

# Hythe Primary School

## Inspection report

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<b>Unique Reference Number</b>	125107
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328289
<b>Inspection dates</b>	17–18 March 2009
<b>Reporting inspector</b>	Peter Thrusell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	206
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Katherine Stearn
<b>Headteacher</b>	Mr Duncan Greig
<b>Date of previous school inspection</b>	3 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Thorpe Road Hythe Staines TW18 3HD
<b>Telephone number</b>	01784 452 972
<b>Fax number</b>	01784 454 346

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<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 March 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small, one-form entry primary school. It includes a 12-place specialist unit, The Harbour Centre, for Key Stage 2 pupils with moderate learning difficulties. There is an after school club for pupils at the school. This is managed by the governing body, who also manage two Children's Centres, The Haven at Englefield Green and the Haven, which is on the school site. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils leaving or joining the school at other than the usual times is above average. The proportions of pupils with learning difficulties and/or disabilities, and of pupils with statements of special educational need, are very much higher than normal. The school has gained a number of awards including recent Healthy School and Activemark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Hythe Primary is a satisfactory school. The headteacher, well supported by the recently restructured leadership team, has recognised that work needs to be done to improve the quality of teaching and learning so that achievement and standards are raised. The school is being well supported by consultants who have helped it to identify where actions need to be focused. Although some pupils make good progress in their learning, this is not consistent across the school. Pupils, particularly the more able, are not always challenged well enough in lessons in order for them to make good progress.

Standards in reading at Key Stage 1 and in mathematics across the school are not high enough. The 2008 assessments at the end of Year 2 show standards in writing to be below average, and standards in reading and mathematics are extremely low. This year group, along with others, contains a significant number of pupils with learning difficulties. These assessments show that pupils overall made satisfactory progress given their starting points in Year 1. National testing at the end of Year 6 shows standards in English and science to be below average, and in mathematics well below average. The 2008 results show a marked improvement in writing standards, with the more pupils achieving the level expected at this age. However, the school did not meet its target for pupils expected to achieve beyond this level in English. Targets in mathematics for the expected and higher levels were also not met. However, for this year group, given the pupils' starting points in Year 3, this represents satisfactory progress overall.

Strong pastoral care helps to ensure pupils' enjoyment of school and their good behaviour and attitudes to learning. These contribute effectively to the progress they make in lessons. Careful management and good relationships ensure that pupils are generally attentive in lessons and want to do their best. Pupils are keen to take on responsibilities around school and would like to do more. The members of the 'Fruit Club' are particularly proud that their enterprise in selling fruit has been recognised through a local award. Opportunities for pupils to take responsibility for their academic learning are not as well developed. Targets that show them how to improve their work are well displayed in classrooms but pupils, although aware of them, are not sufficiently sure of their purpose. Constructive marking of work and opportunities to discuss and evaluate learning in lessons are inconsistent.

The school carefully tracks the progress being made by pupils. This has begun to help to identify where pupils are underachieving and where additional support is required. However, staff do not yet fully monitor and evaluate the impact of this support on pupils' learning. Specific actions have been planned and undertaken by leaders to address weaker areas in subjects and to provide further professional development for staff. However, many of these actions are recent and yet to be evaluated for their full impact on raising achievement and standards. Actions to raise standards in writing have met with some success. For instance, a boys' writing project and a drama project have helped to gain pupils' interest and enthusiasm and to provide them with ideas and vocabulary to develop their writing. Links with other subjects are beginning to provide a further stimulus. For example, in Year 5, pupils enjoyed writing the text for their computer presentations on John Lennon. The school effectively draws on its very good links with outside agencies, particularly to support the more vulnerable pupils and their families, and those with moderate learning difficulties. However, despite the school's determined efforts, its links with parents and carers to encourage them to support their children's learning are not as effective. The Children's Centres, the family development worker and learning mentor are helping to

develop stronger links. Given improvements in writing standards and the planned actions to improve the school's performance, the school has a satisfactory capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children make a good start to school in the Reception class. Children's knowledge and skills on entry are generally below those typical for their age. There is a strong commitment from all staff to involving parents in their children's learning. Children settle into school quickly and begin to learn well because they feel secure. A well-organised curriculum and good teaching ensure that they make good progress across all areas of learning. There is a good balance between adult-directed and child-initiated activities. By the time they enter Year 1, children are still working at levels just below those expected for their age, especially in their early reading skills. A stronger focus on teaching sounds and letters is starting to have a positive impact. Staff understand the needs of young children and plan well-organised and engaging activities, both indoors and outdoors, which stimulate their curiosity and desire to explore and learn. Relationships between staff and children are good and enable children to confidently develop their independence. For instance, one child was demonstrating the use of a watering can to his friend, who enjoyed the effects of the gentle spray. Most areas of learning have a good focus within the setting, although number has a lower profile, in spite of reduced attainment in this area on entry. Progress is assessed systematically and thoroughly, which enables the right level of support and extra challenge to be given. There is good support for those who need additional care and guidance. The Early Years Foundation Stage is led and managed well. This ensures good teamwork and effective transition, both from the local nurseries into Reception, and when children move into Year 1.

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

- Raise achievement and standards in reading at Key Stage 1 and in mathematics across the school.
- Ensure that all pupils, especially the more able, are fully challenged in their learning and know how to improve their work.
- To ensure their success, rigorously monitor and evaluate the actions being taken to raise achievement and standards and to improve the quality and consistency of teaching and learning.

A small proportion of the 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**

Pupils achieve satisfactorily, but progress throughout the school is inconsistent. Standards by the end of Year 6 are below average. Those with learning difficulties make similar progress to others, although those in the Harbour Centre make good progress due to the very high level of teaching and professional support they receive. Those who join the school at other than the usual times also make satisfactory progress due to the effective arrangements that are in place to support them. Subject leaders have identified weaker areas and have started to take action to raise achievement and standards in mathematics across the school and in reading, especially at Key Stage 1. The school has also identified that the more able pupils could be doing better.

These actions are fairly recent and have yet to show a significant impact on achievement and standards. There is now a stronger emphasis on mathematical calculation, with more opportunities to apply skills to problem solving; staff have received support and training, particularly in the planning of lessons and the pitching of work to different abilities so that all pupils are fully challenged. Much has been done to raise the profile of reading, through the further development of a reading scheme, setting up book corners in all classrooms and the 'Boys into Books' project. Learning support assistants have received training to involve them in teaching sounds and letters to groups of pupils.

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

### **Grade: 2**

Pupils' personal development and their spiritual, moral, social and cultural development are good. Pupils' enjoyment of school and their good attitudes to learning are reflected in their improving attendance. They are friendly, polite and well behaved. They say that bullying is rare and that adults deal with inappropriate behaviour quickly and fairly. Relationships are very good. Pupils have a caring approach and show a good level of consideration towards each other and an understanding of others' needs, including those of pupils in the Harbour Centre. They regularly contribute to the local community and to charities. Their work as school councillors enables them to voice pupils' concerns, ideas and suggestions. However, there is scope for pupils to take on more responsibilities and to act and learn more independently. Pupils develop a good awareness of their own and other cultures. In the words of one pupil, 'The school and local area are a real community'. They have a clear understanding of the need for safety, exercise and healthy eating, making regular use of sports and playground facilities, including the popular after school sports sessions. Given these personal qualities and their level of academic achievement, pupils are adequately prepared for their future life and learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although there is some good teaching, the overall quality varies. Classes are generally managed well and relationships between staff and pupils are good. Occasionally, when the pace of lessons is too slow and pupils are not all fully involved, there is some minor restlessness and inattention. In better lessons, teachers use a good range of learning strategies and resources to fully involve all pupils in their learning. Across the school, the focus of the lesson is generally shared with pupils. However, teachers and learning support assistants do not always follow this up with sufficient opportunities for pupils to discuss their learning and how well they are doing. Although planning shows activities for different levels of ability, these do not offer sufficient challenge where teachers' subject knowledge is weaker, especially for the more able pupils, so that progress slows. Although teachers mark pupils' work regularly, the use of constructive comments to guide future learning is inconsistent.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum promotes the personal development and well-being of pupils successfully, as recognised in national awards. Pupils are made well aware of safety issues, including their awareness of how to stay safe when using the internet. The overall provision for literacy and

numeracy is satisfactory. Since the start of the school year, half an hour has been set aside at the start of each day for additional reading and writing activities. Also over the last few months in Year 6, time has been spent on revision in literacy and numeracy, with focused teaching, particularly for the more able. The school has yet to monitor and evaluate these arrangements for their impact on pupils' learning. The school is in the process of developing a more creative curriculum through topics that provide opportunities for pupils to use and develop their different skills, such as their writing and computer skills, in interesting and more relevant contexts. However, the implementation of this is still in the early stages, and has not yet had time to fully impact on pupils' learning. Good links between the school, including the Harbour Centre, and other local schools, support the school's curriculum development. The curriculum is well enriched by a good range of visits, and special events such as the arts, science and book weeks. The well-organised after school club offers a good range of activities, much enjoyed by pupils.

## **Care, guidance and support**

### **Grade: 3**

Pupils feel safe and cared for in this welcoming community. The bright, clean and well-maintained school is an inviting learning environment, which children respect. Pupils feel valued, particularly when their achievements are recognised and celebrated. Staff from the Children's Centres work effectively with groups of pupils to help build up their confidence and self-esteem. Some pupils attend the after school club, which provides a good level of care, much appreciated by parents. Arrangements for safeguarding are satisfactory. The actions to improve attendance have been effective so that this is now satisfactory. Children with learning difficulties and/or disabilities are identified early and a good range of support is available. However, some of this has only recently been put in place and the impact has yet to be evaluated. Pupils in the Harbour Centre, who have statements of special educational need, are very well supported and well taught. Where appropriate, they are integrated in the main school to work alongside other pupils. This provision is well led and managed. Throughout the school, pupils' progress is well monitored and recorded. Although assessment is used to set literacy and numeracy targets for pupils to aim for, many pupils are unsure of their purpose in helping them to improve their work. Younger pupils, especially, can point to them but do not relate them to their ongoing work.

## **Leadership and management**

### **Grade: 3**

The leadership team has clearly identified the actions that need to be taken to secure further improvement. These have yet to be set out in a concise school development plan that clearly prioritises actions and shows how improvements are to be monitored, evaluated and measured, especially in relation to achievement and standards. A meeting of staff and governors has already been planned for this purpose. This will provide governors, especially, with a tool to monitor the school's performance more readily and to hold it to account. Governors are supportive of the work of the school and are developing a greater confidence in their role. Assessment records are available to teachers, who are becoming more accountable for the progress their pupils make. These records help leaders to identify where pupils require additional support and where teaching may need to be strengthened. Lesson observations also help to identify aspects of teaching and learning that need to be improved, as well as strengths that can be shared. The school promotes pupils' recognition and understanding of different

communities well through opportunities to look at different faith groups and to be involved in the local community. It is looking further at ways of strengthening its community links, particularly those with other countries.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

31 March 2009

Dear Pupils

Inspection of Hythe Primary School, Staines, TW18 3HD

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were always interesting to talk to, very polite and helpful. You spoke enthusiastically about enjoying school and all of the things in which you take part. We have decided that Hythe Primary is a satisfactory school.

We liked these things the most.

- You get a good start to school in Reception.
- The school takes good care of you.
- You behave well and want to do your best in lessons.
- The Harbour Centre provides a very good level of care and support for its pupils.
- You enjoy school and are all keen to keep fit and eat the right things.
- You are keen to take on responsibilities.

We have asked the school to work on the following things now.

- Your writing has improved recently. You now need to work harder on your reading, especially younger pupils. You also need to work harder on your mathematics so that standards are raised throughout the school.
- The teachers need to challenge all of you to do your very best in lessons, especially those who find learning easier. You need to be more aware of how well you are doing and of how to improve your work. Marking, using your targets, and discussing how well you are doing in lessons would all help.
- The school has plans to help you all do even better in lessons. It must check that these plans are working, so that your lessons are both challenging and enjoyable, and that you all do as well as you can during your time at school.

We did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector