

Hythe Primary School

Inspection report

Unique Reference Number	125107
Local Authority	Surrey
Inspection number	381045
Inspection dates	2–3 November 2011
Reporting inspector	Chris Grove

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	214
Appropriate authority	The governing body
Chair	Mark Adams
Headteacher	Duncan Greig
Date of previous school inspection	17–18 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 12 teachers. Meetings were held with groups of pupils, with members of the governing body and with staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning, and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 35 parents and carers, as well as those completed by 22 members of staff and 112 pupils.

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

- How high is current attainment and how good is the current progress of pupils?
- What are the outcomes in the Early Years Foundation Stage?
- Does teaching provide good levels of challenge for pupils?
- How effective is school self-evaluation?

Information about the school

Hythe Primary is a little smaller than the average primary school. It includes a 12-place specialist unit, called the Harbour Centre, for Key Stage 2 pupils with moderate learning difficulties. Pupils at the school come from a wide range of ethnic backgrounds, of which by far the largest group is of White British heritage. The proportion of pupils known to be eligible for free school meals is broadly average. For a below average proportion of pupils, English is an additional language. The proportion of pupils with special educational needs and/or disabilities, principally moderate learning difficulties or speech, language and communication needs, is above average. The Early Years Foundation Stage provision consists of a Reception class. Among a large range of national accreditations which the school has gained are the Healthy Schools award, the Activemark and the Inclusion Quality Mark. The school is also an Investor in People. The breakfast club and the after-school club are also managed by the governing body. On the school site there is also a Children's Centre, known as the Haven, which is managed by the governing body, but which is the subject of a separate inspection.

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

Hythe Primary is a good school. The headteacher has developed a strong team spirit among the staff, with good support from the acting deputy headteacher and other members of the senior team. Without exception, all members of staff who completed the questionnaire agreed that they were proud of the school, and that their contribution was valued. This leads to the very positive ethos, which is recognised by parents and carers. All those who returned a questionnaire agreed that their children enjoy school, and the very great majority were happy with their children's experience. One delighted parent wrote that she had been 'extremely impressed with how the school runs. It has a very nurturing environment and includes all the children in every part of school life, whatever their ability'. Another parent recorded her pleasure at her son's progress and wrote, 'I have found him a school that meets his needs. He is motivated to learn and enjoys school.'

The headteacher's inclusive vision is shared by members of the teaching and support staff, and this results in their good relationships with the pupils. The positive climate for learning is well set with the children in the Reception class, and is evident right across the school. Staff are particularly good at recognising and supporting pupils' needs. Pupils' good personal development is the result of the strong emphasis on pastoral care. Although some aspects of pupils' cultural development are good, their multicultural understanding is more limited. Attendance is currently average, but until recently had been lower. Although the school's actions have raised attendance to average, current targets are not sufficiently ambitious to support further improvements.

Pupils' achievement is good. Children get a good start to school life and make good progress in the Early Years Foundation Stage. Pupils continue to make good progress across the school so that by the end of Year 6, their attainment is broadly average, and is improving. Their good progress is the result of teaching of good quality, and a curriculum which pupils find motivating. The school makes increasingly effective use of data to track the attainment and progress of each year group, and especially of any who may be vulnerable, or who do not make expected progress.

The senior leadership team and the governing body offer strong ambition and drive. They communicate high expectations to school staff and are building well on the secure climate for learning to make further improvements. These include the development of a robust tracking system and half-termly reviews of pupils' progress, which have led to the good and improving progress that is evident across the school.

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The school is inclusive and does much to promote community cohesion at the local level. However, pupils do not have sufficient opportunities to reflect on life elsewhere in the United Kingdom or in different societies in the world.

Weaknesses that were identified at the last inspection have been effectively addressed. For instance, attainment in reading and mathematics at Key Stage 1 has improved. Furthermore, senior leaders collaborate well in the evaluation of outcomes and provision, including the observation of teaching and tracking of pupils' progress, which are now systematic and rigorous. In the light of these developments, the school has a good capacity to sustain improvement.

What does the school need to do to improve further?

- Promote pupils' understanding and awareness of the diversity of other communities, both nationally and internationally, by establishing a wider range of contacts.
- By December 2012, improve the school's procedures to promote good attendance by pupils so that their attendance consistently reaches or exceeds the national average.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and most agree that they enjoy their time in school. On entry to the school, children's knowledge and skills are variable, but are generally well-below typical expectations. Inspection evidence shows that pupils in all year groups make good progress in reading, writing and mathematics. Pupils with special educational needs and/or disabilities, including those who attend the Harbour Centre, also progress well, because teaching is well-tailored to their needs and adults offer them good support. In a well-organised mathematics lesson about making accurate measurements of weight, length or capacity, pupils in Years 4 and 5 made good progress because the teacher had carefully planned the match of tasks to the different ability groups. Pupils cooperated maturely in undertaking practical work. The least-able pupils were given sensitive explanations and questions by the teacher, which supported their learning well. The most able were successfully challenged by the questions that the teacher posed, and also by a second and more open-ended task. Meanwhile, a third group of pupils made accurate measurements, guided by the advice of the teaching assistant. Finally, the whole class had to apply their understanding in a quiz which extended pupils' reasoning skills well.

Pupils behave well in the playground and around the school. They also behave sensibly in lessons, are attentive to their teachers, and cooperate well with others. Most pupils feel safe in school, because there is little bullying. If difficulties arise, pupils say that they feel confident to approach adults. Pupils' positive relationships and behaviour provide good support for their moral and social development. Their spiritual awareness is developed satisfactorily through reflection in assemblies, though opportunities for reflection on learning in lessons are sometimes more

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restricted. Although pupils have good opportunities to develop their cultural understanding, for example through extra-curricular activities and the provision for singing and music, opportunities to extend their multicultural awareness are more limited. Most pupils agree that the school helps them to practise healthy lifestyles. In addition to two hours weekly of physical education and games, there is a broad range of extra-curricular physical activities. Younger pupils benefit from the school’s participation in the national fruit and vegetable scheme, and older pupils buy fruit at a nominal charge. Those pupils who attend the breakfast and the after-school clubs benefit from the healthy eating options. The Healthy Schools and Activemark awards attest to pupils’ good understanding of healthy living.

Pupils make good contributions to the school, for example through the school council, and through raising funds for charities, including some in the locality. Older pupils take part in the Junior Citizen Scheme, which is organised by Safer Runnymede, and also willingly accept responsibility for performing tasks around the school. Pupils develop good listening, speaking and social skills. However, their opportunities to acquire wider enterprise capabilities are more limited. In the light, also, of their broadly-average attainment in literacy and numeracy, this means that they are satisfactorily prepared for the next stage of their education.

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	3
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	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

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

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How effective is the provision?

An important element in the good climate for learning are the strong relationships between teachers and their pupils. All teachers set high expectations for learning and for behaviour, and most conduct lessons at a good pace, which aids pupils' motivation. Clear objectives regularly ensure that learning is purposeful and, where teachers also clarify the criteria for successful learning, this supports learning well. In the best teaching, the tasks set for pupils are particularly well matched to the learning needs of the different groups, and this ensures high levels of challenge. However, the match of work to the different pupil groups is not consistently good. Teaching assistants offer pupils good support, especially those with special educational needs and/or disabilities, so that they make good progress. In lessons, teachers use assessment information well, for instance by directing more-challenging questions to the most-able pupils. Pupils know their targets for improvement in English and mathematics, which makes a positive contribution to their learning. Teachers' marking involves the use of pink and green highlighters, to indicate respectively aspects of work that have been done well, or that need improvement. Although this arrangement helps to clarify priorities for pupils, teachers' written comments do not consistently point to the next steps in their learning.

The curriculum is broad and balanced, with a strong emphasis on literacy and numeracy. Improvements to provision have helped pupils to make better progress in these skills. Cross-curricular links have been developed, such as the inclusion of opportunities for work on story-telling and writing when studying Tudor England. The curriculum also makes important contributions to pupils' enjoyment and personal development, for example through the teaching of singing and instrumental music provided by Surrey Arts. There is good enhancement, for example through a partnership which provides sports tuition by specialist coaches, and through extra-curricular activities, for instance the Pi Club for able mathematicians. However, the school does not monitor its extra-curricular provision in terms of participation by pupils' gender, ethnicity or other categories. Enhancement also includes visits by theatre and music groups and a residential trip for older pupils to a venue in Shropshire.

Staff are committed to the caring ethos and meet pupils' needs very well, especially those who may be vulnerable. Good care and a supportive environment do much to develop the self-esteem and the personal skills of those pupils who attend the Harbour Centre and the nurture group. The school's actions to date have had a positive impact in improving attendance, though more remains to be done to consolidate this. The breakfast and after-school clubs serve healthy food and provide good facilities for those who attend.

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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 offers a clear sense of direction for the school. Other members of the senior team also make important contributions, for example to arrangements to assess pupils and to the management of the provision in the Harbour Centre. The school effectively secures good staff collaboration in evaluating the outcomes for pupils, and the impact of teaching and the curriculum. Members of the governing body have a good overview of the school’s developing strengths and areas for improvement. They have developed the confidence to offer the school constructive challenge, for instance about the rigour of safeguarding arrangements. The engagement of parents and carers is satisfactory. Although the questionnaire elicited mostly positive responses, the leadership of the school is aware that a very small minority do not feel that sufficient account is taken of their suggestions and concerns, and they express a range of reservations. School leaders demonstrate a strong commitment to promoting equal opportunities and to tackling discrimination. Leaders have ensured good participation by pupils who may be vulnerable, and this leads to good academic performance by such groups. There is no evidence of any discrimination.

The school has assessed its provision for, and has planned a set of actions to promote, community cohesion. The school itself is an inclusive community. A good range of links with the locality have been developed, including the nearby St Paul’s Church, and local leaders representing other faiths. However, the school acknowledges that cohesion at the national and international levels is less well developed. However, through links with the diocese, the school is in the early stages of initiating a link with a school in Nigeria. School leaders and the governing body take their responsibility to safeguard pupils very seriously. The school’s systems meet all the requirements for safeguarding. Procedures and arrangements are thorough and are rigorously undertaken, including good collaboration with outside agencies, where necessary.

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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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy good relationships with adults and rapidly adapt to life in school. This was noted by one parent, who commented that her child had ‘just started in the Reception class, and has settled in very easily and is happy’. Routines are soon established; for example, children learn how to self-register quickly at the beginning of the school day. They develop good attitudes, and behave well. They become enthusiastic learners, showing good levels of concentration on their work, and know how to play harmoniously with others. As a result, children make good progress in their learning. In one lesson observed, for instance, the majority demonstrated that they had learned the sequence up to 30, as they counted with their teacher the number of days that they had attended school. Because of the teacher’s good organisation, and good support by the assistants, children acquire the greater independence required for effective learning. On entry to Year 1, their knowledge and skills are closer to average, though scores in writing and in calculation are lower than in other areas.

Lesson planning is effective, and the teaching of letters and sounds, in particular, is of good quality. It is also well geared to the development of children’s spoken language, for instance through the re-telling of stories, which extends their skills well. This good impact was reflected by the parent who wrote, ‘My child has been learning his sounds and reading and is fully captivated by all aspects of his learning at this stage.’ Classroom displays include relevant mathematical words to support children’s understanding of this aspect of the curriculum. Good classroom organisation supports children’s learning well. Provision for children of different abilities and with different needs is good. The indoor area is well organised to

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support all areas of learning, and to ensure a balanced curriculum. Although the outside space is well set up for children’s play, it could sometimes be better used to promote their learning. The teacher and assistants offer good levels of care for children. The leadership and management of the Early Years Foundation Stage are good. There is good liaison with pre-school provision. This includes effective induction arrangements, including visits, which provide good support for children’s transition to school. However, observations of children’s learning are not yet being consistently well used to inform the school’s future planning for improvement.

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

There was a low rate of return of completed questionnaires. Most parents and carers who responded hold positive views about the school. Almost all feel that the school keeps their children safe, and helps them to adopt healthy lifestyles. Most think that their children’s needs are met. Inspectors endorse these judgements. Although most parents and carers believe that the school deals effectively with unacceptable behaviour, a small minority do not. Inspectors judge that pupils mostly behave well in school and did not find evidence to suggest that instances of unacceptable behaviour had not been well handled. A few parents and carers feel that the school is not well led and managed. Inspectors judge that leadership and management are good. Although a large majority of parents and carers think that the school takes account of their suggestions and concerns, a few do not.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hythe 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	14	40	0	0	0	0
The school keeps my child safe	21	60	13	37	1	3	0	0
The school informs me about my child’s progress	15	45	18	51	2	6	0	0
My child is making enough progress at this school	14	40	18	51	2	6	0	0
The teaching is good at this school	16	46	17	49	2	6	0	0
The school helps me to support my child’s learning	15	43	19	54	1	3	0	0
The school helps my child to have a healthy lifestyle	16	46	18	51	1	3	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)	15	43	15	43	3	9	0	0
The school meets my child’s particular needs	13	37	20	57	2	6	0	0
The school deals effectively with unacceptable behaviour	14	40	14	40	5	14	1	3
The school takes account of my suggestions and concerns	12	34	14	40	5	14	0	0
The school is led and managed effectively	17	49	10	29	4	11	1	3
Overall, I am happy with my child’s experience at this school	17	49	15	43	3	9	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



5 November 2011

Dear Pupils

Inspection of Hythe Primary School, Staines, TW18 3HD

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at breaktimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a good school.

These are the main things that we found out about your school:

- Your school is welcoming and helps you to learn well.
- You enjoy school and your behaviour at school is good.
- You have good relationships with the adults who take good care of you.
- You feel safe in school and have a good understanding of healthy lifestyles.
- You make good contributions within your school and in the local area.
- The teaching and the curriculum in your school are good.
- You achieve well. You make good progress, so that by the end of Year 6, your attainment is broadly average.
- The headteacher and the other leaders know how to improve your school.
- Most of your parents and carers are happy with your experience at school.

We have also asked the headteacher and the governing body to help the school to become even better by doing two things:

- Give you more opportunities for contact with other people, not just in your local area but also elsewhere in this country and in different parts of the world.
- Do more in the coming months to make sure that your attendance continues to improve and to be at least average.

You can help by continuing to work hard so that the school can improve even more. We wish you every success in the future.

Yours sincerely

Chris Grove
Lead inspector

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