

Byfleet Primary School

Kings Head Lane, West Byfleet, Surrey KT14 7AT

Inspection dates 24–25 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, other leaders and governors are working effectively to raise standards. They have a clear understanding of what needs to be done to improve teaching and learning. They have remedied the areas for improvement identified at the last inspection.
- Pupils are given a good start in the Reception Year and continue to make good progress throughout the school.
- In the recent tests at the end of Year 6, pupils' attainment in English, mathematics was above average, but below in writing.
- Teachers have high expectations. Pupils respond well and take a pride in the school and their achievements.
- Pupils feel safe, behave well and manage their own behaviour well, helping each other to learn.
- The quality of teaching is good. Teachers plan stimulating activities so that pupils enjoy lessons, make good progress.
- The strong leadership of the headteacher and other managers ensures that staff and pupils work effectively together to raise achievement.

It is not yet an outstanding school because

- The quality of pupils' writing, although improving, does not yet match national standards.
- The progress made by pupils in Years 1 to 4, including the most able, is not as good as in Years 5 and 6.

Information about this inspection

- Inspectors observed 10 lessons or parts of lessons, two jointly with the headteacher. They looked at work in pupils’ books and they listened to pupils read in Years 2 and 6. They talked to groups of pupils about their work and listened to the views of a group of parents.
- Inspectors held meetings with staff, groups of pupils, governors and a representative from the local authority.
- The inspection team scrutinised school self-evaluation documentation, the school’s website, information about pupils’ learning and progress and safeguarding. Pupils’ work from the previous year was examined in assessing the progress they had made.
- Inspectors took account of the 91 responses to the online questionnaire (Parent View). In addition, inspectors took account of the 32 responses to a questionnaire for members of staff.
- Inspectors visited the breakfast club and a number of after-school clubs.

Inspection team

John Worgan, Lead inspector

Additional inspector

Elizabeth Cole

Additional inspector

Full report

Information about this school

- Byfleet Primary School is a below-average-sized primary school.
- The proportion of pupils who are eligible for pupil premium is lower than average. This is additional funding provided by the government to support pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs and are supported at school action is above average, but the proportion that is supported at school action plus or with a statement of special educational needs is below average.
- There have been significant staff changes since the last inspection, including the appointment of a new headteacher in 2014.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of pupils' writing by:
 - providing opportunities to write extensively in a variety of contexts
 - ensuring that writing skills are developed effectively at Key Stage 1 in order to reach higher standards by the end of Year 6.
- Ensure that the most able pupils make good or outstanding progress by:
 - providing stimulating work which allows them to develop their skills and extend their knowledge
 - making sure teachers set work at the right level based on accurate checks on their previous performance.

Inspection judgements

The leadership and management are good

- The leadership of the headteacher is of high calibre. Pupils, staff, governors and the local authority all recognise this. Since her recent appointment, there have been significant improvements in the school ethos, in teaching and learning and in pupils' achievement. Staff and pupils were complimentary about the impact of her leadership on standards and attitudes and behaviour.
- Senior and middle leadership has undergone a process of change which is beginning to have a positive impact on teaching and learning. The contribution of the deputy headteacher, in analysing information to identify areas for development, is already making a significant impact. Staff responsible for subjects are enthusiastic and committed. They have responded positively to training for their roles provided by the school and the local authority.
- The school checks pupils' progress carefully and provides support quickly for those who fall behind, so enabling them to catch up. Disabled pupils and those with special educational needs are well supported and make similar progress to that of their peers.
- The leadership checks the school's performance thoroughly and constructively. Governors and staff are fully involved in this process, resulting in carefully planned actions, securing improvement, especially in the teaching of writing and mathematics. The leadership identifies areas of weakness and takes appropriate action to remedy them, showing the school is capable of doing even better.
- Teachers' performance is managed well. Targets are set which are linked to pupils' progress and teachers' training and development.
- The range of subjects taught is planned well. The school is well prepared for the changes to the primary curriculum. During the inspection, Years 3 and 4 were involved in a 'Stone Age Experience' which introduced the new history syllabus. British culture and democratic values are incorporated in curriculum planning alongside recognition of other cultures. A wide range of clubs and activities enhances pupils' experience. The school makes careful use of additional funding to ensure that all pupils can participate in activities.
- Staff are well trained in child protection issues and offer a high level of care to pupils. The school meets all current safeguarding requirements. It does not tolerate discrimination and ensures complete equality of opportunity for different groups.
- The school works effectively with other schools and with the local authority to share good practice and to agree on the levels at which pupils are working. The local authority has given the school significant support over the last year. Support will be reduced in the future as the authority believes that the new leadership team has the capacity to improve the school.
- The government's additional sports funding is used effectively to employ extra teachers and teaching assistants to support individuals and groups of pupils. It is also used to ensure that these pupils can participate fully in the range of activities offered by the school.
- Sports funding is used to provide specialist teaching for all pupils and to support a range of activities, including cricket, football and golf coaching. The funding has also been used to train staff so that the quality of teaching in physical education will be sustained.
- Leadership and management are not yet outstanding because the changes in staff roles and new initiatives introduced have yet to make a significant impact on pupils' attainment.
- **The governance of the school:**
 - Governors have managed a transitional period for the school, including the appointment of a new headteacher, with sensitivity and care. Governors work closely with the headteacher and are fully involved in reviewing the school's work and in producing plans for raising achievement.
 - New governors with appropriate skills have been recruited and have received well-considered training. The governing body is organised so that key tasks are appropriately delegated to individuals and sub-committees.
 - Governors have a clear view of the quality of teaching, ensuring that staff promotion and increases in salary are linked to the quality of teaching and pupils' progress.
 - They understand information on pupils' progress and use it effectively to check their performance in relation to pupils elsewhere.
 - Governors thoroughly monitor and evaluate the allocation and use of additional government funding

streams. They review this regularly, so they are sure that eligible pupils make the good progress intended.

- Governors take account of parents' views in evaluation of the school's performance. They meet all their statutory duties, including those for safeguarding.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy school and this is reflected in their positive attitudes and their attendance, which is above national expectations. Pupils report that most behave well and that lessons are rarely disrupted by poor behaviour. Records kept by the school show very few reported incidents related to poor behaviour. Pupils are appreciative of encouragement, and house points recognise achievement and encourage good behaviour
- Pupils are polite and considerate; they are courteous to each other and to adults. They have very positive attitudes to learning and take a pride in their school.
- Teachers have well-established, positive relationships with pupils, so that pupils are calm, settled and ready to learn. Pupils respond well to teachers' high expectations of behaviour and learning.
- Pupils eagerly grasp all opportunities to work according to different methods adopted by teachers, and relish sharing information and helping each other to learn.
- In a few lessons, pupils were distracted and standards of behaviour slipped. This was generally the case when teaching was weaker. This is why behaviour is not outstanding.
- Pupils get on well together, regardless of background. They say there is no discrimination and that all pupils are treated fairly and have an equal chance to join in with all activities provided by the school.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel completely safe in school. They also have a good understanding of how to keep themselves safe in a range of other situations, including when using the internet.
- They know about different types of bullying, including that related to race and gender. Pupils say that bullying is rare and helpful adults quickly help to sort out any minor disagreements.
- Most parents and carers who responded to Parent View agreed that their children are happy and behave well and that the school keeps their children safe. Several parents in discussion were complimentary about the way in which the school had responded to their child's particular needs.

The quality of teaching is good

- Teaching is good and is well matched to pupils' needs and abilities. In Years 5 and 6, extra teachers and teaching assistants ensure that the most able pupils and those with specific needs are well supported.
- Pupils and parents agree that standards of teaching are consistently good, and this was confirmed by inspectors' reviews of work and in discussions with pupils.
- Inspectors reviewed pupils' books from the last academic year and their current work. This showed that standards of teaching are improving and pupils are making good progress.
- The school develops pupils' skills through a wide range of activities. In the Reception Class, children who had read the story about the three bears were making porridge and learning to use the correct language for describing temperature.
- In a few sessions, teachers gave pupils tasks which they found too easy. Consequently, they did not reach the highest standards of which they are capable. This is why teaching is not outstanding.
- Teaching assistants give high-quality support to pupils. They play a full part in joint planning sessions with teachers and often teach groups of different abilities, allowing teachers to work flexibly. They support pupils with special needs effectively, using skilful questioning to encourage them to develop skills and to work confidently.
- Pupils learn and develop their speaking and listening skills when teachers ask searching questions. In a

personal, social, health education session pupils were able to discuss issues related to animal welfare articulately and to relate them to their own experience.

- Pupils talk enthusiastically about their work and are proud of the progress which they have made. The school makes strong provision for pupils' spiritual, moral and cultural education. A range of clubs allows pupils to extend their experience and skills; in a cookery session a group of younger pupils were enthusiastically preparing and tasting a vegetable couscous dish.
- In Years 1 to 4, teachers do not always ensure that pupils progress from appropriate starting points, based on accurate assessment; consequently, they do not always reach the levels of which they are capable.

The achievement of pupils is good

- Standards at the end of Key Stage 1 have been high in the past, although they dipped in relation to national averages in 2014. The school's own unvalidated information on pupils' progress indicates that the record of previous good results will be resumed.
- Progress is good because teaching activities are set at the right level. Standards of writing, however, are below those in reading and mathematics. The school is aware of this and is taking effective action which is beginning to improve pupils' writing skills. This is why achievement is not outstanding.
- Standards at the end of Year 6 have been high for some years, especially in mathematics. In 2014, the proportion of pupils achieving expected levels rose, especially for boys. The proportion of pupils achieving higher levels dropped. The school has analysed reasons for this and is taking effective action to ensure that higher-ability pupils achieve the best level of which they are capable. The school's information for this year indicates that pupils in all years are now making good progress.
- The school has eliminated the gap between girls' and boys' performance. Boys are now performing better than girls in reading, writing and mathematics. This has been due to consistently good teaching and appropriate staff training supported by the local authority and school leaders.
- Standards of reading are high. Pupils make good use of phonics when reading and read widely. They read to inspectors with confidence and spoke enthusiastically about the books which they had read. In the national phonics test, results were slightly below the national average.
- Standards in mathematics have been consistently high and although they dipped a little in 2014, were still above the national average. The school is planning effectively for the introduction of the new National Curriculum in mathematics.
- The school checks the progress of disabled pupils and those with special educational needs regularly and gives them appropriate support which helps them to make good progress.
- The most able pupils in Years 1 to 4 do not progress as quickly as those in Years 5 and 6, who receive targeted support from teachers and teaching assistants.
- In the 2014 statutory tests, pupils supported by additional government funding matched other pupils' achievement in writing. They were only slightly behind other pupils in reading and mathematics. This represents a considerable improvement compared to the previous year, showing that the gap between pupil-premium pupils is narrowing as a result of effective support. The school uses this funding to enrich pupils' experience by subsidising activities such as breakfast and after-school clubs, as well as to support their learning.

The early years provision is good

- Children enter the Reception Year with skills and abilities which are expected for their age. As a result of good teaching, they make good progress so they enter Year 1 with above-average standards in reading and mathematics. Writing is less strong, however.
- Teachers have a clear grasp of children's stages of development and assess progress accurately, ensuring that activities are set at the right level. Thorough planning ensures that activities enable children to move on to higher levels.

- Teaching is good and teachers' skills and subject knowledge are strong. The teaching of reading through sounding out letters and phrases is a particular strength. Children are prepared well for the next stage of their education, but some activities do not enable the most able pupils to progress rapidly.
- Children with special needs and disabilities and those supported through the additional government funding make good progress because teachers and teaching assistants are aware of their needs and plan activities and support which build their skills and confidence.
- Children are well cared for and staff ensure that they are safe and know how to keep themselves safe. They have attractive and well-planned indoor and outdoor learning areas and staff take care that their physical and emotional health is carefully monitored. Relationships with adults and between children are harmonious and the curriculum ensures that spiritual and cultural aspects are incorporated into children's experience.
- Leadership and management are strong. The headteacher supports the Reception class teacher well and assessment, record keeping and planning are of a high standard. Staff, including teaching assistants, are deployed effectively to promote learning and to encourage children's development.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124999
Local authority	Surrey
Inspection number	442480

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	233
Appropriate authority	The governing body
Chair	Martin Lock
Headteacher	Pauline Crowley
Date of previous school inspection	27–28 September 2012
Telephone number	01932 403116
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