

Inspection of a school judged good for overall effectiveness before September 2024: Greatham Primary School

Petersfield Road, Greatham, Liss, Hampshire GU33 6HA

Inspection dates:

11 and 12 March 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils excel in this highly aspirational and inclusive community. They truly embody the school's values of 'care, aspire and achieve'. This ensures that pupils learn in an environment where they thrive and flourish. Each morning, pupils greet each other with a big smile. They are excited to see their friends and staff. Friendship, enthusiasm and happiness permeate across all aspects of school life. This helps pupils feel safe.

The school has exceptionally high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils understand and rise to these expectations superbly. Children in early years are extremely positive, curious and confident explorers of the world around them. Pupils immerse themselves wholeheartedly in their learning and achieve highly.

Pupils' behaviour throughout the school is exemplary. They are extremely proud to take on positions of responsibility, such as play leaders, junior road safety officers or as members of 'young governance'. The school provides a range of clubs for pupils to develop their interests and discover new things. There is something for everyone.

Parents and carers almost unanimously support the school. One parent, reflected the views of many when saying, 'Greatham School is a fantastic community, and its nurturing ethos shines through.'

What does the school do well and what does it need to do better?

Leaders, governors and staff know their school and community exceptionally well. They have an unwavering determination to provide the very best quality of education

for all pupils, including the most disadvantaged. The school places no limit on any pupils' learning or ambitions for the future. Pupils with SEND have their needs identified promptly. Staff know these pupils' needs extremely well. They provide pupils with SEND with highly effective and bespoke support. Pupils' attendance is high. They excel in all aspects of school life. As a result, pupils achieve highly and are very well prepared for the next stage of their education.

The school has created an innovative and superbly sequenced curriculum. Staff know exactly what pupils should learn and when. They design activities that motivate pupils and ignite their thirst for learning. Staff have excellent subject knowledge and deliver the curriculum exceptionally well. They model the language and vocabulary they wish pupils to develop and use efficiently. Staff check pupils' understanding carefully and address any misconceptions skilfully. Pupils recall and connect their learning confidently across the different subjects they study. For instance, pupils can compare hierarchies across various historical civilisations. In the early years, staff develop children's understanding of important concepts, including number bonds and shape. Consequently, pupils deepen their knowledge and skills exceptionally well.

Pupils' engagement in lessons is impressively high. They contribute to and benefit from a hive of purposeful activity. Staff ensure that pupils develop excellent speaking and listening skills. Pupils use these to debate, challenge and ask thoughtful questions about their learning. In the early years, children follow the well-established routines and are deeply engrossed in their learning. They develop crucial skills for learning, such as curiosity, independence and resilience.

Reading is the jewel in the crown at Greatham School. The rich and inspiring curriculum nurtures pupils' love of reading very effectively. Staff read books that capture pupils' imaginations. They introduce pupils to a rich and diverse range of texts. Pupils talk animatedly about the books they read and enjoy. Staff teach pupils to read expertly. Any pupils at risk of falling behind their peers are identified quickly and provided with personalised support so that they catch up. Consequently, pupils become fluent and prolific readers.

The provision for pupils' personal development is exemplary. The curriculum is enriched in a variety of ways, including a range of meaningful opportunities to promote pupils' character and talents. Pupils organise litter picks to look after the environment and collect donations for the food bank nearby. They revel taking part in the karate, Spanish and the 'wild things in nature' clubs. Pupils participate in a useful and targeted range of sporting fixtures in the area. They make an avid contribution to events in the village and the church nearby. The school celebrates and promotes diversity diligently. Pupils speak knowledgeably and with consideration about democracy and the importance of mutual respect and tolerance.

Governors are highly experienced and knowledgeable. They play their part effectively and provide the school with the right balance of support and challenge. There is a remarkable sense of teamwork among staff. The school provides staff with useful and wide-ranging professional development opportunities, which are highly valued. It also provides high-

quality care for staff, ensuring that workload and well-being are prioritised. This strong engagement by the school means that staff are proud to be members of its community.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and

pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115898
Local authority	Hampshire
Inspection number	10379761
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Sarah Phipps
Headteacher	Jo Goman
Website	www.greathamschool.co.uk
Dates of previous inspection	14 and 15 January 2020, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, there has been a change to the leadership team. Two senior leaders have been appointed. The first took up their substantive role in September 2021. The second senior leader was appointed in September 2022.
- The chair of governors was appointed in September 2024.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, two senior teachers, staff and pupils. She met with representatives of the governing body, including the chair of governors. The inspector also met with a representative from Hampshire local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to the Ofsted Parent View questionnaire, including the free-text responses.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Louise Walker, lead inspector

His Majesty's Inspector

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