

Greatham CofE Primary School

Address: Egerton Terrace, TS25 2EU

Unique reference number (URN): 149507

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve highly across the curriculum. This is reflected in key stage 2 published data from national tests. Outcomes at key stage 2 are consistently strong, with most pupils meeting or exceeding expected standards in reading, writing, and mathematics. Pupils with complex needs who attend the additionally resourced provision make consistently positive progress in relation to their individual targets. Leaders capture their strengths and plan a personal curriculum enabling pupils to be successful. In the mainstream setting, adaptations and swift interventions ensure that pupils with SEND access the full curriculum and make positive progress.

Leaders' aspirational approach and rigorous tracking are pivotal to the school's work to secure ambitious outcomes for all pupils, including those new to the school. Pupils' work in books demonstrates clear progression and high expectations. Pupils working at greater depth show independence and accuracy in correcting errors. Pupils know more and remember more across subjects. They make excellent progress through the curriculum and are well prepared for their next stage of learning.

Attendance and behaviour

Strong standard ●

Leaders and staff apply the attendance and behaviour policies consistently and effectively. Leaders work sensitively with pupils who have barriers to their learning and wellbeing so that they feel safe and want to attend school. Leaders regularly track attendance and behaviour, identifying patterns and acting swiftly to address any concerns. Leaders have a range of well-chosen strategies, including working with the local authority, to support pupils and families so that pupils can regularly attend school. As a result, attendance has improved over the last three years, including a reduction in the number of pupils who are persistently absent. This has fallen significantly, including for disadvantaged pupils, where rates have halved. Attendance is above the national averages. Pupils with special educational needs and/or disabilities attend well. Leaders' relentless focus ensures that all groups benefit from regular attendance, reinforcing equality of access and readiness to learn.

Pupils love coming to school. They enjoy the rewards that they can achieve, such as house points and headteacher awards. Pupils behave extremely well and show highly positive attitudes to learning. Leaders explicitly plan the curriculum from the early years to teach pupils how to manage their emotions and develop positive relationships with one another and adults. This includes pupils taking on roles such as wellbeing buddies. Pupils enjoy a remarkably calm and respectful environment from the early years onwards.

Curriculum and teaching

Strong standard ●

Leaders have developed and implemented a well-sequenced, broad and ambitious curriculum across subjects, from the early years to Year 6. Leaders ensure that all staff have expert subject knowledge and skills to implement the curriculum successfully. This includes

supporting teachers to make highly appropriate adaptations to the curriculum for pupils with special educational needs and/or disabilities.

In the additionally resourced provision, the curriculum is developed very well to meet the individual needs of every pupil. For example, teachers use sensory tools and reflection spaces, adapting teaching to meet individual needs. Staff have a deep understanding of pupils' needs and respond swiftly and very effectively to help pupils overcome any barriers to learning.

Leaders regularly monitor the impact of the curriculum. This informs their decisions and leads to swift improvements. In mathematics, the curriculum is highly ambitious and revisits prior learning so that pupils connect new learning to what they already know. Teachers support pupils to apply their reading and writing knowledge in other subjects, while developing their vocabulary, such as in science, where precise terminology is taught. Teachers check what pupils know and understand rigorously. Any misunderstandings are addressed quickly and expertly to ensure that pupils develop a deep understanding in all subjects.

Pupils receive effective feedback with opportunities for them to reflect on their work with staff, for instance through regular 'writing conferences'. Leaders support this through carefully checking what pupils know and remember while identifying any gaps in learning. Any gaps are swiftly addressed, enabling pupils to keep up with their peers. Leaders ensure that relevant staff receive this information to plan for a smooth transition. This results in pupils securing the essential knowledge that they need to progress successfully through the curriculum.

Early years

Strong standard 

Staff promote an open and welcoming environment where children feel happy and confident. Leaders carefully design and implement a broad and well-sequenced curriculum. Staff ensure that children feel a deep sense of belonging. Children develop responsibility as they care for the environment around them. They demonstrate maturity in their independence and social skills. Children speak confidently and articulately. They gladly explore their vibrant classroom areas with staff and each other. Staff expertly support and extend children's language and vocabulary as they interact with their peers and engage in activities.

Children love to read and write. From the Nursery Year, children learn stories and songs that support them to develop their language and communication. Children transition smoothly to Reception Year, where they engage enthusiastically with well-delivered phonics lessons. Leaders successfully foster a love of writing through exciting initiatives and activities. Staff use rhymes to improve correct posture and pencil grip. Most children correctly form letters and write simple sentences in Reception Year.

Teachers identify children who need additional help quickly. These children receive swift targeted support. For example, children benefit greatly from activities to strengthen fine motor skills to support with pencil grip.

Leaders carefully monitor children's progress throughout the early years to ensure that they are fully ready for their future learning. They share pertinent information with Year 1

teachers, ensuring continuity of support as children progress to their next stage. Leaders encourage parents to participate in workshops to support learning at home.

Inclusion

Strong standard ●

This is a fully inclusive school. Leaders are passionate about ensuring that all pupils access a high-quality education, both academic and personal. Leaders and staff identify any additional needs promptly. Leaders have a range of highly effective strategies to support disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders carefully design and deliver staff training. This enables teachers to develop the skills and knowledge to successfully teach and support pupils with SEND, including those who have complex needs. Leaders and staff adapt the curriculum successfully. They ensure that pupils with SEND learn with their peers and form strong bonds with their classmates. Leaders rigorously monitor the progress of pupils and the opportunities that they are given, such as after-school clubs.

In the school's additionally resourced provision for pupils with complex needs, there is a calm and supportive environment. Pupils are happy and engaged. Staff carefully explain what is happening during different activities, such as putting on coats and shoes when pupils are going outside. This creates a sense of security and predictability for these pupils. Pupils thrive in this setting. They develop increasing independence and readiness for their next steps. Additional funding to support the school's disadvantaged pupils is spent diligently so that these pupils have access to every opportunity.

Leadership and governance

Strong standard ●

Leaders, including governors, know the school well. They understand the school's strengths and take effective action to address identified priorities, building on existing highly positive practice. This enables all pupils to thrive. Governance is effective and goes beyond meeting statutory duties. Governors understand their roles and responsibilities. They provide highly appropriate support and challenge to school leaders that helps to drive sustained improvement. There are high standards of safeguarding and accountability. All levels of leadership and staff work collegiately to drive school improvement. One member of staff reflected the views of many when they commented: 'We work together as a team to identify priorities and agree on actions that make a real difference.'

Leaders have pupils' best interests at heart. They consistently prioritise pupils' achievement and wellbeing, with particular attention paid to pupils who are disadvantaged and/or face barriers to learning. There is a clear commitment to inclusion.

Leaders and governors respond effectively to staffing and workload challenges. They are mindful of staff workload, introducing appropriate measures to reduce any pressures. Leaders encourage collaboration. They carefully plan and implement a rigorous and coherent professional learning programme. As a result, staff feel that their views are listened to, considered, and genuinely valued. Staff view professional learning as supportive and an important part of their growth and the school's improvement.

Leaders work with other schools, sharing good practice and supporting networks. This reflects the school's strong commitment to partnership and professional learning communities.

Personal development and well-being

Strong standard ●

Leaders have developed and adapted an impressive personal development offer. Pupils, including those who are disadvantaged, revisit and build on prior learning often so that they develop deep knowledge beyond academic subjects. Teachers check what pupils know rigorously and plan opportunities to revisit any knowledge that is not embedded. Pupils learn about local contextual risks, including online risks. Staff teach pupils how to stay safe in the local area. For example, due to the proximity of the sea, pupils learn to swim both in a pool and in the sea.

The school has designed an interesting and highly effective programme of relationships and health education. Pupils display overwhelmingly positive relationships with each other that reflect the ethos and values of the school. Leaders encourage pupils to live out the values of the school in the wider community, such as visiting older members of the community, litter picking and fundraising.

The school raises pupils' aspirations through a carefully designed and relentlessly ambitious careers programme. Pupils visit local employers and participate in science, technology, engineering and mathematics (STEM) and careers weeks. Pupils know what subjects link to which careers. They are very well informed and challenge any stereotypes about careers. Pupils become resilient, knowledgeable and independent in readiness for their next steps.

Pupils, including pupils with special educational needs and/or disabilities, access a range of wider opportunities and rich experiences. Leaders remove barriers to participation so that most pupils attend clubs, where they build confidence and learn new skills. Leaders ensure that there are a range of opportunities for pupils to develop their sense of responsibility, such as leading assemblies.

Pupils know about, and show great interest in, different cultures and religions. Pupils develop an understanding and respect for protected characteristics and fundamental British Values. They understand the importance of them for a fair society.

What it's like to be a pupil at this school

Pupils thrive in this welcoming, inclusive environment where high expectations and strong relationships underpin learning. Pupils enjoy coming to school. They speak confidently about their work. They are proud of their achievements. From the early years, children develop independence and curiosity, relishing challenges that make them think deeply. The curriculum is broad, well sequenced and enriched through visits, clubs and experiences that widen horizons and raise aspirations. Careers education and opportunities such as STEM weeks and employer visits help to prepare pupils well for their next steps.

Pupils achieve very well. Outcomes in reading, writing and mathematics are above national averages, and pupils make clear progress from their starting points. Disadvantaged pupils and those with special educational needs and/or disabilities benefit from tailored support, including, for example, speech and language therapy, sensory resources and bespoke interventions. Leaders ensure that any barriers to pupils' learning and wellbeing are reduced. Pupils with profound needs in the additionally resourced provision make remarkable progress in communication, independence and engagement.

Belonging is central to school life. Pupils learn alongside peers and participate fully in lessons. They feel safe and valued. They benefit from initiatives such as wellbeing buddies and breakfast clubs, which promote inclusion and positive relationships. Diversity and respect are promoted through the personal development offer, collective worship and visits to places of worship. These help pupils to understand life in modern Britain.

Behaviour is calm and purposeful. Pupils behave well in lessons and around school, showing respect and kindness. Bullying is rare and addressed swiftly. Attendance has improved significantly and is now above national averages, with persistent absence reduced for all groups of pupils, including the most disadvantaged. Pupils are well prepared for the future, demonstrating resilience, responsibility and a strong sense of community through charity work, environmental projects, and local partnerships.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

This school is part of Melrose Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Roger Ward, and overseen by a board of trustees, chaired by Paul Mackings.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the school's senior leadership team, representatives of the governing body, the CEO of the trust and the vice-chair of the board of trustees during the inspection.

The inspectors confirmed the following information about the school:

There have been no relevant changes since the previous inspection.

Headteacher: Nicola Dunn

Lead inspector:

Jenny Thomas, His Majesty's Inspector

Team inspector:

Nicky White, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 25 November 2025

School and pupil context

Total pupils

97

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.28%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.06%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

10.31%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, MSI - Multi-Sensory Impairment, PD - Physical Disability, MLD - Moderate Learning Difficulty, PMLD - Profound and Multiple Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	

Year	This school	National average	Compared with national average
2024/25	100%	62%	Above
2023/24	69%	61%	Above
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25	100%	75%	Above
2023/24	85%	74%	Above
2022/23		73%	

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25	100%	72%	Above
2023/24	85%	72%	Above
2022/23		71%	

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25	100%	74%	Above
2023/24	77%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25	S	47%	S
2023/24	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25	S	63%	S

Year	This school	National average	Compared with national average
2023/24	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25	S	59%	S
2023/24	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25	S	61%	S
2023/24	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25	S	69%	S
2023/24	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	S	81%	S
2023/24	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25	S	78%	S
2023/24	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25	S	81%	S
2023/24	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.5%	5.1%	Close to average
2023/24	5.0%	5.5%	Close to average
2022/23	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	11.4%	14.3%	Close to average
2023/24	11.3%	14.6%	Close to average
2022/23	15.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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