



Hythe Primary School

Inspection Report

Unique Reference Number 125107
LEA Surrey LEA
Inspection number 281887
Inspection dates 3 November 2005 to 4 November 2005
Reporting inspector Bernice Magson AI

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

Type of school	Primary	School address	Thorpe Road
School category	Community		Hythe
Age range of pupils	4 to 11		Staines TW18 3HD
Gender of pupils	Mixed	Telephone number	01784452972
Number on roll	202	Fax number	01784454346
Appropriate authority	The governing body	Chair of governors	Mr D Gardiner
Date of previous inspection	9 October 2000	Headteacher	Mr D Greig

Age group 4 to 11	Inspection dates 3 November 2005 - 4 November 2005	Inspection number 281887
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a small primary school situated in an area of relatively high social and economic disadvantage; more than a third of families are entitled to free school meals. There are 202 pupils on roll, including thirty children in full or part-time education in the Foundation Stage. Significant numbers of pupils join or leave the school other than at the usual times. Although the school is ethnically diverse, most pupils are of white British heritage. A small number of pupils are learning English as an additional language and a few pupils are from a traveller background. Well above average numbers of pupils have special educational needs, and the numbers of pupils with formal statements for their special needs is high. The school includes a specialist centre, catering for pupils in Years 3 and 4 who have learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school's overall effectiveness is good and this view is shared both by the inspectors and the school. The school continues to develop successfully and has a good capacity to improve further. There are significant strengths in the provision for the personal development of pupils, many of whom have a transient background. Pupils feel safe and secure and behave well. They make good progress in Years 1 to 6 and attain average standards by Year 6. In the Foundation Stage the provision is good and children progress well towards expected goals for their age, from a very low starting point on entry. Travellers and pupils from minority ethnic backgrounds achieve as well as their peers. Pupils with learning and behavioural difficulties are given good support so that they achieve their individual learning targets. There is outstanding provision for pupils with special needs who attend the specialist 'Harbour Centre'. There is a good climate for learning. Most pupils are keen to learn, motivated by a good curriculum. Teaching is mostly satisfactory, and with some good teaching in each key stage. These teachers have good subject knowledge, challenging pupils well with a wide range of activities. All teachers maintain a sound consistency to pupils' learning. However, teachers do not make enough use of assessment information in planning and more able pupils are not always challenged, especially in the teaching of writing. Support in lessons is also variable for the many pupils who join the school at times other than the reception, as induction arrangements are inconsistent. Assessment is satisfactory, providing detailed information on standards and progress. The school improvement plan is well-planned and monitored. Well-established systems ensure that there is a good understanding of the school's strengths and weaknesses and priorities are well-conceived and financed. Development plans remain continually focused and the school provides good value for money.

What the school should do to improve further

* Accelerate pupils' progress and raise attainment in writing by:-o providing further training for teachers o increasing opportunities for pupils to use their writing skills more widely * Use assessment information more effectively in teachers' planning in order to set more challenging work, especially for the more able and in addition* Develop induction procedures for pupils newly arrived in years other than reception

Achievement and standards

Grade: 2

The achievement of pupils is good. When children enter the Foundation Stage their standards are very low, particularly in skills of communication. Children make good progress in the Foundation Stage, particularly in their personal and social development, although standards remain well below the early learning goals expected for their age by the end of the reception. Results of national tests show that pupils achieve well in Years 1 and 2. Standards at the end of Year 2 are below the national average in reading, writing and mathematics. There are some differences in standards in Year 2 over time,

because of increased numbers of pupils with special educational needs. In reading, writing and mathematics the more able pupils underachieve, as in writing in 2005. Travellers and pupils from minority ethnic backgrounds achieve as well as their peers. Pupils continue to make good progress in Years 3 to 6. By Year 6 standards are average and achievement is good. Provisional results indicate a slight improvement in performance in 2005, but they remain broadly average in English, mathematics and science. A third of pupils have attained the higher Level 5 in science, but very few in writing, where the performance of girls was better than that of boys. Nevertheless, the improvement in pupils' performance is greater than nationally, based on their prior attainment. Pupils from minority ethnic groups achieve as well as their peers. Because of effective support, pupils with learning and behavioural difficulties achieve well reaching their individual educational targets. The pupils with formal statements of special needs attending the 'Harbour Centre' achieve very well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. Pupils enjoy their education, motivated by the wide range of activities which enrich their experiences. Attendance is improving, although it remains below the national average. For a small minority poor attendance restricts their progress. Pupils' spiritual, moral, social and cultural development is good. Most behave well in lessons and around the school. Pupils are polite and friendly and benefit from working together. They have a strong sense of right and wrong. Pupils are realising about their team responsibilities through the newly introduced house system. They are developing a good understanding of the value of their contribution to the community and economic well-being, such as by the 'Young Enterprise' initiative. An extensive range of visits and visitors affords pupils the opportunities to learn about their cultural heritage and feelings and beliefs of others. Pupils have a growing awareness of a healthy and safe lifestyle. They understand about personal care and the benefits of diet and exercise. Pupils appreciate the many opportunities to discuss personal issues in assemblies and circle-time. They feel that the school council is valuable, giving them a voice in their school. They are proud of their recent purchases of playground equipment, as they have greater opportunities for physical and social development.

Quality of provision

Teaching and learning

Grade: 3

Inspectors judge that the quality of teaching is satisfactory, although the school judges it to be good. There is some good teaching in each key stage, but this is not consistent. Not all teachers use assessment information in their planning and some more able pupils are challenged insufficiently. Teachers manage behaviour well and, as a result, most pupils concentrate well and are keen to learn, making good progress. In better lessons teachers have good subject knowledge, which they use effectively to question

pupils and challenge them to think more carefully. Teachers plan effectively for the use of teaching assistants and they make a valuable contribution to support those pupils with learning and behavioural difficulties. These pupils achieve well, reaching the targets of their individual education plans. Traveller and those pupils from minority ethnic backgrounds learn as well as their peers. Marking is of a good quality, helping pupils to improve. There is good information on pupils' standards, but tracking of the progress of different groups is inconsistent, such as of transient pupils. Some teachers make insufficient use of assessment information in their planning, especially in identifying the needs of the more able in writing.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced range and meets statutory requirements in National Curriculum subjects, religious education and personal, social, health education. This is good improvement since the last inspection. In its attempts to raise achievement in writing, greater links are being made between subjects to enable pupils to have more writing opportunities. There is a wide range of visits and visitors which enhance learning experiences and adds significantly to pupils' enjoyment. In lessons, the interactive whiteboards are used well to illustrate new concepts. There is a good programme of personal and social education, which involves regular visits to help in the community, and annual residential trips in Years 3 to 6. This programme has a good emphasis on giving pupils a clear understanding of how to stay safe and healthy. The needs of pupils with learning and behavioural difficulties are met well and, in the 'Harbour Centre' the curriculum is very effectively focused on meeting pupils' special needs.

Care, guidance and support

Grade: 2

Provision for care, support and guidance is good. Thorough procedures are in place for child protection and health and safety ensuring that all pupils are safe and secure. Risk assessments are undertaken regularly. Pupils receive good guidance to support their personal development. Parents and pupils are pleased with the new learning mentors who work effectively with individuals and help them achieve. Good links with outside agencies ensure that pupils' needs are addressed. Assessment arrangements are satisfactory overall. Good additional support is provided for the pupils with specific learning and behavioural difficulties because their needs are identified very well. However insufficient use is made of assessment information to ensure that the more able pupils are given good guidance and support. Although the school warmly welcomes all pupils, and informally supports them well, there is no formal policy for the induction of the large numbers of pupils joining the school other than in reception.

Leadership and management

Grade: 2

Inspectors agree with the school's judgement that leadership and management are good. The headteacher is providing effective leadership. He has a good understanding of the school's strengths and weaknesses and has high expectations. His enthusiasm and commitment are instrumental in creating a school to which pupils, staff and governors are proud to belong. Under his direction a bright and vibrant learning environment has been created, resources have increased and financial management is now secure. Pupils are encouraged to succeed and senior managers and curriculum coordinators are autonomous in their leadership and management roles. Pupils, staff, parents and governors have developed into a strong and cohesive team. Governance of the school is good. Governors have high expectations. They are efficient in achieving their statutory responsibilities and active in their monitoring role, despite having several vacancies. They have a good understanding of current strengths and weaknesses and are effective in promoting school priorities. Currently governors are monitoring the use of the new library to ensure that best value is achieved in its provision. Additional expenditure in this area is an attempt to raise standards and increase pupils' interest in reading. Monitoring and planning of the school's performance is good. It is well-established and involves the headteacher, senior managers, governors and the local authority. Priorities remain appropriate and well-focused. There is a good capacity to build further on these successes.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

The inspection team enjoyed visiting your school and meeting so many of you. We would like to thank you for the help you gave us during the two days. It was good to hear of the exciting activities which you are involved in, especially about your visits and visitors. We have written a full report about our visit which we have sent to Mr Greig.

We were pleased to see how well you behaved in lessons and at other times. We were impressed with your recent pupil elections both for house captains and for officers to help in school. We think that the care and support you give to each other is good. We can see that in science you are achieving good standards.

However, in writing, we would like to see you do even better by practising your skills more widely. We have asked the teachers to check your progress thoroughly in all subjects so that more able children are challenged and supported. We think that an outstanding range of activities are arranged for the children who work in the 'Harbour Centre'.

With good wishes for your future at the Hythe Primary School.

Bernice Magson

Lead Inspector