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11 February 2014

Pauline Crowley
Headteacher
Byfleet Primary School
King's Head Lane
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Dear Mrs Crowley

Requires improvement: monitoring inspection visit to Byfleet Primary School

Following my visit to your school on 11 February 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005. HMI conducted an additional advisory visit in October 2013.

Evidence

During the visit, meetings were held with you, other senior leaders, pupils and the Chair of the Governing Body. I spoke to a representative of the local authority on the telephone. I observed eight lessons and scrutinised pupils' work and teachers' marking. A range of school documentation was analysed.

Context

The previous headteacher retired in July 2013. The deputy headteacher became the acting headteacher and was appointed as the substantive headteacher from 1 February 2014. The Year 6 teacher has been the acting deputy headteacher since September 2013. Three teachers have left the school since the last monitoring

inspection and one has retired. Four new teachers have started, three of whom are newly qualified teachers. The subject leaders for English and mathematics started these roles in September 2013. The co-ordinator of provision for disabled pupils and those with special educational needs took over this role in January 2013.

Main findings

The headteacher has rightly set clear and high expectations of all staff and pupils and the new leadership team has wasted no time in improving teaching. Regular training for teachers and teaching assistants has meant that many aspects of teaching have improved. Pupils, including the most able, are challenged more effectively because the work they are given during lessons is harder. Teachers' regular marking means that pupils are clear about what they need to do to improve their work and they are given frequent opportunities to make improvements. Teachers check on pupils' progress throughout lessons, giving pupils specific feedback on how well they are doing. Pupils know what they are learning in lessons and what they need to do to be successful. Teaching assistants are providing much more effective support for individual pupils and groups of pupils during lessons. As a result, the proportion of teaching that is consistently good is growing rapidly, particularly amongst the more experienced teachers. Where teaching is not yet consistently good, not all pupils make good progress because teachers' questioning does not challenge pupils enough and the pace of lessons is too slow.

Pupils' achievement is improving because of better teaching. For example, the proportion of Year 6 pupils on track to make or exceed expected levels of progress by the end of Key Stage 2 has increased, particularly in reading and writing. Overall, pupils throughout the school have made more rapid progress since September 2013, although this remains somewhat inconsistent between different classes and subjects. Pupils' progress is now tracked in detail by leaders and teachers. Pupils at risk of underachievement are now quickly identified so that they receive extra help and support.

Leaders now have clear roles and responsibilities focused on improving teaching and pupils' achievement. They work together effectively to bring about improvements. The monitoring of teaching is regular and accurate. Teachers receive frequent individual feedback about what they are doing well and what they need to improve further. Although less experienced teachers receive extra support from leaders, they would benefit from increased levels of advice and guidance to ensure that their teaching is consistently good as soon as possible. Leaders now hold teachers fully to account for the achievement of the pupils that they teach.

Governors have an accurate view of the strengths of the school and what needs to be improved further. They now receive much better information about pupils' achievement and, because of the training they have received, they challenge school leaders more effectively. Governors are fully involved in monitoring the progress of

the school, making regular visits to collect evidence of improvements. Whilst leaders and governors evaluate the school's progress through the school improvement plan, they have not made clear and specific judgements about the school's current effectiveness.

Following this visit, the school should take further action to:

- ensure leaders and governors make clear judgements about the school's current effectiveness based on the evidence gathered through the monitoring activities they conduct
- increase leaders' support for less experienced teachers so that their teaching is consistently good as soon as possible.

External support

The local authority is providing effective support for the school. The leadership partner visits the school regularly, challenging and supporting school leaders. He closely monitors the progress of the school, including observing lessons. Good support has been provided for the subject leaders for English and mathematics. The leadership partner has brokered links with two effective local schools, Hinchley Wood Primary School and Pyrford Church of England Aided Primary School, and staff have visited these schools to observe good and outstanding teaching.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Surrey.

Yours sincerely

Matthew Haynes

Her Majesty's Inspector