

Byron Primary School

Inspection report

Unique Reference Number	132125
Local Authority	Croydon
Inspection number	360369
Inspection dates	21–22 June 2011
Reporting inspector	Sarah McDermott

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Jason Perry
Headteacher	Clare Wingrave
Date of previous school inspection	3 October 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The team observed 12 lessons taught by eight teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 64 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which different groups, in particular boys, progress as well as others.
- The extent to which the quality of teaching and the curriculum, especially in Key Stage 1, enables pupils to achieve as well as they should.
- The school's success in reaching at least satisfactory levels of attendance.
- The effectiveness of leaders, managers and governors in tracking the progress of different groups of pupils and successfully addressing any underachievement.
- The extent to which the school has been successful in promoting community cohesion.

Information about the school

Byron Primary is smaller than average in size. The proportion of pupils known to be eligible for free school meals is above average. About a third of pupils are from minority ethnic groups, predominantly of Mixed White and Black Caribbean or Black African heritage, and an average proportion of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs mostly relate to specific learning difficulties, including a few pupils with special educational needs linked to behavioural problems.

The Early Years Foundation Stage comprises one full time Reception class. Among other awards, the school has the Activemark and the Primary Challenge Science award. The school manages its own breakfast club and shares the site with a Children's Centre, a private nursery school and a private after-school care club that are subject to separate inspections.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Byron Primary is a good school where pupils are happy and learn well, knowing they are looked after safely in secure surroundings. The headteacher and the assistant headteacher share the same drive and ambition to give every pupil the opportunity to do the best they can. One parent commented, 'I am really happy with our choice of primary school. Our child has always been happy and stretched appropriately.' Quite rightly, the headteacher and her team put a top priority on improving previously low attendance rates and have been very successful in bringing the rate up to the national average levels. Firm, fair and patient treatment of pupils who sometimes find it difficult to behave appropriately is paying dividends. Lessons are orderly and productive, helped by a good number of well trained and deployed teaching assistants. Pupils know how to lead healthy lives, making the most of the wide range of active after-school clubs. They relish taking on jobs and responsibilities around the school. The school council are very good ambassadors, making sure the views of their classmates are taken on board in their meetings. Older pupils are quick to help the younger ones and delight in looking after their allocated buddy.

Pupils, including boys, girls and those from different ethnic backgrounds, make equally good progress in their learning and have attained above the national average for English and mathematics for the last three years. The school is building up a good bank of expertise in supporting pupils with special educational needs and/or disabilities so consequently they too make good progress. The quality of teaching and learning is good overall, but there is some inconsistency across the school. Teachers have good relationships with their pupils and prepare lessons carefully to cater for the different abilities in each class. Pupils listen attentively and get down to work quickly, but they are not always as neat and tidy in their presentation as they should be. Teachers successfully encourage pupils to evaluate their work at the end of lessons, so they are more independent in improving their learning. Marking is regular and upbeat. However, teachers do not have consistent systems for marking work, or setting and reviewing pupils' personal targets. The very good practice in some classes is not replicated in others, so pupils are not always clear enough about their next steps for learning or how fast they are progressing. Aware that attainment in writing was not as strong as in reading, the school has successfully introduced strategies to make writing an engaging activity for boys and girls.

The headteacher and her team of senior leaders are clear about what needs to be improved. Governors give good strategic direction, helping to steer the school towards greater success. The school has a thorough school development plan that is a useful working document, regularly reviewed and updated to reflect thoughtfully chosen priorities. The views of staff, pupils, parents and carers are valued and incorporated into forward planning. The school puts great effort into providing parents and carers with a raft of useful information about their children's progress and into encouraging them to

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take part in school events. A good number of parents and carers respond well, but the school still has some work to do to persuade a core of families to play more of a valuable role in supporting their children's learning and school. The headteacher and her effective team of senior leaders have successfully tackled important issues, such as attendance and behaviour, and have moved pupils' achievement from satisfactory to good since the last inspection. They have an accurate view of the school's strengths and weaknesses. Consequently they are demonstrating a positive track record and good capacity to improve the school even further.

What does the school need to do to improve further?

- Ensure the quality of teaching and learning is consistently good or better by:
 - following an agreed marking regime so all teachers challenge pupils when marking work and check that they follow the suggestions into effective practice
 - identifying the date personal targets are met so pupils can see how fast they are progressing
 - encouraging pupils to take more pride in their presentation.
- Involve all parents and carers successfully in sharing the support for their children so pupils can make the most of their learning.

Outcomes for individuals and groups of pupils

2

Pupils are very positive about their school. Not surprisingly, a very large majority say they enjoy their learning and know that adults in school are interested in their views and care about them. Pupils know how to keep themselves safe, whether using the internet or walking to school on their own as older pupils. They are proud to have improved their attendance and understand that days off school detract from their learning. Pupils are keen to take part in physical education and sporting competitions. They understand about a healthy diet, evident in the fruit and salad brought in lunchboxes and the empty plates after eating the good quality school lunch. Pupils behave well, particularly in lessons. They are tolerant of the few pupils who have behavioural difficulties and know they can turn to adults to sort out problems. Pupils' contribution to their school community is good. They show visitors around, take on roles such as house captains and sports leaders, and help clear the hall after lunch. They jump quickly to help each other, for instance if a friend falls over or is feeling a little 'down'. Spiritual, moral, social and cultural development is good. Pupils debate moral issues with maturity and reflect sensibly in assemblies. They are growing in their understanding of a range of faiths and ways of life beyond their own. With improving attendance, good behaviour and above average literacy and numeracy skills, pupils are prepared well for moving on to secondary school and eventually the world of work.

Pupils arrive in Year 1 with average skills. By the end of Year 6, pupils have made good progress and leave with attainment above average in English and mathematics. Although boys lagged behind girls in 2010 national tests, they are now consistently making just as good progress as girls across the school because teachers are attentive in finding activities that interest them. Pupils who speak English as an additional language make similarly good progress because staff support their particular language needs well.

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Writing continues to be a focus for improved pupil performance, even though the school's tracking information shows that attainment in writing is rising. In lessons, pupils are clear about learning routines, quickly stopping to listen to teachers when asked. Pupils are more and more involved in taking the lead in their own learning. At the end of a lesson on rhyming poems, they responded with a resounding 'Yes!' to the question, 'Have you enjoyed listening to limericks?' Pupils work well together in couples to discuss and develop ideas, although on occasion they are fussy about with whom they pair up. When set challenging tasks, pupils try hard and put thought into their answers, as in a good Year 6 mathematics lesson on problem-solving skills. Pupils proudly display their best writing, but too often presentation in other subjects is careless. They move around the classroom sensibly and help to clear up at the end of the sessions.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has improved since the last inspection because teachers are careful to plan with the particular needs of individual pupils in mind. Lessons are organised appropriately to provide good support for the less able because teaching assistants are well prepared to help these pupils learn just as well as others. More- able pupils are given suitably stretching activities so they are not held back. Teachers are starting to encourage pupils to evaluate the quality of their learning and to build up more independence and less reliance on adults to tell them what to do next. In an excellent Year 1 lesson on journeys,

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young pupils were extremely confident to 'have a go' themselves at ordering a sequence of events for their own imaginary trips. As a result of improved teaching and activities in Key Stage 1, these pupils are making equally good progress as those in Key Stage 2. Across the school, lessons move along at a good pace with an interesting range of activities and resources. Teachers put much time and effort into regular marking. They boost pupils' confidence through positive comments, but different teachers have different ways of challenging pupils and indicating what they should do to improve their work, so not all pupils are sufficiently clear about their next steps for learning. The school is at early stages of establishing a system for setting personal targets so pupils can consistently see how fast they are progressing from the dates each target is met.

The curriculum is planned well to enliven learning. The recent 'fashion week' was very popular and promoted literacy, numeracy, and design and technology in an eye-catching way. A good emphasis on scientific learning has resulted in recognition with an educational award. The school works well to bring experiences to pupils that they might not otherwise have. A wide range of extra-curricular clubs attracts a good uptake and is especially successful in promoting exercise and fitness. The residential journey for Year 6 is particularly popular because pupils can try riding and potholing. One girl exclaimed, 'It was fantastic. My best trip ever!'

The care, guidance and support for pupils are good. The school liaises very closely with specialists and outside agencies to find the right support for pupils who may be vulnerable. Both teachers and support staff manage behaviour well, giving potentially misbehaving pupils strategies to calm themselves and ensuring learning is rarely disrupted for other pupils. One parent added, 'The teachers take a lot of time to help my child. They will always see me within a very short time if I need to ask anything.' The breakfast club provides a calm, safe and supportive start to the day where pupils can eat a healthy meal and play productive games.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads a cohesive team of staff who are right behind her in pushing to improve the school further. She and her assistant headteacher regularly monitor the quality of teaching and learning, ensuring appropriate support or professional development is available. Other senior leaders are growing in confidence in observing lessons and scrutinising work to identify any underperformance of different groups of pupils. Subject leaders now have more responsibility for introducing creativity to their subjects and this is reaping rewards in pupils' lively and engaged learning.

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The governing body is knowledgeable about the context of the school and is able to give thoughtful and perceptive strategic direction to the school. Governors organise their meetings well and ask perceptive questions of the performance of different groups of pupils. The school has positive relationships with most parents and carers. It is open and welcoming to families, working particularly well with the neighbouring Children's Centre to provide support and guidance. Information provided about school activities and pupils' progress is of a good quality. The school is working to ensure that both school and home work effectively together to support pupils' welfare and learning, although a minority of parents and carers remain hard to reach. Good links with the local cluster of schools has allowed the school to share good practice and address common issues, such as writing, through the Primary Challenge Project. Shared information between neighbouring schools ensures pupils can be directed to activities such as a homework club in the local library and holiday clubs at other schools.

The promotion of equal opportunities is good and results in all pupils making equally good progress in their learning. Safeguarding procedures are robust and effective, and governors regularly check on the effectiveness of recruitment and child protection systems. The school promotes community cohesion well. It is proud of the different nationalities of the pupils, displaying flags in the hall for each country represented. Pupils gel positively as one supportive community in school and enjoy taking part in local events, such as the Old Coulsdon fete and the 750th anniversary of St John's church. Interesting links with Norway and St Lucia are extending pupils' knowledge of lifestyles around the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

A very good spread of pre-admission visits to home or nursery schools by staff means children already know at least one adult on arrival to the Reception class and so settle quickly to learning. Children generally start in Reception with skills below those expected for their age. The Early Years Foundation Stage leader and her effective team of staff quickly identify the particular needs of each child. With good support and an interesting array of activities to stimulate learning, children make good progress and are ready to start Year 1 with skills in line for their age. Aware that progress in writing is often not as strong as in the other areas of learning, staff organise interesting activities to encourage the love of writing. As soon as children arrive in the morning, they can go to the writing corner, draw pictures or test their letter recognition on the computer. Staff develop the children's vocabulary well. In a good session reading 'Handa's Surprise', pupils could identify the words 'pineapple', 'mango' and 'zebra' and a few knew the word 'sequence'. Adults give children plenty of encouragement but on occasion generous praise is not balanced with reminders of what needs correcting or doing better.

The outside areas are used well to promote all areas of learning, and in particular physical development and knowledge and understanding of the world. Staff have high expectations of behaviour to which children respond well. Children get on well together, mixing in groups of boys and girls or different ethnic backgrounds. Parents and carers are welcomed into the Reception class to share in their children's learning. A few parents and carers find it difficult to spare the time for these valuable opportunities, so staff do all they can to let parents and carers know how their child is progressing. The Early Years Foundation Stage leader liaises closely with the Year 1 teacher to ensure transition is smooth into Key Stage 1. Children have plenty of opportunities to take part in main school activities, such as daily lunchtimes, sports day or science week to prepare them for 'big' school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents and carers are positive about the school. However, there are more parental concerns than usual relating to the management of behaviour and meeting particular needs, with 15% of the responding parents and carers not feeling happy about their child's experience at school. During this inspection, the inspection team judged the school to be managing behaviour well. It judges the support for pupils with special educational needs and/or disabilities to be good, resulting in their good achievement. Pupil questionnaires indicate that the vast majority of pupils enjoy school and justifiably feel they learn well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Byron Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	55	22	34	6	9	1	2
The school keeps my child safe	38	59	21	33	1	2	3	5
My school informs me about my child's progress	33	52	26	41	0	0	5	8
My child is making enough progress at this school	32	50	21	33	4	6	5	8
The teaching is good at this school	37	58	20	31	2	3	3	5
The school helps me to support my child's learning	30	47	25	39	4	6	4	6
The school helps my child to have a healthy lifestyle	35	55	24	38	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	44	26	41	4	6	1	2
The school meets my child's particular needs	34	53	18	28	5	8	4	6
The school deals effectively with unacceptable behaviour	25	39	24	38	6	9	5	8
The school takes account of my suggestions and concerns	30	47	26	41	2	3	5	8
The school is led and managed effectively	36	56	20	31	2	3	3	5
Overall, I am happy with my child's experience at this school	39	61	14	22	6	9	4	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



23 June 2011

Dear Pupils

Inspection of Byron Primary School, Coulsdon CR5 2XE

Thank you very much for welcoming us to your school. Byron Primary is a good school. You make good progress and attain above the national average in English and mathematics. Teaching is good because teachers plan work well to match your needs and let you know if you have done well. You have interesting trips and clubs arranged for you. The headteacher and her team of senior teachers lead the school well and they know what needs improving.

Your behaviour is good and you get on well with each other. You know how to look after each other and are learning to keep yourselves safe. We particularly like the way you help around the school and enjoy participating in local Coulsdon events. We are impressed with how you keep yourselves healthy by eating the tasty lunches, enjoying sport and walking to school. Well done in improving your attendance!

To make your school even better, we have asked the staff to do the following:

- Make clear what you could improve when marking your work, move you on to new dated targets once the previous ones have been met and encourage you to take greater pride in your presentation.
- Encourage all your parents and carers to celebrate in the school successes and share in supporting you to make the most of your learning.

We certainly enjoyed our visit to your school. We know that your teachers and their assistants make your school a special place for you. All of you can help by always striving to do your best and making your families and the school proud of you.

Yours sincerely

Sarah McDermott

Lead inspector

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