

Greatham CofE Primary School

Egerton Terrace, Greatham, Hartlepool, County Durham, TS25 2EU

Inspection dates 20 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and reach standards that are above average by Year 6. All pupils achieve well because their progress is carefully tracked and those requiring support receive help that is precisely tailored to their needs.
- Leaders rigorously monitor the work of the school and take decisive action when improvements are needed. As a result, standards are rising at the end of Year 2 and the teaching of aspects of mathematics has strengthened.
- Learning in lessons is good. Staff plan interesting activities which inspire and motivate learners. Work is carefully marked and provides pupils with helpful prompts for improvement.
- Well-trained support staff make a good contribution to learning in lessons.
- Pupils' excellent behaviour makes a strong contribution to their learning and positive relationships promote a friendly and welcoming atmosphere in school.
- Staff and governors share a common purpose and have high aspirations for pupils. Consequently, pupils try hard in lessons and make a strong contribution to the life of the school.
- Visits, visitors and links with the local and global community contribute exceptionally well to pupils' spiritual, moral, social and cultural development.
- Parents appreciate the care that staff provide and value the support that their children receive with their learning.

It is not yet an outstanding school because

- Although teaching is good overall there are variations. The highly effective approaches used by some teachers which secure pupils' rapid progress, are not used consistently by all staff.
- Children's learning in the Early Years Foundation Stage is assessed regularly but the use made of this information to consistently inform teachers' planning is not yet fully embedded.

Information about this inspection

- Inspectors observed four teachers in five lessons or parts of lessons. In addition, they observed the support provided to individuals and groups of pupils by other members of staff.
- Inspectors talked to senior leaders, governors, groups of pupils, teachers, and a representative of the local authority.
- Inspectors looked at pupils' work and examined a range of documents, including the school's own analysis of its performance, improvement plans, achievement information, safeguarding procedures and reports by the local authority.
- The views of 29 parents who responded to the on-line questionnaire (Parent View) were taken into account.
- The views of 16 staff who submitted questionnaires were taken into account.

Inspection team

Janet Bennett, Lead inspector

Additional Inspector

Barbara Hudson

Additional Inspector

Full report

Information about this school

- Greatham is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is in line with the national average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is higher than the national average. The proportion supported at school action is below the national average.
- More pupils leave or join the school at mid-points in their primary years than is usually the case.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers a breakfast and after-school club, and provides wrap-around care for nursery-aged children.

What does the school need to do to improve further?

- Further improve pupils' progress by extending the best practice of the most effective teachers to all classes so that:
 - tasks are consistently tailored precisely to the learning needs of differing groups
 - instructions are clear so that all pupils know what they are learning and what is expected of them
 - time is managed well so that all lessons progress at a brisk pace.
- Embed the newly established approaches to assessment in the Early Years Foundation Stage and use the information to:
 - precisely identify children's next steps in learning
 - consistently plan activities that are tailored to children's differing learning needs.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery with a broad range of skills, sometimes these are lower in communication, language and literacy and personal and social development than might typically be expected. From their respective starting points pupils make good progress and achieve well by the end of Key Stage 2, reaching standards that are above average in reading, writing and mathematics.
- Children settle quickly into Nursery because relationships are strong. They quickly grow in confidence and develop positive attitudes to learning which provide a secure foundation for future learning. When pupils enter Year 1 they have skills that are broadly average and sometimes better.
- Leaders have successfully taken action to raise standards at the end of Key Stage 1 which in recent years have been average. Accurate assessment, careful tracking of pupils' progress and precisely planned support for individuals is accelerating learning so that more pupils are now on track to exceed the levels expected by the end of Year 2.
- Progress in writing is a strength of the school as a result of the priority given to this in recent years. Staff training has resulted in the effective use of drama techniques and class novels to provide meaningful contexts for writing. Accurate assessment has been used to provide pupils with individual writing targets which they use to improve their work.
- The pupil premium is used effectively to ensure that eligible pupils are well supported and benefit from the wide range of learning opportunities provided by the school. Year 6 outcomes from national tests for the last two years show that the proportion of pupils reaching the expected standards in English and mathematics, and making expected progress, was similar to that of all pupils nationally. Compared to other pupils in school those eligible for pupil premium attained at least similar standards in English in 2012, however in mathematics their attainment was three terms behind their peers. Inspection evidence indicates that this gap is closing securely.
- Pupils who join the school mid-way through their primary years are carefully assessed and supported to ensure that any disruption to their learning is minimised.
- Pupils supported at school action, school action plus or with a statement of special educational needs, make good progress and achieve well. This is because their needs are accurately identified and specialist advice is sought and acted upon when putting individually tailored support in place.
- The arrangements for effectively supporting pupils reflect the commitment of leaders to promoting equal opportunities for all.

The quality of teaching is good

- Teaching is good but there are variations between classes. Where teaching is most effective:
 - activities are extremely well matched to the needs of all pupils and teachers remain sharply focused on pupils' next steps in learning
 - lessons progress at a brisk pace
 - instructions are clear and precise therefore pupils understand what they are learning and what is expected of them.

However, these highly effective approaches are not consistent in all lessons. For example, in a mathematics lesson in the Early Years Foundation Stage, assessment had not been used sufficiently well to identify children's next steps in learning. Consequently, the planned tasks did not build well upon children's prior knowledge and the pace of learning slowed.

- Across the school, strong relationships ensure that pupils are confident to contribute actively in lessons and interesting activities maintain their engagement. As a result, pupils are keen to learn

and say that 'lessons are fun'. Staff conscientiously mark work and provide pertinent feedback which pupils are keen to respond to in order to improve their work.

- Well-trained support staff work alongside teachers in lessons, ensuring that pupils receive effective support with their learning.
- Provision in the Early Years Foundation Stage has been strengthened by increasing opportunities for children to initiate their own learning through a range of play opportunities. Staff are mindful of children's emerging interests and are increasingly using this information when planning activities. As a result, children are enthusiastic in their exploration of the world around them. Regular observations are used to assess children's learning. However, this information is not used consistently to plan tasks that are tailored precisely to the learning needs of individuals; consequently the pace of learning slows.
- Reading is taught well. There is a well-planned approach to the teaching of letters and sounds which ensures that pupils quickly gain the confidence they need to apply these skills when tackling new words. Many older pupils say they read extensively outside school and younger pupils understand that daily reading practise is an important aspect of homework. Volunteers provide extra opportunities for pupils to read aloud and reading diaries provide an effective means of communication between home and school.
- Parents are positive about the quality of teaching their children receive and agree that it contributes well to the good progress their children make. Leaders have responded to the small number of parents who expressed concerns about homework by adopting an approach which links learning at home more closely to the topics pupils are learning about in school.

The behaviour and safety of pupils are outstanding

- Pupils are highly motivated learners who work industriously in lessons. They involve themselves enthusiastically in the interesting activities that teacher's plan, and are keen to act upon the advice they receive in order to improve their work.
- They make a strong contribution to the life of the school, for example, as play leaders and school council members. They are quick to identify ways in which the school could be improved and are currently working with staff to improve playtime resources.
- Pupils are consistently well mannered and welcoming. They respond exceptionally well to the positive role models that staff provide by demonstrating respect and courtesy in their interactions with classmates and adults in school.
- Parents and pupils are positive about behaviour in school and value the care that staff provide. As a result, pupils feel very safe and parents are confident in the knowledge that their child will be looked after well.
- High priority is given to promoting pupils' health and safety through a wide range of well-planned activities. Pupils are very aware of different kinds of bullying and how to deal with it. They are aware of potential risks in their daily lives and how these can be minimised, including those resulting from the use of the internet.
- Attendance is average. Absence is carefully monitored and partnership working with other agencies ensures that effective support is provided for the small number of pupils who do not attend as regularly as they should. As a result, their attendance has improved.

The leadership and management are good

- The headteacher provides strong leadership and has the respect and confidence of governors, staff and parents. This results in a strong sense of shared purpose and a determination to ensure that all pupils receive the best possible opportunities. The enthusiasm and aspirations of staff motivates pupils extremely well and, as a result, pupils are confident learners who consistently work hard and challenge themselves to improve.
- Leaders and governors share a commitment to succession planning and staff training. Well-

planned professional development ensures that all staff have the skills needed to carry out their respective roles successfully and are well prepared to contribute fully to the school's continuous development. Performance management is rigorous and used well to hold teachers to account for the progress that pupils make.

- Leaders rigorously monitor the work of the school and have an accurate view of its strengths and areas for improvement. When action is needed, effective plans are quickly put into place. For example, improved opportunities for problem solving in mathematics and training for staff on the use of effective questioning has strengthened teaching in this subject and is improving pupils' ability to apply their mathematical skills in real-life contexts.
- Careful tracking of the progress pupils make is used well to identify those requiring extra help. Well-planned support is swiftly put into place to ensure that these pupils get quickly back on track with their learning.
- Leaders regularly observe teaching and provide precise feedback to support improvements. Well-planned opportunities are provided for staff to learn from each other but these approaches have yet to be fully successful in embedding the most effective practice of some teachers into all classes. For this reason, leadership and management are not outstanding. The school has, however, demonstrated a good capacity to continue to improve. Leaders have been successful in improving standards in Key Stage 1, in reducing the number of pupils who do not attend school regularly and have improved approaches to teaching in mathematics.
- The local authority has provided good support to the school, particularly in developing approaches to the teaching of phonics (links between letters and the sounds they make). Currently, support is 'light touch', reflecting the school's good capacity to secure further improvements.
- **The governance of the school:**
 - Governors work well with leaders and staff to ensure that available resources are used effectively to address the school's main priorities. They carefully monitor the use of pupil premium funding and use attainment and progress data to evaluate the impact on eligible pupils. Safeguarding arrangements are robust and fully meet all statutory requirements. Safe recruitment procedures are rigorously applied. Governors visit lessons and talk with staff, gaining a good understanding of the approaches used and pupils' response to learning. Through asking pertinent questions they have good knowledge of the quality of teaching, including how good teaching is rewarded, how underperformance is tackled and how this links to the progress pupils are making.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111673
Local authority	Hartlepool
Inspection number	403158

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 of pupils on the school roll	118
Appropriate authority	The governing body
Chair	Keith Wilkinson
Headteacher	Julie Tyerman
Date of previous school inspection	9 May 2008
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