

Greatham Primary School

Petersfield Road, Greatham, Liss, Hampshire, GU33 6HA

Inspection dates

12–13 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In 2012 and 2013, pupils in several year groups did not make consistently good progress in mathematics and writing.
- Teaching is not always of a high enough quality to secure good progress by pupils.
- Teachers' professional strengths and development needs have not been well enough identified as the basis for improving the quality of teaching.
- The present recording arrangements for assessments of pupils' attainment are not always accurate enough. They do not show clearly enough the progress made by different groups of pupils.
- Although high expectations are set for behaviour, not all teachers have high enough expectations for pupils' achievement.
- Tasks for pupils of different abilities are not always challenging enough, particularly those for the most able.
- Not all teachers ensure that pupils understand how long they have to complete a given task. Consequently, pupils are not always as productive as they could be.
- Marking does not offer pupils enough feedback about how pupils can improve their work. Teachers rarely provide opportunities to put their advice into practice.
- The school's use of targets does not help pupils to understand clearly the steps necessary to reach higher levels of attainment.

The school has the following strengths

- The new leadership has quickly gained the confidence of staff and parents, and has already begun to identify actions necessary to improve the school.
- The school has a positive ethos, and a strong team spirit. The staff are proud of the school.
- Good teaching and high expectations in the Reception year ensure that children quickly settle and achieve well in all their learning.
- Attainment by the end of Year 2 is above average.
- Pupils show positive attitudes to learning, behave well and feel safe in school.
- Governors have a good understanding of their role. They are supportive of the leadership, and confident to hold the school to account.
- Links with parents are good. Most parents agree that their children are happy at school, and would recommend the school to others.
- The curriculum meets pupils' needs and interests, and supports their spiritual, moral, social and cultural development well.

Information about this inspection

- Inspectors observed teaching and learning in 13 lessons, of which three were joint observations with the headteacher and the deputy headteacher. Inspectors also heard a sample of pupils in Years 1 and 2 read.
- Meetings were held with groups of pupils, members of the school’s staff, the chair and three other members of the governing body, and two representatives of the local authority.
- Inspectors analysed the 75 responses that were recorded on the online survey (Parent View) by the end of the inspection, and spoke with small numbers of parents accompanying their children to school. Written communications were also received from five families.
- Inspectors also took account of the 16 responses to the questionnaire for school staff.
- Inspectors observed the school’s work, and looked at a range of documents, including the school’s own data on pupils’ current attainment and progress, planning documentation, records relating to behaviour and attendance, and documents relating to safeguarding and the pupil premium.

Inspection team

Chris Grove, Lead inspector

Additional Inspector

Penny Orme

Additional Inspector

Full report

Information about this school

- This is a primary school that is smaller than average in size.
- The school serves a rural catchment to the west of Liss.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding to support children from service families and pupils known to be eligible for free school meals) is well below average.
- The proportion of disabled pupils or those who have special educational needs supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Following the retirement of the previous incumbent, a new headteacher took up post in September 2013; the present deputy headteacher was appointed from April 2013.
- Among the school's accreditations are the Artsmark (Gold) and the Eco Schools (Silver) awards.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching by improving the extent to which teachers:
 - set high expectations of what pupils should achieve
 - set tasks which challenge all groups of pupils, especially the most able, to make good progress in their work
 - make sure that pupils know exactly how much is expected from them in a given time in order to ensure that they are highly productive.
- Ensure that pupils make better and more consistent progress in writing and mathematics by:
 - helping pupils to understand how to improve the quality of their work through better feedback from marking and opportunities to respond to advice given
 - making improved use of target setting so that pupils develop a clearer understanding of the steps necessary to reach a higher level of attainment.
- Enhance the impact of leadership by:
 - making sure that actions to improve the quality of teaching are based firmly on comprehensive evaluations of teachers' professional strengths and development needs
 - improving the accuracy of recorded assessments of pupils' attainment, and the reliability of summary information, in order to enable a sharper analysis of the performance of different groups.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress across the school in recent years has not been sufficiently consistent, and requires improvement.
- In 2011, pupils made very good progress in English and mathematics by the end of Year 6, but in 2012 progress declined considerably in English, and even more so in mathematics. One important reason is that too few more-able pupils, in particular, made the progress expected between Year 3 and Year 6 in writing, and especially in mathematics.
- Early information about performance by the end of Year 6 in 2013 shows similar attainment to 2012 when it was above average, but points again to progress that is slower in mathematics, and also in writing, than in reading. The school's information about the progress of current year groups similarly confirms a general pattern of slower progress in mathematics and in writing.
- When children first enter the school, their knowledge and skills are at least as expected for their age. They reach a good level of development by the end of the Reception year and are well prepared for Year 1, notably in reading, writing, and early number work.
- In past years, pupils have consistently made good progress to reach above average attainment by the end of Year 2. This was especially the case in 2012. Preliminary information for 2013 again indicates well above average attainment in reading and mathematics, and attainment in writing that is a little lower, though above average.
- The small numbers of pupils who are disabled or who have special educational needs make similar progress to that of others.
- In advance of receipt of the new primary sport funding, the school promotes pupils' well-being effectively. Good provision is made for after-school sports, such as the football and karate clubs organised in partnership with external providers, in addition to the twice-weekly sessions of physical education. Pupils are keen to take part in sport and other physical activities. Pupils in Year 3 participated enthusiastically in a lesson focused on developing ball-control skills in which both boys and girls had well-judged opportunities to model good practice for others to observe. The importance of exercise and diet is also discussed with pupils.
- Appropriate use of pupil premium funding is made. For instance, funding has been used to provide additional adult support for a pupil experiencing difficulties with behaviour, and to part-fund a parent advisor. The funding has also supported the training of a member of staff as an emotional literacy support assistant, and has subsidised music tuition and educational visits. The school has recorded evidence of the good impact of its spending on pupils' progress. This reflects the school's commitment to promoting equal opportunities and to tackling discrimination.
- The small proportion of pupils supported by the pupil premium, and the variability in numbers (Year 6 2011: one pupil; 2012: five pupils), make comparisons across years difficult. In both 2011 and 2012, eligible pupils attained higher results than others in reading and mathematics, but slightly lower results in writing. In both years, the gap in performance in writing equated to about three quarters of a term.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it has not always led to good progress by pupils in the last two years.
- Teaching does not consistently provide sufficient challenge for pupils. Teachers do not always set high enough expectations for achievement, or match tasks well enough to the prior attainment of different groups of pupils, including the most able. However, there was one instance of a good match in a mathematics lesson in Year 5, when all groups of pupils were appropriately challenged to construct number sequences involving decimals.
- Much teaching is conducted at a pace that sustains pupils' interest, but when pupils are set tasks, teachers do not regularly indicate clearly the length of time available for completion, to

ensure that pupils are motivated to be as productive as possible. Exceptionally, in a lively Year 2 phonics lesson, the teacher used a timer when setting tasks for pupils. This encouraged high levels of productivity in a short period of time.

- Relationships between pupils and adults, and between the pupils themselves, are good, and this makes an important contribution to the positive climate for learning. Good relationships enable teaching assistants to support pupils, including those who have additional learning needs, in completing tasks.
- Children in the Reception class soon settle into school life because the atmosphere is calm and the learning is well organised. The well-devised programme provides a wide range of experiences, both indoors and in the extensive outside area. Teaching includes small-group sessions, and individual work which prepares children well for reading. Whole-class discussions and activities initiated by the children themselves all ensure good development.
- Pupils' work is regularly marked with encouraging comments and praise, but teachers only rarely provide indications of what pupils could do to improve the quality of their work, or opportunities to respond to advice given.
- Pupils appreciate the arrangements to set targets for the improvement of their work. However, the school's present target-setting arrangements do not help pupils to make more systematic progress towards their next levels of attainment.

The behaviour and safety of pupils are good

- Pupils show positive attitudes to learning and respond willingly in lessons. They recognise the school's positive ethos, and say that the great majority respect others and behave well, and that members of staff set clear expectations for conduct.
- Around the school, pupils are courteous to adults and to other children. At breaktimes, also, pupils behave well towards others. The Year 6 play leaders enjoy their role in helping others to organise games. In the hall at lunchtimes, there is a calm and orderly atmosphere.
- Pupils understand the different forms that bullying may take. They say that there is little bullying, and are confident in staff to address any problems that occasionally arise. Most parents and almost all members of staff who took part in their respective surveys agreed that the school deals effectively with bullying. There have been no exclusions in recent years.
- Pupils feel safe in school and know that they can involve one of the Young Governors, if ever they should feel unsafe. In the surveys, almost every parent, and all members of staff, agreed that children are safe in school.
- Although pupils regularly behave well, the school does not yet capitalise on this as much as it could by promoting greater independence in learning through better feedback about improving pupils' own attainment.
- Attendance is broadly average, and the rate of persistent absence is below average.

The leadership and management requires improvement

- The new headteacher is setting a clear direction for the school. She has quickly formed supportive working relationships with governors and with the deputy headteacher, and created a positive impression with staff and parents. The school has a strong team spirit; all those who completed the staff questionnaire agreed on their pride as members of the school. One encapsulated current circumstances well in writing of 'a new management with a fantastic new vision for the school'. One contented parent felt that the headteacher 'seems to have been here for a couple of years already'.
- The new leadership has immediately identified the importance of establishing the quality of teaching and learning across the school, and has instituted a programme of monitoring and evaluation, beginning with classroom observations. The headteacher is thus rapidly developing

an accurate picture of strengths and areas for development in teachers' practice and in the school's systems and arrangements, as the basis for planned improvements.

- The school's assessment information does not enable the progress of different groups to be readily identified in order to pinpoint any differences in performance.
 - The school's curriculum is broad and balanced. In the Reception class, there are well-planned opportunities for learning through practical activities indoors and outside. The curriculum in Years 1 to 6 includes a well-devised pattern of topics that complement and support the development of pupils' knowledge and skills in reading, writing, mathematics, and information and communication technology. The Artsmark (Gold) accreditation attests to the strong focus on drama and music, for instance whole-school productions, and opportunities for pupils in Year 4 to play three musical instruments. Lessons in 'Philosophy for Children', and the Eco Schools award, illustrate the clear accent on values, which does much to support pupils' good spiritual, moral, social and cultural development.
 - The school's leadership maintains a rigorous focus on all aspects of child protection and safeguarding, which fully meet requirements.
 - The online survey indicates that the school enjoys good levels of support from parents. Effective communication arrangements include weekly learning logs and half-termly curriculum newsletters, and visits to the homes of children in the Reception class.
 - The local authority has an accurate view of the school's recent performance. It has brought to the leadership's attention the need for improvements to provision and to management systems in order to secure better progress.
 - The capacity to secure further improvement is shown by evidence of improved outcomes for children in the Reception year, the higher staff morale and the effectiveness of the anti-bullying arrangements.
 - **The governance of the school:**
 - The governing body has a good understanding of the school's context, strengths and weaknesses, and shares the new leadership's vision for improvement. Governors have understood the implications of nationally produced data on the school's performance, and that teaching has not recently been good enough to secure good progress. They take seriously the responsibility for the headteacher's performance management, and judge that the performance management of other staff has not been sufficiently rigorous. They are fully aware that a more robust approach to teachers' performance and salary progression is necessary. They know how pupil premium funding is spent and the impact that additional funding is having on supporting eligible pupils. Governors have ensured that training, for instance in analysing the use of national data to gauge the school's performance, and coaching by the chair of governors of a better-performing school, have effectively enhanced their capacity to hold the school to account. Governors' effective stewardship indicates that an external review of this aspect of leadership and governance is not required.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115898
Local authority	Hampshire
Inspection number	426437

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	David Fry
Headteacher	Jo Goman
Date of previous school inspection	22–23 February 2012
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