

# Byron Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 132125            |
| <b>Local Authority</b>         | Croydon           |
| <b>Inspection number</b>       | 315924            |
| <b>Inspection dates</b>        | 3–4 October 2007  |
| <b>Reporting inspector</b>     | Christine Canniff |

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

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|---|-----------------------------------|
| <b>Type of school</b>                     | Primary                           |
| <b>School category</b>                    | Community                         |
| <b>Age range of pupils</b>                | 4–11                              |
| <b>Gender of pupils</b>                   | Mixed                             |
| <b>Number on roll</b>                     |                                   |
| School                                    | 164                               |
| <b>Appropriate authority</b>              | The governing body                |
| <b>Chair</b>                              | Mr Jason Perry                    |
| <b>Headteacher</b>                        | Ms Judith Koral                   |
| <b>Date of previous school inspection</b> | 9 December 2002                   |
| <b>School address</b>                     | St David's<br>Coulsdon<br>CR5 2XE |
| <b>Telephone number</b>                   | 020 8668 4877                     |
| <b>Fax number</b>                         | 020 8645 0753                     |

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|--------------------------|------------------|
| <b>Age group</b>         | 4–11             |
| <b>Inspection dates</b>  | 3–4 October 2007 |
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is smaller than most primary schools. Pupils' backgrounds vary, but the proportion of pupils eligible for free school meals is above average. More pupils come from ethnic minority backgrounds than in most schools, though not many are at the early stages of learning English. In recent years, the school has experienced a lengthy period of instability due staffing difficulties and a restructuring of the school. The school holds the Healthy Schools' award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Byron Primary is an improving school with some good features. It is committed to doing the best for its pupils and recognises that the development of their personal skills is crucial to their confidence and success. The staff's determination to boost these is demonstrated by the school's good pastoral care and guidance. 'Teachers are really good,' said an older pupil. 'They make us more confident'. Pupils show concern for others more vulnerable than themselves. 'We ought to do more things for others,' said one pupil. They enjoy the activities offered and behave well. Because of the good support they receive, pupils know how to stay safe and say that they can go to adults for help with a problem. Their understanding of how to live a healthy lifestyle is good.

Achievement is satisfactory and standards by the end of Year 6 are broadly average. Thorough assessment systems have been developed to track pupils' progress on an individual basis in English and mathematics. The information is used effectively to identify and provide support for pupils who might be falling behind. This enables those who learn more slowly to make good progress. However, some teachers do not always use assessment information well enough to ensure that the level of challenge and methods used accurately match the needs of other groups of pupils. Teaching, learning and the curriculum are satisfactory. The school is continuing to improve these by developing interesting activities and matching work to the targets identified for each year group.

Leadership and management are satisfactory. All staff are keen to improve the school further and are working hard to this end. The headteacher provides good leadership. She has accurately identified areas in need of improvement and taken action. One parent wrote, 'Since the appointment of the headteacher, there has been a vast improvement in the leadership and management and pupils' behaviour'. The headteacher and deputy work well together with their staff and provide clear direction for the school. Subject leadership teams have a good understanding of how well pupils perform. They use analysis well to identify strengths and areas for improvement. However, some subject leaders are not yet fully involved in the monitoring of teaching. Though there are still some inconsistencies in teaching, senior managers' work with staff to increase the proportion of good lessons and accelerate pupil's progress is already having a positive impact. Standards in reading have risen and pupils are beginning to make better progress. The effectiveness of the schools' self-evaluation and of the actions already taken show that the school has good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good. Children thoroughly enjoy school. Carefully planned enjoyable and challenging activities give children a real sense of determining their own way forward and guarantee their full involvement. Resources are stimulating and effective. This provides them with a good start to their education. Children start school with well below expected skills in their language development. By the start of Year 1, attainment in most areas is broadly similar to that expected for their age. However, there are still weaknesses in children's literacy skills. Staff create a very calm and purposeful atmosphere in which the children are already making good progress, although they only started school a few weeks ago. Staff get to know the children very well. They make careful notes of all responses and feedback. This

information is used particularly well to ensure that the least able and most vulnerable settle well. The teaching assistant provides effective support whenever needed.

### **What the school should do to improve further**

- Raise the quality of teaching by ensuring that teachers make better use of assessment information in planning to meet the needs of all pupils.
- Ensure that all subject leadership teams are fully involved in monitoring their subjects and supporting their colleagues to improve consistency in teaching and learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. The school works hard to help pupils overcome the weaknesses in their literacy skills and by the end of Year 2, standards are broadly average in reading, writing and mathematics. Pupils do better in reading than in writing. The school is now focusing particularly on improving pupils' writing skills. Pupils make satisfactory progress between years 1 and 6. Attainment of the current Year 6 was below average at the start of Year 3. Staffing difficulties caused some disruption to their learning in recent years and these pupils still have to overcome some gaps in their learning. However, challenging targets have been set to improve achievement. Good interventions and improvements in monitoring pupils' progress enable teachers to better target support and guidance in order to accelerate progress. The success of these measures can be seen in the 2007 test results, which show that Year 6 pupils did well and made good progress. Pupils with learning difficulties and disabilities make good progress because support is well matched to their needs.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. As one parent wrote, 'We are encouraged to see the way the school engages the pupils in looking after their school and the caring of their fellow pupils.' Pupils enjoy all the school offers. From their earliest days in Reception, relationships are positive. Behaviour is good. Pupils of different backgrounds play and work together well and report that staff deal with rare instances of challenging behaviour effectively. Attendance is in line with the national average. Pupils willingly take on responsibilities and make a strong contribution to their school and the wider community, for example, by raising funds for charities through the school council and acting as a 'Byron Buddy'. Satisfactory progress in basic skills, and good personal development, means that pupils are adequately prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers share learning objectives clearly, so pupils know what they are to achieve. Good use of technology, such as interactive whiteboards, widens the resources available to pupils and motivates them. Often, imaginative topics and activities are successful in involving and engaging

pupils, for example, use of information and communication technology in literacy for researching information about Steve Irwin. In some lessons, activities are less stimulating and not effectively matched to pupils' needs. Teachers do not always use their knowledge of what pupils already know when planning what they need to learn next. Consequently pupils are not always as highly involved and their progress slows. Teachers give pupils much encouragement and warmly praise their efforts and they respond by trying hard. Teachers and teaching assistants work together effectively to ensure that all pupils who need extra help receive good support.

## **Curriculum and other activities**

### **Grade: 3**

Good enrichment activities extend the curriculum well and bring it to life. Pupils enjoy visits out and talked enthusiastically about the Year 6 residential visit to Broadstone Warren. These opportunities enhance pupils' life experiences.

The well-planned curriculum in the Foundation Stage extends into Year 1 providing continuity and meeting the needs of less able pupils. The school is developing a more creative curriculum in order to improve pupils' enjoyment and provide more opportunities for them to apply their skills. Opportunities are sometimes missed for linking subjects together to make lessons more appropriate to pupils' needs so that they can develop their skills systematically. The introduction of French is a very positive innovation enjoyed by all.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care is good and academic guidance is satisfactory. Staff and governors ensure that the school environment is safe and welcoming. Parents and pupils acknowledge this. Child protection procedures are well established and all risk assessments are in place enabling pupils, including those who are more vulnerable, to feel secure. Pastoral care is strengthened by the good liaison with parents, through home visits and outside agencies. This ensures effective support for pupils with particular needs. Well-established initiatives help pupils to understand how to stay safe and healthy. The focused support for pupils with learning difficulties and disabilities is well planned and effective.

Procedures for tracking pupils' progress in English and mathematics and setting targets for improvement are satisfactory. While there are pockets of good practice, the use of this information to plan work and identify what pupils need to do next is inconsistent and not yet in place for all subjects.

## **Leadership and management**

### **Grade: 3**

The school has coped well with the problems caused by staffing difficulties and the restructuring of classes, but this slowed the pace of improvement. However, the headteacher has a clear vision for the school and is well supported by the deputy head. The school's effective self-evaluation has given it an accurate view of its strengths and areas for improvement. Staff are responding with commitment and there is a clear sense of purpose and good morale. The school has strengthened the monitoring of pupils' progress and curriculum targets for pupils of differing abilities are now in place for English and mathematics. This has contributed to raising expectations and to pupils' achievement. The strong focus on improving pupils' reading

skills has been effective. Pupils now make better progress. Subject leadership teams are enthusiastic about their areas. They are developing their role well but some are not yet fully involved in monitoring the quality of teaching.

Governors are committed to the school and supportive of its leadership, but are still developing their involvement in the evaluation of the school's work.

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## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 2   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## **Text from letter to pupils explaining the findings of the inspection**

12 October 2007

Dear Children

Inspection of Byron Primary School, Coulsdon, CR5 2XE

This letter is to tell you about the findings of the recent inspection and to thank you for welcoming us to your school. We enjoyed meeting you and are grateful for the help you gave by talking to us and letting us look at your work. It was good to see how much you enjoy the activities the school offers and how hard you try with your work.

You behave well and understand how to live a healthy lifestyle. You told us that you feel safe in school and that you get good support from staff. If you have any concerns you know that you can share them with an adult and that they will listen to and help you.

Byron is giving you a satisfactory standard of education and it is getting better. Some things about it are good. We could see that the headteacher and staff have succeeded in making some important improvements. This is because they are good at seeing what needs to improve and making sure that it happens.

We looked at how much progress you have been making and found that this is satisfactory in all of your subjects. Your reading skills have improved recently and staff are working hard to help you improve your writing. We think the school should do two things to make sure that improvements continue. We have asked the teachers to plan more lessons that help different groups learn in the ways that are best for them. We know that teachers who lead subjects have many good ideas. We want them to be more involved in passing these on to other teachers and in checking how well you are doing.

Thank you again and best wishes for the future.

Yours sincerely

Christine Canniff

Lead inspector