

Grateley Primary School

Andover, Hants, SP11 8JS

Inspection dates

2–3 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Teaching is typically good and sometimes outstanding, so pupils achieve well throughout their time at the school, especially in the Reception and Year 5/6 classes.
- From their starting points pupils make good and sometimes outstanding progress and reach standards above those expected for their age.
- Pupils experience a rich curriculum that supports their good learning, behaviour and positive attitudes.
- Pupils receiving additional support through the pupil premium are making good progress so that they often achieve above expected standards.
- The needs of pupils who are disabled or have special educational needs are speedily identified and addressed. The progress they are making is now similar to that of other pupils.
- The whole staff create a family environment in which all pupils feel safe and well cared for. As a result, pupils want to learn, and share a sense of responsibility for each other. The attendance of pupils is good.
- The headteacher, ably supported by governors and the local authority, has been outstandingly effective in leading sustained school improvement over the last three years.
- The headteacher and governors check the quality of teaching and learning rigorously. All staff share their enthusiasm and high expectations of what pupils can achieve.
- Parents and carers are very proud of the school. They are happy that their children are safe and well cared for. They find teachers and school leaders very approachable.

It is not yet an outstanding school because:

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is rapid and sustained across all year groups.
- Occasionally teachers do not give more-able pupils challenging enough work in lessons or take the opportunities that pupils' responses create to extend their learning.
- Although a start has been made, plans for staff to share their skills and expertise to enable further improvements are not fully implemented.

Information about this inspection

- The inspector observed nine lessons and a number of smaller teaching groups, some being observed together with the headteacher. All teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher and staff members.
- The inspector took account of the 25 responses to the online questionnaire (Parent View) in planning the inspection and talked to a number of parents and carers during the inspection.
- The inspector also took account of the 11 staff questionnaire returns.
- The inspector held a discussion with a representative of the local authority.
- The inspector looked at pupils' work, and heard pupils from different year groups read.
- The inspector observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

Inspection team

David Marshall, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average size primary school.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is above average
- Due to the large proportion of pupils from families in the armed forces, a much larger than average number of pupils join and leave the school other than at the usual time.
- The proportion of disabled pupils and those with special educational needs that are supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching to make sure that more pupils reach the highest levels of attainment by the time they leave the school by:
 - ensuring planning sets out clearly what pupils of different capabilities are expected to learn, especially the more able, matching the activities they are set to maximise progress through relevant, exciting and engaging experiences
 - making sure that all teachers capitalise on pupils' responses to questions and deepen their understanding and knowledge with follow on work that moves their learning forward when ready
 - developing further methods for staff to share the best practice throughout the school.

Inspection judgements

The achievement of pupils is good

- Children join the school with levels of skills in line with those typically expected for their age and sometimes above. They leave school with above average attainment in English and mathematics. This is as a result of considerable improvements both in teaching and the effectiveness of the leadership's checking of pupils' progress since the previous inspection.
- Children in the Reception class make especially good progress as they settle in quickly and enjoy all their learning. In particular, children make good and sometimes outstanding progress in developing the core reading skills. This is continued in Year 1, where in the most recent phonics check, which tested pupils' ability to blend and read difficult or unfamiliar words, pupils achieved scores well above national expectations.
- Pupils in all age groups throughout the school make good progress. Most pupils, as demonstrated by the last two years' test results and current performance, are making progress at a considerably faster pace than expected nationally.
- The school has eradicated previous underachievement. The school has effectively tackled gaps in performance between boys and girls, and between different year groups. Checks on progress are speedily implemented and all new pupils quickly become engaged in their learning.
- In particular, disabled pupils and those with special educational needs, and pupils eligible for pupil premium funding, have benefited from very well-targeted and systematic programmes of support. These pupils now achieve well and sometimes outstandingly so. Those eligible for pupil premium funding, especially those who join other than at the usual time, attain standards and make progress in both mathematics and English at a faster rate than similar pupils nationally and other pupils in the school.
- There were many examples of good achievement observed in lessons. For example, children in Reception learning new sounds and letters were excited by discovering new words while learning about the Billy Goats Gruff. Older pupils were observed making rapid progress in a mathematics lesson where calculation exercises were closely linked to real-life practical problems. The teacher's skilful questioning enabled pupils to understand alternative approaches to solving these problems.
- Occasionally more-able pupils do not achieve as well as they should in what are otherwise effective lessons. This happens when these pupils spend too long on quite ordinary tasks which do not stretch their learning; or they are not encouraged enough in lessons to pursue the ideas they have begun to develop. For example, the inspector saw all pupils in one class working on the same mathematics concepts, even though a group of able pupils had already grasped the concepts. They were not moved on quickly enough to more appropriate work.
- The overall much improved progress in pupils' literacy and numeracy skills since the previous inspection is due to the school's effective strategies including the focus on developing them through topic work involving a range of subjects. For example, the excellent history project on Leadership in the Year 5/6 class is enabling pupils to write creatively and at length.

The quality of teaching is good

- The school's leadership is relentless in improving the quality of teaching and its impact on pupils' learning, through a programme of rigorous and systematic checking on classroom practice. However, teaching is not yet outstanding because there are still variations in quality that sometimes result in not all pupils, and particularly the more able, making the progress of which they are capable.
- Through their very good assessment and integration procedures staff ensure that the many pupils who join the school other than at the usual time settle quickly and make good progress immediately.
- Typical of the very best teaching is the skilful questioning of pupils to further their knowledge and understanding. In these outstanding lessons teachers encouraged pupils to express themselves at length, thereby developing their thinking and communication skills as well as their

subject knowledge.

- The inspector saw teachers and teaching assistants providing very effective support for pupils with particular learning needs, both in lessons and small groups elsewhere, for example when 'catching up' on their literacy and numeracy skills.
- The inspector also observed good teaching of phonics. Children in the Reception class and pupils higher up the school develop their vocabulary, understanding and communication skills well, because of teachers' high expectations and use of a range of resources and approaches.
- Teachers mark pupils' work thoroughly. Teachers' comments in books, and the use of highlighters, show pupils clearly how to improve their work and they are given time to respond to the comments, especially in their literacy work.
- The quality of teaching is reduced and pace of learning slackens only when teachers do not provide tasks hard enough for more-able pupils, or occasionally fail to take the opportunities that pupils' responses provide. Although pupils say they enjoy lessons, they make less progress when tasks are too easy for them or are not relevant to their interests.
- Parents and carers are very appreciative of both the quality of teaching and the resulting good progress made by their children.

The behaviour and safety of pupils are good

- Behaviour in this school is good. Pupils' attitudes towards learning contribute well to the good progress that they are making.
- Parents' and carers views of the school are almost exclusively positive. They feel that their children are happy and safe in school and that any issues raised are dealt with quickly and effectively.
- Pupils feel particularly well supported and staff are positive about both behaviour and safety.
- Incidents of bullying or poor behaviour are very rare. In fact pupils say it never happens because 'we are all friends'. Pupils are aware of the different types of bullying and they feel that any issues are dealt with very quickly by staff.
- Improvements in the behaviour of individual pupils and groups of pupils are good. The school is a fully inclusive and supportive environment where all pupils are known as individuals and their needs are identified and addressed quickly and highly effectively so that personal challenges are overcome quickly.
- All staff manage behaviour robustly through a whole-school approach with a celebration of pupils' achievements weekly in the school's assembly. Occasionally when the pace of a lesson slows and the content is less interesting, pupils fidget and go off task.
- Attendance is higher than the national average and punctuality is good. This reflects the pupils' commitment to their own learning.
- Pupils move around the school sensibly, holding doors open for adults and each other. During playtimes, they involve each other in team games and show kindness and concern for the well-being of their peers.

The leadership and management are good

- There have been significant improvements in the leadership and management in the last three years. As one parent or carer said, 'The headteacher is the best thing that has ever happened to the school.' This is one of many very positive comments from staff, parents and carers about how much the school has changed for the better.
- The headteacher has managed the rapid pace of change effectively so that there is a common sense of purpose and staff morale is high. There are clear and high expectations of every member of staff who are all enabled to take on more responsibility to move the school forward. All staff know the school's strengths and weaknesses and are well placed to improve the school further.
- The leadership team regularly checks that all pupils are on track to make good progress from

their starting points. Regular pupil progress meetings ensure that teachers are accountable for the progress of pupils in their care. Regular lesson observations and a successful programme of training have ensured that most teaching is good, with an increasing proportion that is outstanding.

- The performance of teachers is managed effectively. The link between salary progression and pupils' achievement is understood by staff, and more is expected of those teachers on the upper pay scale.
 - The school promotes equality of opportunity and tackles discrimination well, which is reflected in the good achievement of all groups of pupils. Pupil premium funding is managed well so that eligible pupils make good progress.
 - The overwhelming majority of parents and carers are pleased with the progress their children are making. Transition into and out of the school is effective and well managed as was shown by the calm and purposeful environment in the Reception class at such an early stage of the term.
 - Topics prepare pupils well for the next stage of their schooling and offer a good range of experiences beyond the classroom including many visits, clubs, sporting activities and performances. The promotion of pupils' spiritual, moral, social and cultural development is strong, and all pupils become part of the school's positive learning environment. Outdoor learning is developed well despite the difficulties of using the playing field, which is a short walk away. Plans are in place, with the very focused and much appreciated support of the Parent Teacher Association, to extend these opportunities further, and also to increase rates of participation using the newly allocated primary sports funding.
 - After a period of effective involvement, which has helped school leaders to evaluate the school's performance accurately, the local authority now provides light touch support for the school. The school works effectively with a range of schools in the local area to provide opportunities for teachers to share their practice and for checking the accuracy of school assessments.
 - **The governance of the school:**
 - The governing body performs its role very effectively. Governors are acutely aware of the strengths and weaknesses of the school and have offered very strong support to the headteacher in the improvement drive. Their knowledge is based on first-hand experience as they are regular visitors to the school and each of these visits has a clear focus. Governors know how good teaching is and how the management of teachers' performance has been used effectively to improve the quality of teaching. They know how well pupils are doing compared to those nationally and locally, including those eligible for the pupil premium support. Governors are proactive in seeking training and ask detailed questions that show their understanding of the progress made by all pupils. Procedures for safeguarding pupils meet current government requirements and there are robust arrangements in place for checking the suitability of staff and other adults.
-

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	115897
Local authority	Hampshire
Inspection number	426586

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	86
Appropriate authority	The governing body
Chair	Simon Bennett
Headteacher	Tina Thomas
Date of previous school inspection	7–8 October 2008
Telephone number	01264 889240
Fax number	01264 889240
Email address	adminoffice@grateley.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

