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9 July 2013

Maureen Jarrett  
Headteacher  
Betty Layward Primary School  
Clissold Road  
London  
N16 9EX

Dear Mrs Jarrett

### **Requires improvement: monitoring inspection visit to Betty Layward Primary School**

Following my visit to your school on 8 July 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2011

### **Evidence**

During the visit, I met with you, other senior leaders, the Chair of the Governing Body and two representatives of the local authority. I evaluated improvement plans, records of monitoring activities and achievement data. I visited classrooms with you.

### **Main findings**

Since the last monitoring visit, leaders have increased the frequency of their monitoring activities. They conduct more regular lesson observations and conduct weekly drop-ins to classrooms. Feedback to teachers following these activities is not as helpful as it could be because leaders do not identify precisely what needs to improve and how. For instance, leaders check that teachers plan a range of tasks to meet pupils' needs in their lessons but they do not evaluate the impact of this work on pupils' progress. Support plans for teaching that requires improvement are in place for some teachers but they too lack a deeper analysis of what precisely needs

to improve. Leaders do not identify the tailored support and training that is necessary or set deadlines for follow-up visits to ensure that matters improve quickly.

Leaders have improved some elements of teaching by setting clearer expectations for teachers. Marking and feedback to pupils is more helpful in showing them how to improve. Teachers also identify next steps for pupils. Most teachers now set clearer expectations of pupils in 'must, should and could' statements but some expectations for the most able pupils are not high enough. In some lessons, the most-able pupils make slower progress because they have to complete lower level work before they begin the more challenging independent tasks.

Leaders track the progress of pupils more rigorously and have a broad overview of the average progress made by vulnerable groups in each year group which is broadly good. They are also able to identify pupils who are not working at age-related expectations. However, leaders do not analyse the assessment data they collect well enough to identify the slow progress of some groups of pupils. Leaders are not delving deeply enough to plan the necessary actions to address gaps in attainment. For instance between pupils eligible for pupil premium funding and other pupils in some year groups.

Governors are ambitious for the school. They have a good knowledge of the main strengths and weaknesses of the school based on the information they receive. They have received training to analyse school achievement data and compare it to national standards. The local authority and school joint action plan has been finalised and improved following recommendations made following the previous monitoring visit. Governors track the school's progress against its agreed targets. The governing body is working to improve the school's communication with parents and carers. Governors identify the need for further training to improve their own effectiveness.

Senior leaders and governors are not taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection. The school should take immediate action to:

- ensure that leaders evaluate the quality of teaching more precisely in order to identify the guidance, training and support required to improve teaching
- ensure that leaders analyse the assessment data it receives more rigorously to identify the slow progress of some pupils
- ensure that leaders track the progress of the most-able pupils in lessons and through assessment data to ensure they are making consistently good progress
- ensure that the governing body benefits from high quality training to ensure it can monitor and challenge the school effectively.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority monitors the school's progress carefully including through a recent review of teaching and learning. It has identified that the school's self-evaluation does not focus sharply enough on the impact of the school actions to address areas for improvement. The local authority has provided support through a National Leader of Education which has had limited impact on improving the leadership of the school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Hackney.

Yours sincerely

Michelle Winter  
**Her Majesty's Inspector**