

# Grateley Primary School

## Inspection report

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<b>Unique Reference Number</b>	115897
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312096
<b>Inspection dates</b>	7–8 October 2008
<b>Reporting inspector</b>	Judith Rundle HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	93
Government funded early education provision for children aged 3 to the end of the EYFS	12
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jackie King
<b>Headteacher</b>	Mr Michael Garside
<b>Date of previous school inspection</b>	7 March 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	High Street Grateley Andover SP11 8JS
<b>Telephone number</b>	01264 889240
<b>Fax number</b>	01264 889156

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<b>Age group</b>	4–11
<b>Inspection dates</b>	7–8 October 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Grateley is a much smaller than average primary school with Early Years Foundation Stage (EYFS) provision. The school has a well below average number of pupils with learning difficulties and/or disabilities, but more pupils than average have a statement of special educational need. The school has no pupils eligible for a free school meal or who speak English as an additional language. The number of pupils with a minority ethnic background is very low. Many pupils come from military families; up to a third of the school population leave or join each year, which is well above average. The school has gained the Investor in People award, Eco Schools Bronze and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Grateley Primary truly is a school where every child matters and staff work hard to ensure that pupils feel fully included in all aspects of the school's work. Staff know pupils well and pupils are nurtured to become confident individuals. Classrooms and outdoor spaces are bright and stimulating environments for learning. One parent sums up what many others say 'My son was recently accepted at this wonderful school. He receives the attention he needs; he can't wait to come to school, he feels involved and safe.'

Pupils make good progress whilst they are at the school because of good overall teaching, an effective curriculum and support from staff. All teachers are skilled at planning lessons to meet the needs of different ages and abilities. Excellent relationships enable pupils to become confident in taking risks in their learning and teachers sensitively redirect mistakes.

Standards are above average overall and have returned to above average in Key Stage 1, after a predicted fall for the last two years. Pupils know and understand their targets in English and mathematics. They also know how to improve their work further. However, this high quality use of targets when marking pupils work or in communication with parents is not consistent across the school. In particular, the challenge for higher attaining pupils to achieve their best in every lesson is not consistent. Although secure tracking procedures are in place, it does not include an analysis of the progress made by pupils adversely affected by high mobility.

Pupils all say how much they enjoy school; their enthusiasm for learning is tangible. They make outstanding progress in their personal development because of the wealth of opportunities offered to them at the school and during visits off site. Pupils understand both their rights and their responsibilities within the community because of the emphasis given to this in and around the school. Pupils' behaviour and care of each other is excellent. Care of pupils is at the heart of the school's work. The induction programme prior to joining the Foundation Stage and for pupils joining at non standard times is of the highest quality. This ensures pupils integrate into the school quickly whenever they join.

Senior leaders and governors have made good improvements since the last inspection, including more use of information and communication technology (ICT) and opportunities for investigative activities in lessons. A well-revised curriculum is in place, throughout the school, for this year although it is too early to see the impact on standards and achievement. An improvement in the monitoring roles and responsibilities of subject leaders in core subjects has led to a comprehensive review of English. The school recognises that because of staff changes these development need to continue into the leadership of other subjects. The school grounds have significantly improved since the last inspection with the completion of a school hall and stimulating outdoor areas and help to engage pupils well in learning. These improvements indicate good capacity to improve further.

Senior leaders ensure good links exist with parents and outside agencies to support the school's work and to promote community cohesion. Parents are overwhelmingly supportive of the school. One says 'Two of my children attend Grateley; I am happy with the progress they make and would recommend any parent considering sending their child here, to do so.'

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Leadership of the EYFS is outstanding. Revised provision in the infant base and particularly in the EYFS has successfully enabled children to develop their confidence and independence through carefully guided direction. Children enter the school with average abilities, although school data shows their communication skills have not been as strong in the last couple of years. They make good progress from their starting points with the vast majority reaching the goals expected for their age by the time they finish the Foundation Stage. Teachers and teaching assistants observe, assess and support individual children very well. Links with parents are very strong.

The curriculum has a tight focus on developing skills at a pace appropriate to needs. Children have excellent opportunities to explore and begin to understand their own and others feelings. They behave very well, enjoy learning and are enthusiastic about the broad range of activities in lessons. Teachers and teaching assistants are highly effective at ensuring young children start to take some responsibility for them selves, such as independently washing their hands after making salt dough and dressing themselves for wet activities outside.

### What the school should do to improve further

- Ensure higher attaining pupils are consistently challenged to achieve their best in all lessons.
- Ensure consistency in using pupils' targets in communication with parents and in marking.
- Ensure tracking procedures include an analysis of the progress made by pupils adversely affected by high mobility.

## Achievement and standards

### Grade: 2

From their starting points, all pupils make good progress, including those with learning difficulties. There are no differences in the rate of progress and standards attained by boys and girls. The challenge for higher attaining pupils is not consistent across age groups and occasionally work is too easy. As a result, they make satisfactory progress. When pupils have a specific gift or talent, they have good opportunities to complete work above expectations of their own age group, especially in English and mathematics. For example, one pupil in Year 4 accesses Year 5 mathematics and those in Years 5 and 6 have opportunities to work with pupils from other schools in writing.

Standards by the end of Key Stage 2 have been above the national average for the last five years in English, mathematics and science. As expected, Key Stage 1 standards declined to below the national average last year for the first time. The school had already predicted this due to the large number of pupils with learning difficulties in the year group. The number of pupils attaining the higher levels by the end of Key Stage 1 and 2 is below average. Results in 2008, although still unvalidated, indicate improved standards in all age groups.

## Personal development and well-being

### Grade: 1

Pupils have excellent opportunities to take responsibilities in the school such as sports leaders, friendship 'buddies' and talk with genuine passion about their work in the eco team. Leaders actively seek pupils' views and this frequently leads to improvements. For example, following

pupils' suggestions there was development of quiet areas and the installation of large outdoor play equipment. Pupils become members of the school council after writing letters of application and a democratic election process. The spiritual, moral, social and cultural aspects of pupils' development are outstanding; the school provides a very wide range of visits and visitors to help pupils understand the different cultures of this country and around the world. Pupils are proud to sponsor a child in Malawi.

All pupils enjoy school and are bursting with enthusiasm about what they do, learn and how they look after each other. Pupils' behaviour is exemplary in and around the school; staff encourage and enable them to become polite, articulate and confident young people. As pupils move through the school, they become increasingly independent, frequently initiating conversations with visitors and setting up their own club activities. One parent said 'My child loves it at school and has come on in leaps and bounds as a result.' Pupils have good understanding of leading healthy lifestyles and enjoy growing their own vegetables that are then cooked and served as part of school lunches.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers use their good subject knowledge effectively to offer a rich diet of activities and a broad range of teaching methods to stimulate and engage pupils in learning. Teachers and teaching assistants observe pupils and intervene at the right time with effective feedback on how to improve their work further. Teaching assistants have strong subject knowledge and effective deployment ensures good support for pupils, particularly those with learning difficulties. Most teachers use pupils' targets in lessons effectively to remind pupils of their next step in learning. In one class, good reference is made to pupils' targets in marking and in another class, they are used effectively in communication with parents. However, these good practices are not consistent across the school.

Teachers use a good range of strategies to manage behaviour and include all pupils in lessons. Occasionally the pace drops when there is too much teacher input. Teachers and teaching assistants are frequently effective at using questioning skills to extend pupils' understanding of their work and to think out solutions for themselves. As a result, pupils are starting to evaluate their own progress confidently and are beginning to assess the progress of their peers. Lessons include a good range of resources and use of ICT, the latter being an improvement since the last inspection. As a consequence pupils are excited about learning; as a Year 1 pupil said 'my favourite lesson is phonics because we are always learning new letters and sounds' and then gave an insightful explanation of how the letter c changes sound depending on letter combinations.

### **Curriculum and other activities**

#### **Grade: 2**

The great majority of pupils enjoy learning because the curriculum is well matched to their needs and interests. Teachers ensure coverage of all curriculum expectations through a careful monitoring system. Senior leaders have recently revised the curriculum to include a more integrated approach to learning skills and more opportunities for investigative activities across the curriculum. However, it is too early to see the impact on standards and achievement. Teachers make good use of the local environment so pupils see the relevance of their learning.

A recent visit by the 'Roman' man extended pupils' understanding and provided them with a practical experience of local history and archaeology.

The school provides an outstanding programme of enrichment and extra curricular activities. Pupils are particularly enthusiastic about residential opportunities and the large number of visits and visitors who help bring the curriculum alive. For example, the bridge building challenge at another local school enabled Year 6 pupils to work collaboratively and to develop their communication skills whilst working as part of a team. Pupils have good opportunities to extend their talents in music, drama and sport through provision outside the curriculum. One parent says 'The school provides a full and rounded education via both curriculum and extra curricular activities.'

## Care, guidance and support

### Grade: 1

The welfare of pupils is central to the school's work. Staff value pupils highly and encourage them to take responsibility and act towards others with kindness and consideration. Outstanding systems promote pupils' social and emotional well-being. Pupils say they feel safe in school, know what to do and where to go if they have problems. They are confident these are dealt with quickly. The school council is highly effective in representing the pupil voice. Parents and carers are very positive about the care provided for their children, including those who are most at risk. One parent said that 'the school provides both of my children with security, well-being and teaching of the highest standard'. All arrangements for safeguarding of pupils are robust.

Teachers observe, assess and track pupils' progress very effectively. Any pupils underachieving or with special educational needs are identified quickly. An extensive range of activities are employed to address this including intensive one-to-one support. Pupils know their targets and understand what they need to do to improve. In one lesson, a Year 3 pupil explained confidently that their target was 'to add more detail to their writing' and then provided specific examples of what that meant in practice. Pupils receive good feedback on their work both orally and through written marking.

## Leadership and management

### Grade: 2

The headteacher and deputy work well together. They have set a clear direction for further improvements, particularly in raising standards. The headteacher is an active member of a leadership group from local schools that work collaboratively to evaluate the impact of initiatives and share effective practices. As a result, staff awareness of pupils' preferred learning styles in lessons has increased effectively. The deputy head has been instrumental in bringing about positive changes to the EYFS and Key Stage 1 provision. Senior leaders and governors have a good understanding of the strengths, weaknesses and future priorities of the school. Procedures for checking the work of the school are secure. Governors discharge their duties very well. Leadership and monitoring of core subjects has strengthened since the last inspection, although changes in staffing have not enabled these improvements in all subjects. The review of English was comprehensive and is a good model for other subject reviews. The school recognise this is a continued priority for future development.

The school sets realistic targets based on their knowledge of individual pupils' progress and circumstances. However, tracking procedures do not include an analysis of the progress made

by all groups of pupils, particularly those from military families most frequently affected by changing schools.

The school is an integral part of the village; local shopkeepers and residents are members of the governing body and local farmers supported the development of the school fields. The recently introduced parent forum has further enhanced the already strong links with parents and external agencies. The school works hard to ensure that pupils understand the diversity of British and global communities.



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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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 eliminated	1
How well does the school contribute to community cohesion?	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

21 October 2008

Dear Children

Inspection of Grateley Primary School, Andover, SP11 8JS

I am writing to say thank you for making me feel so welcome and for talking to me when I came to visit your school recently. I also want to tell you what I found out about your school.

You attend a good school where all the staff know you well. They help you to become confident and independent in your learning. You have outstanding opportunities to take responsibilities in the school and talk with real passion about the Eco team including growing and eating your own vegetables.

You told me how much you enjoy coming to school and many of you said you had favourite lessons where you learn new things. You make good progress in lessons because of good teaching. However, some of you find work easy at times and are not consistently challenged to achieve your best in every lesson. You all know how well you are doing, what your targets are in English and mathematics and how to improve. Different teachers use your targets in marking or in your homework diaries and I think these good aspects could be more consistently used in all classes. The headteacher knows how well each of you is doing and I have recommended that he keep close track of those of you that join the school at different times to help you settle into work even quicker.

You behave extremely well in and around school and you include other children very quickly if they are new. You also told me that you feel safe in school and know you can talk to any adult if you have a problem.

Thank you once again for telling me so much about your school; it was a pleasure for me to see how enthusiastic you are about being in school and learning.

Yours sincerely

Judith Rundle

Her Majesty's Inspector