

# Greatham Primary School

## Inspection report

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<b>Unique Reference Number</b>	115898
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326287
<b>Inspection dates</b>	12–13 November 2008
<b>Reporting inspector</b>	George Rayner

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)	206
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jim Lodder
<b>Headteacher</b>	Miss Salma Badawi
<b>Date of previous school inspection</b>	21 September 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>	Petersfield Road Greatham GU33 6HA
<b>Telephone number</b>	01420 538224
<b>Fax number</b>	01420 538013

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<b>Age group</b>	4–11
<b>Inspection dates</b>	12–13 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In this village school, the proportion of pupils with learning difficulties is below average. Most of these pupils have moderate difficulties in learning to use language to communicate. Almost all pupils have White British heritage and none are at an early stage of learning to speak English. There is Early Years Foundation Stage (EYFS) provision in a Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It has some good features and a few that are even better. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. An effective emphasis on 'rights, respect and responsibilities' has a strong impact on relationships. Pupils are keen to learn and their excellent attendance reflects their enjoyment of all there is on offer. A parent summed this up by commenting, 'I have trouble keeping my daughters at home, even when they are genuinely ill'. The exemplary quality of care that pupils receive contributes greatly to their feelings of security, happiness and their strongly developing confidence.

While standards in English, mathematics and science are above average at the end of Year 6, this represents satisfactory progress from pupils' above average starting points. Although the curriculum is good, as are many lessons, progress is satisfactory because teaching is inconsistent and pupils do not always learn as effectively as they might. Improvements in teaching and resources since the last inspection have helped raise standards in mathematics and information and communication technology (ICT). The school's leaders know that progress in writing has not always been fast enough in every year group. They have provided additional training and guidance for staff, and progress is now accelerating. However, standards are not yet as securely above average in English as in the other subjects.

Leadership and management are satisfactory. Since the last inspection there has been considerable turbulence in staffing in Years 1 to 6, caused by long-term absence. In some years this led to a decline in the quality of teaching and learning and consequently in standards. Currently, provision and outcomes are best in the EYFS, because staffing has been stable there. Rigorous and honest self-evaluation has given leaders an accurate view of the improvements needed. Well-focused strategies to secure these are beginning to have an impact. Because most improvement initiatives are quite recent their full impact is not yet evident. Not all subject leaders are sufficiently involved in all aspects of monitoring and evaluating the impact of improvement strategies in their own areas, or in providing subject-related guidance to colleagues. The school's track record demonstrates a satisfactory capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start with skills and knowledge above those expected for their age. They make good progress overall and are secure in all their areas of learning by the time they leave Reception, particularly in reading and using numbers. The school's leaders are aware that children's progress in writing is not quite as rapid as in their other areas of learning. They are improving provision for writing and the latest assessments show that while the full impact has not yet been seen, progress is beginning to speed up. The quality of education is good because it is well managed, with good teamwork amongst the skilled staff. Learning develops well through carefully planned activities providing a good balance between tasks that children choose themselves and adult-led activities. Work is effectively linked within themes. In an 'autumn' theme, reading and research skills were developed through learning how to use an index in a book about seasons and leaves, while nuts and twigs were used as the theme for art work.

Children's personal and emotional development is excellent. They settle very quickly, having gained confidence from 'taster' sessions and staff visiting their homes. The Year 6 'buddies'

also help new entrants to settle and enjoy school. Children quickly learn to become independent and have great confidence in the adults. They love coming to school and approach their activities with great enthusiasm and imagination, for example when a cardboard box became an aeroplane travelling to India! It is evident that the school's ethos of respecting others starts in Reception as children share and play together exceptionally well. Children are well cared for and a continuous record is kept of what they can and cannot do so that their individual needs are effectively met.

### **What the school should do to improve further**

- Raise standards by the end of Year 6, especially in writing.
- Improve the consistency of teaching, so that all lessons match the quality of the best.
- Ensure that subject leaders are fully involved in all aspects of monitoring and evaluation.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress from their starting points so that by the end of Year 6 their overall standards remain above average. Progress is strongest in mathematics where standards are significantly above average. Pupils develop a good range of mathematical skills and are becoming increasingly adept at using these independently to solve problems. Standards are less securely above average in English. Although progress is satisfactory overall in this subject and is good in Years 5 and 6, it is inconsistent in other year groups. Pupils develop good speaking, listening and reading skills, but their writing is weaker. Many pupils find it difficult to develop their ideas at length in structured writing in a variety of styles. Because their needs are carefully identified and effectively provided for, the small number of pupils who have moderate difficulties in learning to use language to communicate make good progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils behave excellently in lessons and in the playground and they say they have no concerns about bullying. They relish the opportunity to take on responsible roles, especially those of activity leaders, 'buddies' to Reception children and 'Young Governors'. This gives them a well-developed sense of community and working for the benefit of everyone. Pupils have a good understanding of the importance of a healthy lifestyle, gained through the many opportunities for exercise at school and in well-attended clubs. They appreciate their healthy and tasty school dinners. Pupils are adequately prepared for the next stage in their lives through gaining literacy, numeracy and ICT skills at an appropriate rate. They have some understanding of life in different cultures abroad, but know less about the diversity of cultures in Britain. The school is tackling this through establishing links with a school in a more culturally mixed area.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers often plan interesting activities and lead these with enthusiasm, which motivates pupils. For example, in a Year 2 lesson the teacher and the pupils thoroughly enjoyed creating 'shape' poems and trying them out on their classmates. Teachers often challenge pupils, for example with questions that make them think, sensitively prompt them and praise them when they succeed. As a result, relationships are good, pupils work willingly and they develop their confidence. Teachers' subject knowledge is generally secure, but not all are equally skilled in using assessment to plan the most effective next steps for pupils to take in developing their writing skills. The partnership between teachers and support assistants is effective in providing additional help for any pupils who need this to keep up with the pace of work. Although teaching is improving, as shown by the school's monitoring records, and many lessons have considerable strengths, the overall quality is not yet good, because it is not fully consistent. For example, while lessons often provide imaginative activities that stimulate pupils to work with great enthusiasm, in other lessons activities are of a sound, but more routine nature.

### Curriculum and other activities

#### Grade: 2

Much learning takes place within integrated themes. This helps to make pupils' learning interesting and meaningful by bringing together their skills and knowledge from different subjects to carry out 'real tasks'. This worked well in a Year 4 English lesson where pupils developed their literacy skills as well as their understanding of history when they discussed a newspaper article that they were preparing about life in the First World War trenches. Since the last inspection the quality and variety of computer resources, which were weak, have been developed well, helping to raise pupils' ICT standards. The curriculum makes a good contribution to pupils' personal development. A recently introduced 'Focus on Food' project, developed in partnership with The Royal Horticultural Society, is designed to develop healthy dietary habits and raise pupils' understanding of how these can affect important things such as concentration. It is already having a considerable impact in EYFS and Year 1, but is not yet so well established in other years.

### Care, guidance and support

#### Grade: 2

Staff know pupils and their families extremely well and carry out their caring responsibilities with high commitment. Child protection and safeguarding procedures are very robust and carried out with great diligence. As a result, pupils feel extremely secure and are very happy. Staff draw on specialist help, for example to counsel after bereavement, and to ensure the continuation of high-quality support for any pupils who need this. Academic guidance and support are good. Pupils know their targets and are confident that they help them to improve as the targets are regularly referred to when their work is marked. However, teachers' use of information from assessing and tracking pupils to ensure all progress as well as they can is not fully consistent across the school.

## Leadership and management

### Grade: 3

Teamwork between the three senior leaders is effective in creating a clear vision for the school's future direction. Unity of purpose is shared by staff working at all levels. Some recently appointed, newly qualified staff are still establishing themselves, although doing so well. Some subject leaders are newly in post and are yet to develop skills in systematically monitoring their areas of responsibility and evaluating their effectiveness, particularly in respect of teaching. Governors monitor the school's work appropriately and challenge when necessary. They do not have formal links with subjects and plans are in hand to introduce these and to ensure that visits designed to support staff in their work are regular and helpful.

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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?	3
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?	2
The capacity to make any necessary improvements	3

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
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?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

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<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

26 November 2008

Dear Pupils

Inspection of Greatham Primary School, Greatham, GU33 6HA

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you. We are grateful for the help you gave by talking to us and showing us your work. We were able to see that yours is a satisfactory school. Some things about your school are good. One is the way that you are growing up. The adults are proud of you and look after you extremely well. Some of you told us that you know this, which makes you feel safe and happy. You help your teachers a lot by coming to school regularly, behaving excellently, working hard and joining in with the things that they plan for you.

When you first come to the school most of you have skills and knowledge that are better than expected for your age. You make satisfactory progress in your learning, so that your standards are still higher than those in most schools when you are in Year 6. The adults know that, if they teach you even better, your standards can become even higher. They are working hard to do this and we could see that this is beginning to have an effect because their records show that lessons are improving and so are your standards. We have asked the headteacher to make sure that the teachers who lead the subjects all have chances to go into lessons. This will help them to check how well the improvements are working in the areas that they are in charge of.

We have asked the staff to make sure that they help you to improve in your writing, because you are not quite so strong in this as your other subjects. We saw some really good lessons but we know that there are also some that are not quite so good. We have asked the staff to make all lessons as good as the best ones.

Well done to you all and very best wishes for your future lives.

Yours sincerely

George Rayner

Lead Inspector