

Inspection of Greatham Primary School

Petersfield Road, Greatham, Liss, Hampshire GU33 6HA

Inspection dates: 14–15 January 2020

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Greatham Primary School's motto is 'Care, Aspire, Achieve'. These values shape pupils' time in the school. Pupils know there are high expectations of them, but also that there is a high level of care for their well-being. They are happy to be part of this nurturing, caring school.

Pupils know that the adults in the school value each of them as an individual and work hard to help them grow into confident, resilient young people who are well prepared for the next stage in their education. Their parents and carers are full of praise for everything that is being done to help their children be happy and successful.

Pupils behave well and treat each other with kindness and respect. Pupils are safe here. Bullying is rare. Pupils are confident that adults will sort things out quickly if they have any worries. Pupils are keen to help and support each other, for example as play leaders or reading buddies.

Even a wet lunchtime was a happy occasion. In one class, pupils were chatting happily with their friends while building marble mazes and models. In other classes, pupils played with their friends, making use of the wide range of activities available.

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

Leaders have improved the quality of education since the last inspection. They have made sure the curriculum is broad and interests the pupils. In nearly all curriculum areas, lessons are well planned and build on what pupils already know and can do. Leaders' work to improve the planning further in remaining subjects, such as geography and physical education, is well under way. However, there remains more to do to ensure that all lessons are as good as the best.

In subjects such as art and science, improvements to planning and sequencing are helping pupils to learn more effectively. Pupils achieve well in art, because teachers build pupils' skills over time. Teachers introduce different techniques and different artists in each year. Year 5 used the skills they had developed in earlier years to produce striking self-portraits based on the work of Julian Opie. In science, pupils were using their prior learning to investigate the ways light passes through different materials.

Leaders have an ambitious programme in place for developing early reading. Phonics is well taught. As a result, pupils gain the knowledge and skills they need to become confident, fluent readers. Teachers ensure that support is put swiftly in place when any pupils are falling behind. Leaders encourage a love of reading and want pupils to be familiar with classic stories. For example, one class is currently listening to a novel by C S Lewis during their daily story time. Pupils enjoy reading

and speak with enthusiasm about their favourite writers and books. One pupil said that the well-stocked library is her favourite place in the school.

Pupils behave well in lessons and during their free time. They are considerate and courteous to each other and to adults. Teachers have high expectations in lessons and reward good behaviour. As a result, pupils settle quickly and are able to work well on their own or with others.

Teachers work closely with teaching assistants to provide effective support for pupils with special educational needs and/or disabilities (SEND). Teachers clearly understand the needs of these pupils and adapt lessons so that pupils are confident and can develop their knowledge and skills. As a result, these pupils achieve well.

Children in Reception have fun learning and get off to a good start. Children quickly learn to read and enjoy the varied and engaging phonics activities. For example, in one lesson pupils were playing pass the parcel and unwrapping packages to find words and sounds to explore. Children's attitudes to learning are strong. They share and cooperate well and show high levels of concentration. Caring and attentive adult support helps build their confidence and curiosity. Lessons are well organised and sequenced and build on the children's interests. For example, one group had been looking at cold. Children then created an ice cream shop in the classroom. This enabled them to develop their speaking and counting skills.

Leaders ensure that well-planned assemblies and lessons prepare pupils effectively for a positive role for later life, both socially and culturally. They develop pupils' understanding of fundamental British values, of different beliefs and of how to stay safe. However, even more could be done to help pupils understand and appreciate diversity. Pupils have opportunities to take on roles of responsibility and to help others. The young governors have organised a project to build eco bricks out of plastic waste and help raise money for charity. While there are a range of additional activities available in the school, most are sport related and do not offer the chance for all pupils to develop their more varied interests.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and governors take all aspects of safeguarding seriously. Staff have frequent training. Governors also attend their own training to help them both monitor and challenge the school's systems.

All staff are clear about what to do if they have concerns about a pupil. Children know how to keep themselves safe and what to do if they have concerns, including when they are online. A group of pupils were able to talk in detail about an e-safety display and explain how what they had learned in lessons is helping them understand how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most areas of the school curriculum are planned and sequenced well. They enable the pupils to build on their skills and knowledge, to know more and to remember more. However, there remain a few areas, such as geography and PE, where plans are not yet fully in place. Leaders should continue to develop and monitor these plans to ensure that all curriculum areas are as effective as the best.
- The school provides pupils with opportunities to take part in extra-curricular activities and to take on leadership roles. However, many of these are focused on sport and do not enable all children to explore and develop their talents and interests. Leaders should work to extend further the range of opportunities to develop pupils' interests and encourage all pupils to take part.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115898
Local authority	Hampshire
Inspection number	10122197
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	159
Appropriate authority	The governing body
Chair of governing body	Michael Anderton
Headteacher	Jo Goman
Website	www.greathamschool.co.uk
Date of previous inspection	27 November 2018, under section 8 of the Education Act 2005

Information about this school

- There have been changes to leadership in a number of areas of the school since the last inspection, including in English, mathematics, early years and SEND.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and the deputy headteacher. We also met with leaders responsible for English, mathematics, science, art and early years. We met with the chair of the governing body and three other governors. We met with a representative of the local authority.
- We did deep dives in these subjects: early reading, mathematics, science and art. We completed a range of inspection activities in order to explore these subjects in depth, including meeting with subject leaders and teachers, lesson visits with senior leaders, a review of pupils' work and discussions with pupils.
- As part of our inspection of safeguarding, we had discussions with the designated safeguarding lead, governors, staff and pupils. We checked a range of school documents and records, including the single central record.

- We spoke to pupils about their views of the school. As well as speaking to parents at the school gate, we considered the 94 responses to Ofsted’s Parent View survey and 39 free-text responses. We took account of six responses to the staff survey.

Inspection team

Kevin Burrell, lead inspector

Ofsted Inspector

Alan Jenner

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