

# Bysing Wood Primary School

## Inspection report

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<b>Unique reference number</b>	118497
<b>Local authority</b>	Kent
<b>Inspection number</b>	379629
<b>Inspection dates</b>	27–28 February 2012
<b>Lead inspector</b>	Mike Capper

This inspection of the school was carried out under section 5 of the Education Act 2005.

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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 of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Hogan
<b>Headteacher</b>	Shirley Lall
<b>Date of previous school inspection</b>	25 February 2009
<b>School address</b>	Lower Road Faversham Kent ME13 7NU
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## Introduction

Inspection team

Mike Capper

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 11 lessons taught by four teachers. All of these were joint observations with the headteacher. Meetings were held with parents and carers at the start and end of the school day, and with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspector analysed 23 questionnaires from parents and carers, 13 from staff and 45 from pupils in Key Stage 2.

## Information about the school

Most pupils come to this smaller-than-average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs is also high. The number of pupils who join or leave the school during the year is much higher than average. Children in the Early Years Foundation Stage are taught in a separate Reception class. Other classes have two year groups in them but this is set to change in the future as the number of pupils on roll is beginning to rise after falling for several years. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Good leadership means that the school has improved rapidly since the previous inspection and pupils flourish both socially and academically. Pupils' attainment has been rising sharply and national test results at the end of Year 6 in 2011 were the best ever. The school is not outstanding because pupils' progress in reading, while never less than satisfactory, is not consistently good across the school. Not enough time is allowed for the teaching of phonics (letter sounds) in Key Stage 1 where progress is slower.
- Pupils' achievement is good. They do particularly well in the Reception class and in Key Stage 2, where their basic literacy and numeracy skills improve especially quickly. Well-managed provision for disabled pupils and for those who have special educational needs ensures that they make good progress.
- The quality of teaching is good. In most lessons, teachers match work closely to the needs of pupils, building well on their interests so that they are fully involved in their learning. There is a good focus on extending pupils' vocabulary.
- Pupils' behaviour and safety are good. Their good conduct and their positive attitudes towards learning ensure that no time is lost in lessons. Pupils get on well together and are keen to improve.
- The headteacher manages performance and leads teaching well. There has been a strong and successful drive for improvement and the headteacher has channelled the enthusiasm of staff to good effect. The monitoring of teaching by the headteacher is thorough, helping it to improve. Middle managers have an effective role in checking pupils' progress but they have too few opportunities to visit lessons so that they can take a bigger part in identifying the strengths and weaknesses of teaching.

## What does the school need to do to improve further?

- Improve pupils' progress in reading in Key Stage 1 to the same good levels as in the rest of the school by September 2012 by reviewing the teaching of phonics and ensuring that they are taught systematically and regularly.

- Develop the role of middle managers so that by December 2012 they are playing a bigger part in monitoring teaching and providing guidance to help it improve.

## Main report

### Achievement of pupils

Most parents and carers feel that their children make good progress, and this view is supported by inspection findings. When they start school in the Reception Year, very few children are working at the expected levels for their age. From these very low starting points, pupils make good progress. Attainment has been rising and, although there is still some variation from year- to- year as new pupils with different starting points arrive and leave regularly, it is now broadly average overall by the end of Year 6, being strongest in reading.

Good teaching means that attainment by the end of the Early Years Foundation Stage has improved over the last two years and it is now broadly average. This improved attainment is now beginning to filter through to Key Stage 1, but not enough time is allowed for the systematic and regular teaching of phonics in Years 1 and 2, slowing the pace at which reading skills improve, especially for the less able. Pupils make the best progress in developing reading skills in the Reception class and especially in Key Stage 2. Consequently, attainment in reading rises from broadly average levels at the end of Year 2 to above average at the end of Year 6. Good teaching of reading in Key Stage 2 means that pupils' progress accelerates sharply. Pupils who lack confidence in reading are given extra support outside lessons and this is helping to close the gap so that they catch up with their peers and are performing well by the time they leave the school.

In lessons, learning is good most of the time. In the Reception class, children are keen to find out things for themselves. For example, a group of children worked with enthusiasm and showed great curiosity as they planted seeds and thought about what the seeds would need to grow. In a good Year 1 and 2 literacy lesson, pupils quickly learnt to identify key features such as the glossary and contents page. Pupils made good progress because expectations were clear. In a numeracy lesson in Years 5 and 6, pupils were expected to think like mathematicians as they gathered and interpreted data. The work was purposeful because it was linked to a topic on 'chocolate' and pupils quickly improved their knowledge of different sorts of graphs.

Disabled pupils and those with special educational needs make good progress. Work is well matched to need in most lessons, and additional support at other times from teachers and skilled teaching assistants is well planned and focuses accurately on the most important areas of improvement in reading, writing and mathematics.

There are no significant variations between the progress of boys or girls. Pupils who join the school during the year often have lower attainment than the others. The school quickly assesses their starting points so that time is not wasted. Consequently, they make the same good progress as their classmates in most

lessons.

## Quality of teaching

Most parents and carers feel that the quality of teaching is good. The inspection found that teaching is good in the Reception class and Key Stage 2, and this is the reason why pupils progress so quickly in these year groups. In Key Stage 1, teaching is good most of the time, but the teaching of reading is no more than satisfactory because the introduction of phonics is not systematic enough.

Throughout the school, there is a buzz of excitement and enjoyment in lessons because learning is made purposeful and pupils are expected to try ideas out for themselves. For example, as they looked at number patterns in Years 3 and 4, pupils confidently explored different strategies for 'making 25', showing a good range of skills. Teachers manage pupils' behaviour very effectively. They regularly assess learning and use this information to ensure that work is pitched at the right level for pupils, although on a few occasions in Key Stage 1, more could be expected of the most able. Pupils are clear about how to improve their work because target setting is clear and marking is used well to identify their next steps. Particularly good practice is seen in 'conferencing sessions' when teachers talk to pupils and help them understand how to improve.

Curriculum planning successfully supports the development of basic skills over time. The school has revised the curriculum since the previous inspection and it now takes good account of pupils' interests and aptitudes, with subjects linked together well. Pupils have good opportunities to use their basic skills in different subjects, for example producing high-quality writing about the 'hover-bikes' they have invented.

Throughout the school, teaching successfully promotes pupils' spiritual, moral, social and cultural development. Teachers encourage pupils to cooperate through group work, and music and art are used well to help pupils to learn about their own and other cultures. The school has recently established links with a school in London in order to strengthen further pupils' understanding of the diversity of modern society.

## Behaviour and safety of pupils

Pupils' good attitudes towards learning contribute well to their good progress. They work hard in lessons and try nearly always to do their best. By Year 6, pupils have developed into resilient learners who willingly tackle with great enthusiasm challenging tasks such as finding out about the solubility of sugar. Pupils are polite and courteous, and they feel that their behaviour is good, with one saying, 'We know that we have to be sensible or we won't learn quickly.' Pupils support each other well and often take delight in their learning. This helps to ensure that the pace of learning in lessons is usually brisk. On the rare occasions when this is not the case, it is because teachers expect pupils to sit for too long on the carpet at the start of lessons, resulting in a few losing concentration. Pupils who arrive during the school year settle quickly because of the welcome and support they are given by their new friends and staff.

Parents and carers feel that pupils behave well and are kept safe. The school has

good systems for promoting good behaviour. These have proved effective in helping pupils with identified behavioural difficulties to improve their interactions with others. Specialist support from a counsellor is greatly appreciated by pupils who like 'having someone different to talk to if we have a problem'. Pupils are becoming increasingly adept at resolving problems for themselves, for example sorting out a problem over a football at lunchtime by talking about what was the 'fair' solution.

Pupils say they feel safe at school. They learn about possible dangers that they may encounter in later life. They explained clearly about the pitfalls of the internet and how bullying can take many forms. They are very confident that it only rarely occurs in school but that if it does it is tackled quickly because 'there is always someone to talk to'.

### **Leadership and management**

The school's leaders, including the governing body, have improved the school significantly since the previous inspection in key areas of its work, demonstrating strongly that they have good capacity to move the school forward further. Attainment is much higher and pupils' behaviour is greatly improved. Attendance has risen because pupils now enjoy school and the support and guidance from the headteacher have improved the quality of teaching from satisfactory to good. The school has improved so much because leaders have concentrated on ensuring that teaching meets pupils' different needs, making good use of professional development where necessary. The school engages well with parents and carers, providing a wide range of additional support when families are having difficulties. There is a strong focus on keeping pupils safe and safeguarding arrangements meet statutory requirements.

Leaders ensure that there is no discrimination. They focus strongly on promoting equality of opportunity, welcoming pupils with a wide range of social and emotional needs. Leaders make sharp use of data to check the progress of different groups and they tackle any potential dips in attainment quickly. The school's self-evaluation is accurate and there is a good awareness that phonics teaching in Key Stage 1 needs strengthening. Development planning is identifying the right priorities. At present, middle-management responsibilities are shared between very few staff, limiting their impact on improving teaching. The headteacher is aware of the need to delegate more in this area so that responsibilities are shared more widely.

There is a broad and balanced curriculum that is enriched by a good range of clubs. It is successful at promoting pupils' spiritual, moral, social and cultural development. For example, activities such as work on Fairtrade encourage pupils to think about their responsibility and how they can help others.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 February 2012

Dear Pupils

### **Inspection of Bysing Wood Primary School, Faversham ME13 7NU**

Thank you for being so welcoming and helpful when I visited your school. I enjoyed talking to you about your work and hearing some of you read. I found that your school is providing a good education and is helping you to do well.

Here are some of the things I found out about your school.

- You said that you enjoy school and this was confirmed by the many happy faces that I saw in lessons.
- You are taught well most of the time and this helps you to make good progress, although you do not do quite as well in reading in Years 1 and 2.
- You rightly feel that behaviour is good and you keenly take responsibility. I was very impressed by the school council and the playleaders.
- You feel you are kept safe and I saw that you take good care of each other.
- The school provides lots of interesting activities for you to take part in.
- All adults in school are caring and they give you suitable help when you have problems with your work.
- The school's leaders are doing the right things to move the school forward. They are clear about what still needs improving.

I have asked your school to:

- make sure that the teaching of letter sounds helps you to improve your reading more quickly in Years 1 and 2
- give teachers who are in charge of subjects more time to visit lessons so that they can play a part in making teaching even better.

All of you can help your teachers by continuing to work hard all the time.

Yours sincerely

Mike Capper  
Lead inspector

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