

Byfleet Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 124999 |
| Local Authority | Surrey |
| Inspection number | 359813 |
| Inspection dates | 28–29 June 2010 |
| Reporting inspector | Alison Cartlidge |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Appropriate authority | The governing body |
| Chair | Martin Lock |
| Headteacher | Myra Stevens |
| Date of previous school inspection | 20 May 2008 |
| School address | King's Head Lane West Byfleet KT14 7AT |
| Telephone number | 01932 403116 |
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 14 lessons taught by eight teachers. Meetings were held with governors, parents and carers, staff and pupils. Pupils' books, information on pupils' progress, safeguarding policies and other documents were evaluated. Questionnaires from 66 parents and carers and 99 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work, looking in detail at the following:

- how well more able pupils are learning
- how the use of assessment and the involvement of pupils in their learning aids planning and progress
- the impact of subject leaders and governors on provision and progress
- how well the school supports families and the pupils' well-being.

Information about the school

This is an average-sized school. The proportion of pupils known to be eligible for free school meals is below average. The school has an above average number of pupils with special educational needs and/or disabilities. Most of these pupils have moderate learning difficulties. The school has received several awards including Healthy School status and the Eco-challenge Award.□

Classrooms were in the process of being refurbished during the inspection, preventing the use of information and communication technology in some lessons.□ □

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This welcoming and caring school provides pupils with a sound standard of education. Good links with parents, carers and external agencies ensure that pupils' personal needs are supported well and that those with special educational needs and/or disabilities are helped to make good progress. Good safeguarding arrangements ensure that pupils feel safe and happy at school and understand how to stay safe. Two parents spoke for many by saying, 'The teaching staff are very approachable and always have time to listen' and describing it as a 'very friendly, caring school'.

Children make a good start to their education in the Early Years Foundation Stage because there is a good mix of activities that help children to gain confidence and learn quickly. In Years 1 to 6, teachers plan activities that pupils will enjoy, but they do not always make sure that tasks are suitably challenging for average and more able pupils. At times, pupils are not encouraged to work quickly enough. Nevertheless, pupils make at least sound progress and attainment by the end of Year 6 is broadly average in English, mathematics and science. The school is developing links between subjects well, but is not ensuring that pupils develop and apply the literacy and numeracy skills they have learnt, consistently across the curriculum.

□ The satisfactory procedures for self-evaluation enable the headteacher, other leaders and governors to know what needs to be done next to improve the school. However, leaders do not always show clearly enough how developments are benefiting the pupils or use the wealth of information from monitoring provision and progress to prevent dips in progress. The school's satisfactory capacity to improve is evident in the way leaders have improved several aspects of the school, including the use of marking and target setting, since the last inspection. This, together with the clear commitment of staff to ensure that pupils receive the best possible education, confirms the school's satisfactory capacity to improve further.

What does the school need to do to improve further?

- Ensure that teaching and learning are consistently good by;
 - constantly challenging all pupils to enable them to make the best possible progress
 - ensuring they work quickly throughout lessons.
- Make sure that pupils develop and apply their literacy and numeracy skills consistently across the curriculum.
- Increase the impact of all leaders by organising and evaluating information so that

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dips in progress are picked up and rectified more swiftly.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school, learn steadily and make at least satisfactory progress. For example, during the inspection, pupils in Year 1 thoroughly enjoyed learning how to give instructions for planting seeds by directing a teaching assistant dressed as a 'cave woman'. In Year 4, pupils learnt more about fractions of whole numbers by playing a Roman taxes board game. In some lessons, pupils do not make the progress they should because they do not find the work challenging and at times they are not well motivated by teachers to work quickly. Pupils with special educational needs and/or disabilities are identified and supported well by teachers and teaching assistants, enabling them to make good progress towards their individual targets.

Pupils' achievement is satisfactory and they attain levels that are broadly average by the time they leave the school. There are indications that attainment in the current Year 6 is higher than in recent years, although this is a more able year group. In English, pupils do better in reading than in writing and pupils do not always produce work of equal quality across the curriculum. Pupils are polite and friendly and support each other with supportive comments such as 'well done' and 'good idea'. Their sound literacy and numeracy skills and good personal development prepare them satisfactorily for the next stage of education and later life.

□ Pupils have a good understanding about how to stay safe and healthy and are happy that members of staff will keep them safe at school. For example, many pupils remember to wear hats on a sunny day and many comment that 'you can trust all the teachers'. Rates of attendance are broadly average and improving. The school is working well with parents and carers to discourage term-time holidays. Pupils are good at taking responsibility for helping others. For example, eco-warriors are keen to make compost, demonstrating why the school deserves its Eco-challenge Award. Pupils behave sensibly and are □attentive. As one older pupil put it, 'We are not all perfect, but behaviour is good.' Pupils' spiritual, moral, social and cultural development is good. Pupils show respect for others and understand the difference between right and wrong. They help to raise funds for charity and take part in community events because, as one pupil put it, 'Some people aren't as lucky as us.' □ Pupils' understanding of cultures other than their own is developing satisfactorily, and the school has suitable plans to expand knowledge further through links with other schools. Pupils enjoy taking part in physical activities such as swimming and mostly enjoy healthy lunches, showing how they achieved Healthy School status. Pupils' emotional well-being is good because they are supported well through praise and the genuine concern shown by members of staff.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

There are many aspects of good teaching throughout the school but there is not yet a consistent approach to ensuring that pupils are always challenged and learn quickly. As a result, the quality of teaching and learning is satisfactory rather than good. Teachers provide interesting activities that help the pupils to enjoy school. For example, in a Year 6 literacy lesson, pupils were enthusiastic about writing logs for Martians and in Year 2 pupils enjoyed taking measurements for clothing patterns. Good relationships between members of staff and the pupils ensure that behaviour is managed well. There are occasions when tasks are insufficiently challenging for average and more able learners. On occasions, pupils are not expected to work quickly enough. When this happens, learning slows and pupils are not as well motivated.

Links between subjects are developing well and the satisfactory curriculum includes good additional opportunities through clubs, visits and visitors. The outdoor area is used well and there are good opportunities for pupils to take part in physical activities, including using the school swimming pool. These activities help to support the pupils' personal development, health and enjoyment of school. The curriculum enables pupils to develop broadly average literacy and numeracy skills, although it is not always adjusted enough in the light of assessment information to help all pupils build quickly on what they already know or to extend and apply their skills fully.

Good care, guidance and support enable pupils to feel safe at school. Parents, carers and pupils are very positive about the way the school supports them. Academic guidance is developing well, and pupils know their targets and appreciate some of the valuable comments made in teachers' marking.

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These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and other leaders have ensured the smooth running of the school during the recent whole-school refurbishment. Leaders analyse progress data to identify areas for development, although information is not evaluated quickly or clearly enough to ensure that underachievement is tackled as soon as it arises. Embedding ambition and driving improvement are satisfactory. Most monitoring is undertaken by the headteacher and the school has appropriate plans to distribute leadership more equitably. Leaders promote equal opportunities and tackle discrimination, although not all lessons provide enough challenge for all pupils. □ □ □

□ Governors are knowledgeable and supportive and are starting to hold the school to account for its actions. At the time of the inspection, the school's safeguarding arrangements were found to be good. Parents and carers who responded to the inspection questionnaire were all pleased with this aspect of the school's work. The partnership between the school and parents, carers and external agencies is good, enabling them to provide effective support for pupils who are finding life difficult and those with special educational needs and/or disabilities. □ The school promotes community cohesion satisfactorily and has correctly identified that pupils have limited opportunity to learn about cultural diversity by meeting people beyond the local area.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |

| | |
|---|----------|
| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Attainment on entry to the school varies from year to year. In the current Reception Year, the majority of children joined the school working below the levels typically expected for their age. Children make good progress and attainment is broadly average by the time they enter Year 1. Children make particularly good progress in learning about letter sounds and reading because a new daily programme for teaching these skills is having a positive impact this year. All members of staff contribute well to assessing and supporting individuals and groups of children. They form good relationships with families, helping children to settle quickly and develop well socially. Children behave considerately and cooperate sensibly. For example, they all join in with the 'whoosh' when sharing in the success of others. Consequently, they are happy and confident in class and show good independence when making choices about where to work.

Good leadership has ensured that provision is good and meets the children's needs. Occasionally, when working in a large group, the pace of learning drops slightly when teachers do not gain the full attention of all the children. However, most activities are in short bursts so that children are kept on task. Leaders are using assessment information to help develop provision further and there are clear plans to extend numeracy activities and to ensure that the outdoor role play area is of the same good quality as the activity provided indoors.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

There was a good response to the parents' questionnaire. Nearly all parents and carers are pleased with all aspects of the school's work. They are particularly pleased that their children are kept safe and healthy. The inspection team agrees with parents' and carers' positive views.

A few parents and carers feel their children could make more progress and their

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needs are not fully met. The inspection team found that there are occasions when this is the case because pupils are not being challenged to do hard enough work.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Byfleet Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 48 | 73 | 16 | 24 | 2 | 3 | 0 | 0 |
| The school keeps my child safe | 53 | 80 | 13 | 20 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 42 | 64 | 21 | 32 | 3 | 5 | 0 | 0 |
| My child is making enough progress at this school | 49 | 74 | 12 | 18 | 5 | 8 | 0 | 0 |
| The teaching is good at this school | 50 | 76 | 15 | 23 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 43 | 65 | 22 | 33 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 42 | 64 | 23 | 35 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 44 | 67 | 19 | 29 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 48 | 73 | 14 | 21 | 3 | 5 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 38 | 58 | 23 | 35 | 4 | 6 | 0 | 0 |
| The school takes account of my suggestions and concerns | 33 | 50 | 29 | 44 | 3 | 5 | 1 | 2 |
| The school is led and managed effectively | 45 | 68 | 17 | 26 | 2 | 3 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 50 | 76 | 13 | 20 | 3 | 5 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 June 2010

Dear Children

Inspection of Byfleet Primary School, West Byfleet KT14 7AT

We enjoyed coming to see your cheerful school. Thank you for being so helpful during our visit. Yours is a happy and friendly school which provides a sound standard of education.

These are the best things about your school

- You learn quickly in the Early Years Foundation Stage.
- Those of you who find learning difficult do well.
- You feel safe at school and are well looked after.
- You enjoy school because teachers plan activities that match your interests.
- You behave well and are polite and friendly. It is good that Eco-warriors help to make compost. □
- There are good links between the school and parents and carers.
- Your headteacher and other leaders know what needs to be done to make the school better. □

These are the things we have asked your school to do next to make it better

- Help your teachers to always give you work that is hard enough for you and make sure that you work quickly throughout each lesson.
- Make sure that you use and improve your literacy and numeracy skills in all subjects.
- Make sure that leaders spot when groups of pupils are not doing well enough quickly so that they can put things right straight away.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by always working quickly.

Yours sincerely

Alison Cartlidge

Lead inspector

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