

Betty Layward Primary School

Clissold Road, London, N16 9EX

Inspection dates 3–4 July 2014

Overall effectiveness	Previous inspection:	Requires Improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Progress is good throughout the school. Attainment in reading and writing in Year 6 is well above average.
- Teaching over time is good and pupils are positive and keen learners. They are responsive to their teachers' expectations and try hard to succeed.
- Disabled pupils, those who have special educational needs and those for whom the school receives additional funding make good progress because of good support.
- Pupils' behaviour is good. They have positive attitudes and are very proud of their school. They feel safe and show great care and respect for others in the school.
- The school is a hive of creative activities and gives pupils rich and stimulating learning experiences. Learning is enhanced by arts, music and exciting trips and visits. This helps to motivate pupils and contributes strongly to their spiritual, moral, social and cultural development.
- Leadership is good at all levels. Leaders are committed to continually improving the school, and are valued and supported by staff and pupils.
- Governors know the school well and provide good levels of support and challenge. This helps ensure that teaching and pupils' achievement continue to improve.

It is not yet an outstanding school because

- Teachers do not always set challenging work for the most able pupils in all years across the school.
- Teaching assistants do not always encourage pupils to think enough about their work.

Information about this inspection

- Inspectors observed 17 lessons, seven jointly with the headteacher and executive headteacher. Inspectors also observed support sessions for pupils who need extra help with their learning.
- Inspectors attended one school assembly, and paid a visit to the morning breakfast club and to the morning of sports activities for Key Stage 2 pupils in the local park.
- They spoke to pupils informally throughout the inspection, gathering their views and experiences of life in the school, and also met with two groups of pupils.
- Inspectors listened to pupils read and looked closely at how the school encourages and promotes a love of reading.
- Meetings were held with a group of school governors and a school adviser.
- Inspectors also met with subject leaders, and staff responsible for checking attendance and behaviour and coordinating special educational needs.
- Inspectors noted the 160 responses to the online Parent View survey and spoke with several parents during the inspection.
- The 33 responses to the staff questionnaire completed during the inspection were analysed.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Olson Davis	Additional Inspector
Martin Roberts	Additional Inspector

Full report

Information about this school

- Betty Layward is larger than the average-sized primary school.
- Almost half of the pupils are from White British backgrounds with the rest coming from a number of different minority ethnic groups. The proportion of pupils who speak English as an additional language is slightly above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for pupils who are looked after and those known to be eligible for free school meals, is slightly below the national average.
- The school runs a daily breakfast club which is managed by the governing body.
- Since the previous inspection an executive headteacher from a local outstanding school has joined the leadership team and the school has formed a partnership with Springfield Community Primary School, which is in a teaching alliance.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Raise achievement even further by making sure that:
 - teachers always set tasks and activities which stretch the most able pupils from the Nursery and Reception classes through to Year 6
 - teaching assistants encourage pupils to think more carefully about their work.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery and Reception classes with skills and abilities that are generally below the levels typically seen at their age. They settle quickly and are keen to learn.
- They make good progress and improve their skills, with the majority achieving a good level of development by the end of the Early Years Foundation Stage.
- Good progress continues consistently through each key stage. By the end of Year 2, pupils' attainment in all subjects is now edging above national averages. At the end of Year 6, standards continue to rise in all subjects. Attainment is well above average in reading and writing and above average in mathematics.
- In 2013, Year 6 pupils who were supported by additional funding were behind their classmates by almost a year in reading and mathematics and a year and a half in writing. Gaps are closing rapidly and current Year 6 pupils are two terms behind in each subject. Some of the extra funding is used to create a small team, dedicated to help these pupils learn, and to link with a wider challenge programme of support in London.
- Phonics (the sounds that letters make) is taught particularly well in the Early Years Foundation Stage and Key Stage 1. Pupils in Year 1 achieved above-average results in the annual screening check in phonics last year.
- Reading levels have risen and the school has successfully raised the profile of reading. Pupils enjoy picking up a book and read regularly. Pupils reading in the quiet reading area of the playground before school were proud to show their copies of a book signed by the author. More able pupils attending a writers' workshop returned to school excitedly talking about 'genres', keen to apply their new knowledge to their own writing. Pupils draw on these experiences and standards in writing are high.
- Pupils talk actively about mathematics and their understanding is deepened by interesting demonstrations which grab and hold their attention. Year 2 pupils learning about fractions quickly answered questions about equivalents while watching their teacher cut up a rectangular tiramisu cake. Pupils' confidence and understanding have improved and this has contributed to the rise in mathematics achievement across the school.
- Additional sports funding has a good impact on pupils' health and well-being. The school uses specialist coaches and encourages teachers to improve their own skills. A wide range of clubs and activities attract pupils' interest. As a result, pupils' fitness levels and skills are improving.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. Skilled support, on a one-to-one basis and in small groups, has been highly effective in helping these pupils to succeed. The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because their needs are checked at an early stage and the right support is provided.
- The most able pupils are clearly identified; although some are set work which is suitably challenging, this is not always the case. As a result, they do not always achieve as well as they could.

The quality of teaching is good

- Teachers work closely with their dedicated teaching assistants in most lessons to make sure that activities are interesting and provide enough stretch for the different groups of pupils. Teachers use their good subject knowledge and enthusiasm to interest pupils and make them keen to learn.
- All disabled pupils and those who have special educational needs receive good quality support at the right level for them. This includes within lessons and in one-to-one or small group activities. This good quality support also extends to those who speak English as an additional language. Pupils appreciate this, and in the friendly and purposeful environment are encouraged to do their

best.

- Where learning is at its best, pupils are motivated and inspired, and this helps them to raise their own aspirations of what they want to achieve. Many check their own progress in lessons. They frequently use prompts and resources in the classroom to help them tackle problems confidently.
- Children in the Nursery and Reception classes quickly come to enjoy learning. Routines are established early on and they happily direct themselves to activities in the stimulating indoor and outdoor areas with a good sense of the learning task.
- Pupils learn exceptionally well where adults' high expectations ensure that they are set suitably challenging work. Because of this, their belief in what they are capable of is also strong. The levels of challenge, however, vary and teachers occasionally set work which is too easy and pupils are not stretched to show what they can really achieve.
- The most able pupils tackle more difficult and challenging tasks when teachers set them and reach high levels of attainment.
- Teachers provide pupils with regular, helpful verbal feedback on how to improve their work. Written feedback is becoming more constructive, creating more opportunities for pupils to respond and improve their work. Pupils frequently mark each other's work and are beginning to offer comments to help them to improve.
- Homework has a clear purpose. Pupils understand that it is an important feature and an extension of their work in class and links with what they will be learning next. Parents who commented were happy with the quality and quantity of work set.
- Although teaching assistants frequently offer skilled support and guidance in lessons, there are occasions where they do not always encourage pupils to think closely about their work and this limits pupils' opportunities to help themselves to learn.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes to learning are positive most of the time but they are less enthusiastic when they find work too easy. Most act responsibly and manage their own behaviour well.
- At playtimes and lunchtimes, pupils keep a watchful eye and check that everybody is getting along well. This helps to maintain a friendly, helpful atmosphere.
- School council representatives are keen to involve themselves in all aspects of school life and regularly discuss how they can help the school to improve. They represent the views of others with senior staff.
- The school fosters positive relationships. Monitors accompany an adult to keep a watchful eye on behaviour and make sure that pupils move safely around the building.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of how to keep themselves safe in school and are knowledgeable about internet safety.
- Bullying is rare and pupils say that adults are usually quick to deal with their concerns. There are very few racist incidents, and discrimination is not tolerated. Pupils also use the 'worry box' to express their concerns and benefit from the support of emotional well-being counsellors in school.
- Parents, staff and pupils agree that behaviour in lessons and around school is good. Pupils' attendance levels have risen to above average levels because school leaders discourage families from taking holidays during term-time. The breakfast club is popular and this has encouraged pupils to come to school and be on time.
- The school celebrates and rewards pupils' positive achievements through regular 'star of the week' assemblies, which are supported by many parents.
- Pupils are proud to be a part of the school. The grounds and playground areas are kept tidy and display a vibrant array of colourful artwork and good quality resources. Pupils get along with

each other well and speak positively about how much they enjoy being a part of the school.

The leadership and management are good

- The executive headteacher, headteacher and leadership team are committed to improving the school. As a result, achievement and teaching are now good. Their drive is reflected throughout the school and leaders at all levels are caring, positive role models for others.
- The appointment of the executive headteacher and changes to the roles of middle leaders have strengthened and improved the school. The executive headteacher has added the expertise of a mathematics specialist to lead on staff training and to successfully raise standards. Leaders in literacy and numeracy increasingly check that the quality of teaching and its impact on learning retain a high priority but have yet to ensure that the most able pupils are always fully challenged.
- The relationship with the partner school has enabled teachers to benefit from sharing the expertise of others and this has contributed to raising the quality of teaching in the school.
- The school reviews all aspects of its work thoroughly and acts quickly to address any weaknesses. School development plans are realistic and plans to raise standards are linked to checks on the quality of teaching and pupils' progress, and are shared by all staff in the school.
- Good quality staff training and the recruitment of talented staff in recent years have led to marked improvements across the school.
- Activities in lessons are supplemented by a good number of extra clubs and activities. These are enhanced by inspiring trips and visits, and the school makes good use of specialists in art, music and languages and also of parents who have a range of creative skills.
- The school promotes pupils' spiritual, moral, social and cultural awareness particularly well. Its values permeate through all of its work, having a positive effect on pupils' own personal qualities. The promotion of health through sport is improving, with more pupils than previously attending clubs, being active at playtimes and representing the school. Many pupils cycle to school or come by scooter.
- The school effectively promotes equality of opportunity and tackles any discrimination.
- The school improvement adviser has played an integral role in forming the partnership with the outstanding school.

■ The governance of the school:

- Governors have improved their skills and work closely with school leaders to improve the school. They have a good understanding of the school's strengths and areas for improvement, speak confidently about information on pupils' progress, and raise questions where dips occur.
- Governors visit regularly to check on how the school is progressing and how pupil premium funding is having an impact on the progress of eligible pupils. They also check how the sports funding is being used and expect to see an audit of how effective this is.
- Governors ensure that targets to improve the performance of staff are reviewed and that staff pay is linked to pupils' achievements. They check that pupils are safe by monitoring safeguarding procedures and ensure that the school's breakfast club is well run.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131706
Local authority	Hackney
Inspection number	442163

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Frances Peel-Yates
Executive Headteacher	Fiona Judge
Headteacher	Maureen Jarrett
Date of previous school inspection	21 November 2012
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