

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: christina.bannerman@tribalgroup.com

22 November 2013

Mrs J Goman
Headteacher
Greatham Primary School
Petersfield Road
Greatham
Liss
GU33 6HA

Dear Ms Goman

Requires improvement: monitoring inspection visit to Greatham Primary School

Following my visit to your school on 22 November 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- evaluate actions to improve the school by measuring their impact on pupils' progress
- ensure that all teachers encourage pupils to work at a brisker pace, to use their time productively and to settle to tasks quickly so that no time is wasted.

Evidence

During the visit, meetings were held with you and the deputy headteacher, three governors, including the two Vice-Chairs of the Governing Body, and two representatives of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. I also reviewed lesson

planning documents, the monitoring plan and the new system for recording and analysing information about pupils' progress. I visited lessons with the headteacher and deputy headteacher and evaluated marking and progress in a selection of pupils' books. We also discussed the new performance management procedures, including the range and type of targets set for staff.

Main findings

Following the section 5 inspection in September school leaders have acted decisively and with energy and determination to improve the school. A new marking policy has been implemented, together with a more focused approach to improving pupils' presentation and handwriting. Better marking is already having an impact on pupils' progress, as teachers are now clearly identifying what pupils are doing well and what they need to improve. However, pupils do not have enough opportunities to act upon their teachers' advice and improve their work at the point of learning and some teachers are not applying the marking policy consistently. School leaders have taken appropriate action to improve pupils' presentation and handwriting by insisting that pupils secure neat and well-formed letters with pencil before progressing to writing in pen.

Senior leaders have improved the format used for planning lessons and they regularly check teachers' planning. During the monitoring inspection there was evidence that teachers' planning is improving with clearer learning goals and use of success criteria. However, in some lessons observed during the inspection visit insufficient thought was given to how transitions from one activity to another were planned and managed: valuable time was lost while pupils took their time getting changed, fetching snacks or moving from desks to the carpet.

An improved system of recording pupils' levels of attainment and progress has been introduced, enabling teachers to tailor activities much more closely to what pupils actually need to learn and practise and helping to identify barriers to learning. As part of their planning, teachers use a class profile form to help them to match activities to pupils' individual abilities and learning needs. The impact of these systems has not yet been evaluated.

School leaders have analysed pupils' current progress and have identified gaps in learning. Pupils are now being given extra help to catch up. For example, in the current Year 6 class additional staffing has been deployed in order for the class teacher to focus on improving writing and mathematics for underachieving pupils. Class teachers are beginning to take more responsibility for recording and analysing the progress of pupils in their classes. More work needs to be done to ensure that all teachers are able to take a lead in the half-termly pupil progress meetings.

School leaders are rightly focusing on improving day-to-day teaching and a comprehensive programme of lesson observations, shorter visits to lessons and

scrutinies of pupils' books is in place. Teachers are supported to improve their skills through coaching, team teaching and the regular staff meetings that are used to develop their professional expertise.

The headteacher has revised teachers' performance management targets in order to ensure that teachers take more responsibility for real improvements in teaching and pupils' results. Teachers have been given specific targets for leading particular areas of the school's work. Middle leaders are in the process of creating their own improvement action plans in line with the overall school action plan.

Although reading was not identified as a key area for improvement in the last inspection, the headteacher quickly and correctly realised that reading needed to improve as a basis for better writing. The school library has been reorganised and is now a more welcoming and better-resourced area; guided reading has been introduced at a regular time each day and the book resources have been reorganised.

Since the section 5 inspection, governors have taken advantage of the support from the local authority and attended training. Governors visit the school more and have acquired a much deeper knowledge of the quality of teaching in the school. They ensure that their questions challenge the school leadership more and also that the information they receive from the headteacher is detailed and clear. Staff have told governors that their work is valued and that they are pushed to improve.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority identified that the school required improvement before the section 5 inspection and has provided some focused support, particularly for mathematics and English. The school now benefits from further support from a local authority leading teacher for one day a week, guidance from a leadership and learning partner and links with other schools. Support for English and mathematics leaders and teaching is continuing. The local authority also conducts regular monitoring reviews.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Janet Pearce
Her Majesty's Inspector