

# Inspection of Hythe Primary School

Thorpe Road, Hythe, Staines, Surrey TW18 3HD

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Inspection dates: 11 and 12 October 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils at Hythe Primary say, 'we're one big family'. The warm and nurturing relationships between staff and pupils are a key feature of this school. The values of 'include, inspire and invest' create a tangible ethos of inclusivity.

There is a calm atmosphere around the school. Pupils play and work happily together. They are enthusiastic and look forward to their lessons. Pupils are keen to learn and listen carefully. They show genuine care and respect for each other. Pupils are happy and safe. Incidents of bullying are not tolerated by anyone. Pupils know who they can talk to if they are worried and know how to seek help if they need it. Staff work closely with pupils to resolve any issues quickly.

Pupils enjoy the range of trips and experiences that help them learn in different ways, such as the Year 4 trip to the Living Rainforest. All pupils are proud to take on positions of responsibility. There is a palpable excitement across the school for the upcoming elections for the mini parliament. Pupils engage well with community projects and charity fundraising. For example, they collect food for the local foodbank and raise funds for community homeless shelters.

## **What does the school do well and what does it need to do better?**

Leaders' ambitions for all pupils, including those with special educational needs and/or disabilities (SEND) are realised. Pupils benefit from a rich curriculum that details the skills, knowledge and vocabulary they are to learn. Leaders have ensured that important ideas build over time from Reception onwards. As a result, pupils are well prepared for their next steps in learning.

Nevertheless, leaders' planning in some subjects is newer than in others. Where this is the case, pupils do not always have the prior knowledge to build on. For example, in history, where Year 6 pupils were learning about the Falklands War, they did not understand the reasons behind the war starting in the first place. Teachers are aware of this and ensure that more time is being given to address these gaps in lessons.

Reading is at the heart of the curriculum. Leaders steadfastly prioritise teaching all pupils to read. This begins without delay in Reception. Staff, including adults in The Harbour specialist SEND resource unit, are well trained to teach phonics. Pupils take books home that are well matched to the sounds they know and this helps them practise their reading and grow in confidence. Staff support pupils who find reading difficult or need extra help well. This helps pupils keep up with the high expectations leaders have. As pupils get older, they continue to be highly engaged in reading, enjoying the books the teachers read to them across the curriculum.

Teachers have strong subject knowledge. They explain concepts clearly and break challenging tasks down into manageable steps. During learning, adults continually check on pupils' understanding, providing timely feedback to secure immediate

improvement. The provision for pupils with SEND is highly effective. Leaders identify pupils with SEND quickly. Teachers expertly adapt activities so pupils with SEND, including those who access The Harbour, successfully progress through the curriculum.

Pupils know and understand the school's rules and abide by them. They follow set routines established from Reception onwards. Staff skilfully support pupils who find it difficult to manage their emotions with minimal disruption to others. Pupils enjoy coming to school. However, a small number are absent too frequently and have missed important learning. Leaders are aware of this and are reviewing their procedures to ensure that pupils and their families get timely help to return to school as quickly as possible.

The promotion of personal development is exceptional. Pupils embrace difference. Equality is taught and modelled throughout the school. Pupils have a strong sense of right and wrong. They know it is unacceptable to judge someone based on their appearance, faith or gender. They are also knowledgeable and respectful about physical and hidden disabilities. Leaders have supplemented the taught curriculum with a wide range of clubs. All pupils, including disadvantaged pupils and those with SEND, take part in a rich range of extra-curricular activities, such as yoga, karate and choir.

Governors work effectively. They know the school's strengths and areas for development. They use information from leaders and external reports to provide appropriate support and challenge. Leaders have ensured that staff are well trained with a particular focus on the new curriculum. Staff feel well supported by leaders and appreciate that their workload and well-being are considered.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. Staff are well trained and are alert for any signs that pupils may be at risk. They know what to do if they have concerns and leaders act on these quickly. Leaders are relentless in securing the right help for pupils at risk. They work well with external agencies and follow safer recruitment procedures diligently.

Leaders ensure that pupils are taught essential life skills linked to the potential dangers in the local area, including road, water and rail safety. Pupils also understand the dangers of risky relationships. As they say, 'It's about knowing what you want from relationships and not being swayed by others.'

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

### (Information for the school and appropriate authority)

- Subject planning is newer in some subjects than others. This means that sometimes pupils do not have the essential knowledge they need to make sense of new learning. Leaders should ensure that older pupils' gaps in knowledge are appropriately filled when encountering new learning in these subjects.
- Policies for addressing persistent absence lack precision. As a result, staff do not deal with it in a timely manner. Leaders should continue their work to review these policies and strengthen their work with families to reduce persistent absence rates.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125107
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10241896
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	428
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mitali Thapar
<b>Headteacher</b>	Amy Peart
<b>Website</b>	<a href="http://www.hythe.surrey.sch.uk">www.hythe.surrey.sch.uk</a>
<b>Date of previous inspection</b>	24 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school has a resourced provision for up to nine pupils who have communication and interaction needs in key stage 1. There is also provision for 16 pupils with learning and additional needs in key stage 2. All pupils accessing this provision have an education, health and care plan.
- The governing body manages before- and after-school childcare provision.
- The school does not use alternative providers.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, science and history.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents and carers to gain their views of the school. They reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff responses to Ofsted's online questionnaire.

### **Inspection team**

Laura James, lead inspector	His Majesty's Inspector
Simon Woodbridge	His Majesty's Inspector
Linda Appleby	Ofsted Inspector

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