaviour

Needs attention 

Overall, attendance remains below national figures for several groups of pupils, and persistent absence is still high. Staff monitor absence rigorously, follow up swiftly and work sensitively with parents and carers to remove barriers. They identify and address obstacles faced by individual pupils. Attendance strategies are increasingly pupil-centred. Targeted support, regular community engagement and weekly monitoring are having a positive impact on some pupils' attendance. Disadvantaged pupils are now attending more often. However, the impact is not yet sustained or widespread enough.

Leaders have an accurate understanding of behaviour and maintain high expectations across the school. Clear systems and routines are consistently understood and followed, enabling pupils to arrive promptly and learn purposefully. Classrooms and social spaces are calm and orderly, supported by visible staff who model positive behaviour. Pupils are polite and respectful, and they respond well to challenge. Staff use a shared behaviour playbook and benefit from regular training. When behaviour dips, leaders make appropriate adjustments and apply proportionate sanctions. This has strengthened a culture of

belonging and reduced suspensions and permanent exclusions. The house system and rewards motivate pupils to meet expectations.

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

Pupils are safe, happy and known as individuals. The school nurtures a strong sense of belonging through the house system and pastoral care. Staff work to lift motivation, outcomes and aspirations for all pupils. Relationships between pupils and staff are positive and respectful. Pupils benefit from calm and purposeful lessons. Social times are friendly and inclusive.

Pupils benefit from a range of strategies to help them attend school. While whole school attendance does not reflect national figures overall, leaders ensure that the community knows the importance of attendance, and through the school's 'Nexus Centre' pupils receive bespoke support to help them attend more.

Pupils have not historically achieved as well as they could have. Leaders have responded to this and have reset expectations. In lessons, staff reinforce these high expectations. Teaching is adapted appropriately for many pupils. Pupils benefit from a new whole-school approach to lessons. Most pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, learn well. A small number of pupils still experience some variation in how well the curriculum is tailored to their needs.

Pupils value the personal development offer. Through 'character' lessons and tutor time, pupils learn about fundamental British values and different cultures and faiths. Pupils benefit from relationships and sex education and know how to stay safe. Pupils know there is a member of staff who they can talk to about any issues or concerns.

A growing number of clubs and activities ensure that pupils can participate in opportunities such as lunchtime film club, visits to orchestras, residential visits and pupil leadership roles. Pupils support a range of local organisations and charities and are an integral part of the local community. Careers education is effective and aspirational for pupils. Pupils are now benefiting from a range of opportunities that prepare them for their next steps.

Next steps

- Leaders should ensure that teachers consistently and effectively adapt learning to meet the specific needs of pupils so that gaps in knowledge are closed swiftly.
 - Leaders should continue to develop a culture where the importance of high attendance is celebrated across the school community to ensure that high attendance is achieved for all pupils.
 - Leaders should ensure that recent effective teaching strategies are embedded across the school so that pupils' achievements improve rapidly.
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About this inspection

This school is part of Lift Schools 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), Rebecca Boomer-Clark, and overseen by a board of trustees, chaired by Alastair Da Costa CBE.

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

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

Inspection activities:

Inspectors spoke with the principal, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school has a resourced provision for up to 23 pupils with autism.

The school makes use of 7 registered alternative provisions.

The school has undergone a significant change since the last inspection. A new Principal was appointed in April 2025, and this has led to changes in the leadership structure of the school. The school no longer offers Post-16 provision.

Principal: Daniel Opoku

Lead inspector:

Andrew Washbourne, His Majesty's Inspector

Team inspectors:

Rob Hackfath, His Majesty's Inspector

Andrew Madden, His Majesty's Inspector

Jacqui Swindlehurst, Ofsted Inspector

Mark Grady, Ofsted Inspector

Trudi Young, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

942

Close to 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: 1,067

School capacity

1,080

Close to 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: 1,153

Pupils eligible for free school meals (FSM)

65.90%

Well above average

What does this mean?

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

National average: 28.9%

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

2.65%

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: 3.09%

Pupils with special educational needs (SEN) support

22.61%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

Well above 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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

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

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	18.6%	45.2%	Below
2023/24 (final)	33.7%	45.9%	Below
2022/23 (final)	33.3%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	31.6	45.9	Below
2023/24 (final)	35.8	45.9	Below
2022/23 (final)	40.4	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.97	-0.03	Below

Year	This school	National average	Compared with national average
2022/23 (final)	-0.15	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	11.0%	25.6%	Below
2023/24 (final)	24.0%	25.8%	Close to average
2022/23 (final)	24.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	27.8	34.9	Below
2023/24 (final)	31.1	34.6	Close to average
2022/23 (final)	36.7	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-1.22	-0.57	Below
2022/23 (final)	-0.40	-0.57	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	11.0%	52.8%	-41.8 pp
2023/24 (final)	24.0%	53.1%	-29.2 pp
2022/23 (final)	24.0%	52.4%	-28.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	27.8	50.3	-22.5
2023/24 (final)	31.1	50.0	-18.9
2022/23 (final)	36.7	50.3	-13.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-1.22	0.16	-1.38
2022/23 (final)	-0.40	0.17	-0.56

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	87%	91%	Below
2022 leavers (revised)	83%	93%	Below
2021 leavers (revised)	84%	94%	Below

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	19.33	34.99	Below
2023/24 (final)	22.61	34.38	Below
2022/23 (final)	19.41	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.7	0.0	Below
2023/24 (revised)	-0.5	0.0	Below

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 (2 term)	12.1%	8.1%	Above
2023/24 (3 term)	13.0%	8.9%	Above
2022/23 (3 term)	12.0%	9.0%	Above

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 (2 term)	32.6%	21.9%	Above
2023/24 (3 term)	40.9%	25.6%	Above
2022/23 (3 term)	37.6%	26.5%	Above

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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