

Greatham Church of England Primary School

Inspection report

Unique Reference Number	111673
Local Authority	Hartlepool
Inspection number	310657
Inspection date	8 May 2008
Reporting inspector	Graeme Clarke

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	107
Appropriate authority	The governing body
Chair	Mr Keith Wilkinson
Headteacher	Mrs Julie Tyerman
Date of previous school inspection	1 November 2004
School address	Egerton Terrace Greatham Hartlepool TS25 2EU
Telephone number	01429 870254
Fax number	01429 870254

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Introduction

The inspection was carried out by one Additional Inspector.

The inspector gathered evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions with the headteacher, staff, pupils and a governor. He evaluated the overall effectiveness of the school and investigated the following aspects:

- the quality of provision in the Foundation Stage
- pupils' progress in English, mathematics and science, particularly by those presently in Years 2 and 6
- pupils' personal development and well-being
- how well teachers use marking and assessment to support pupils' learning.

Other aspects of the school's work were not investigated in detail but the inspector found much evidence to confirm that the school's own evaluations are justified, and these have been included in the report.

Description of the school

This smaller than average primary school, with a nursery, serves a village community and locality to the south of Hartlepool where socio-economic characteristics are below average. An above average proportion of pupils are eligible for free school meals. The number of pupils with learning difficulties and/or disabilities is a little below average as is the proportion with a statement of special educational need. Almost all pupils have a White British heritage.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Greatham Church of England Primary is a good school with some outstanding features. Pupils' academic achievement is good and their personal development is outstanding. This school is so successful because of the very effective leadership of the headteacher, and the way that the whole staff team promotes a Christian caring ethos and upholds a clear philosophy that every child does matter. The school's exceptionally effective partnerships with the Church, parents, nearby schools and the Local Authority's children's services make a vital contribution to pupils' education and well-being. Although a very small minority of parents feel that bullying is an issue or their children's views are not considered, the overwhelming majority have total confidence in the school and hold it in very high regard. One parent's comment sums up their views: 'My child enjoys attending Greatham School and continues to progress extremely well as he is challenged and encouraged in his work. ...children have pride in their school and feel it is a friendly, family environment to belong to.'

Good pastoral care, support and guidance, together with an excellent, enriched curriculum, reflect how well the school gives priority to promoting pupils' personal development. Good assemblies, after-school clubs, and a wide programme of visitors and visits to local museums, heritage and outdoor activity centres all play a vital part in pupils' learning. Pupils' spiritual, moral, social and cultural development is outstanding. They thoroughly enjoy school and talk very appreciatively of the friendships they make. Pupils' attendance is above average. Good behaviour is reflected by their safe and sensible conduct in the communal parts of the school although ball games in the playground can sometimes be boisterous. Importantly, pupils are adamant that the school is free from bullying. Pupils listen carefully to their classmates' contributions and behave well in lessons and assembly. They are polite and courteous to adults. The school has the Healthy School award because pupils know the importance of diet in good health, and many enthusiastically take part in voluntary physical activities and sports where they enjoy great success. They take great pride in their extensive contribution to school life, for example as school councillors or as members of the 'Eco-club'. Their charitable work offers much help to the local and wider community. Pupils have outstanding social skills, a very positive outlook on life and a strong desire to learn. These attributes and their above average basic skills are an excellent preparation for their future.

Pupils begin Year 1 with abilities that are broadly expected for their age. They make good progress in Key Stage 1, especially in reading and writing where standards in the 2007 national assessments for Year 2 were above average. Standards in mathematics were broadly average. Year 6 pupils also made good progress. From previously being broadly average, Year 6 standards rose in 2007 to significantly above average overall. Standards in mathematics were particularly high. Pupils presently in Year 2 are making good progress, particularly in reading and writing. Pupils currently in Year 6 have made good progress overall through Key Stage 2, where their progress in reading is outstanding. Standards are above average. Given pupils' backgrounds and starting points when they begin school, they achieve well. Effective support for pupils with learning difficulties and/or disabilities, and for gifted and talented pupils enables them to do better than their counterparts nationally and they too achieve well.

Good quality teaching is evident throughout the school. Teachers and assistants work very well together to give support so that all pupils fully participate in lessons and achieve well. This is a very inclusive school. Teachers usefully ensure pupils know the purpose of lessons and what they are expected to learn, and reinforce key points at the end. Activities in lessons engage

pupils' interest which fosters their learning although occasionally the pace can be slower. Recently introduced strategies to strengthen reading and writing are paying dividends. Teachers make good use of assessment to set targets that challenge pupils to reach higher standards. Pupils really appreciate knowing how well they are doing, particularly in the marking their work, which congratulates and rewards them on their accomplishments. Marking gives pupils pointers to improve their work in English but is less helpful in this respect in mathematics and science.

Good leadership and management ensure that pupils learn well. The governors and leadership team have ensured good improvement since the last inspection, notably to the quality of teaching and the use of information from assessing pupils' work. The school sets challenging targets and supports anyone at risk of falling behind. In turn, achievement and standards have risen and pupils' personal development has improved. The leadership team and governors meet their responsibilities and current government requirements including those for child protection and to safeguard the welfare of pupils. They get good value from resources. Governors have developed their role in evaluating the school's work through their own first-hand observations and reviewing reports from others. Senior leaders and governors have an accurate knowledge of the school's strengths and areas for development, although their planning for improvement is not sharply focused on outcomes they can measure. They are determined to raise achievement and standards further. Given the school's track record since the last inspection, particularly its successful work to improve achievement, standards and personal development, more ambitious goals are well within reach. It has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children make a good start to their education in the Foundation Stage. Expert teaching and support from a well managed team ensures good quality provision in the Nursery and Reception. Children join the nursery with abilities below those typical for their age. They settle happily to their tasks, follow routines, enjoy activities and learn well within a safe and secure environment. Carefully planned and managed provision makes good use of indoor and outdoor facilities. An effective combination of activities that direct and support children at times, and allow choice and independence to develop at others, ensures children thrive and make good progress. By the end of the Reception Year they have reached levels expected for their age in most areas of learning. Their personal and social development is better than expected but their communication and language development is a little below.

What the school should do to improve further

- Consolidate the improvements made to raise achievement and standards in English, mathematics and science.
- Increase the precision when setting outcomes in improvement planning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 May 2008

Dear Pupils

Inspection of Greatham Church of England Primary School, Hartlepool, TS25 2EU

I really enjoyed my inspection of your school last week. Thank you for helping me when I came into your classrooms to see you at work. I enjoyed talking with those of you whom I met. You were well behaved and very polite, and really helpful. I was pleased to see how much you enjoy coming to school and taking part in all the different activities, and how you value the friendships you make. I was impressed with the many ways you contribute to school life, such as through your school council and as members of the 'Eco Club'. I know your headteacher and all the staff are rightly very proud of you.

Yours is a good school. It is very warm and welcoming and very well organised. All the adults in the school look after you well. I know that you feel safe. Your lessons are good. I was pleased with the way you work hard and like to take part in lessons and other school activities. Last year, all of you made good progress in your work. Also last year, most pupils who were in Year 6 did well in the tests everyone has to take, especially in mathematics. The results were higher than the year before. I was also pleased to see that pupils who get extra help did well.

This year, I saw that many of you in Years 2 and 6 are close to meeting your targets and some of you have already reached them. I was especially pleased with the very good progress in reading made by those of you in Year 6. You have all been doing well in English, mathematics and science and I have asked the school to help you to raise standards even higher in those subjects. The school has plans to improve the quality of your education but you need to know exactly what you must do to play your part in making things better.

You have very many opportunities at Greatham Church of England Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector