

# Inspection of John Betts Primary School

Paddenswick Road, London W6 0UA

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Inspection dates: 3 and 4 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	<b>Outstanding</b>

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

This is a happy place to come to school. Pupils like the friendly atmosphere and the opportunities on offer. They particularly enjoy the wide range of clubs, such as ballet, Kung-fu and choir. Pupils understand the school's values of 'kindness, integrity, resilience, perseverance and courage' which form the basis for all learning. One parent commented, 'To have a culture of kindness across the school is just wonderful.'

Leaders and governors expect all pupils to achieve. They are ambitious, have high expectations and support pupils to reach their potential. They also recognise the crucial role parents play and provide regular communication about their child's learning. Parents enjoy being part of the school community and its inclusive nature.

Pupils understand what bullying is. They also understand what it means to be a bystander. Pupils say that if bullying does happen, they will tell their teachers who will deal with it.

Pupils are articulate and confident. They enjoy their lessons and excitedly recall when learning is enhanced by visitors or trips. Pupils are polite, courteous and responsible. They are well prepared to be responsible citizens in modern Britain.

## **What does the school do well and what does it need to do better?**

Leaders have implemented a broad and balanced curriculum. Plans are in place for all subjects, which leaders continuously review. For instance, leaders changed the way history and geography are taught this year. Previously, these subjects were taught through a two-year rolling programme. They are now taught through a one-year progression model. This approach is beginning to allow key themes such as 'invasion' to be sequenced logically.

Reading is prioritised across the school. Leaders introduced a new phonics programme in September 2021. This programme includes books that closely match the sounds pupils know. Every member of staff received training to teach this new scheme. They appreciate this consistent approach to teaching reading. Pupils are gaining phonics knowledge in line with what would be expected at this time of the year. Pupils that need to catch up with their reading receive additional support. This is helping them to quickly gain the knowledge and skills they need to become confident, fluent readers.

Older pupils read avidly, widely and with passion. They can talk extensively about the authors they like and different types of books. Pupils with special educational needs and/or disabilities (SEND) are supported to access the same curriculum as their peers. Activities are adapted to take account of an individual's needs. For example, in guided reading, pupils with SEND are supported to pre-read the text so they are familiar with the content in the main lesson.

Teachers check what pupils know and remember. This is mostly through questioning pupils about their learning in lessons. Teachers meet regularly with leaders to discuss pupils' progress and make plans to address gaps in learning. However, leaders are clear that teachers' workload should not be impacted by unnecessary assessment. This is because leaders make every member of staff's well-being a priority. Pupils' recall of key knowledge in English, mathematics and science is secure. However, some pupils do not easily recall previous learning in wider curriculum subjects. In music, for example, pupils are not clear on the musical elements such as 'texture'. The curriculum in these areas needs further development and time to fully embed.

The environment in the Reception class enables children to build on their interests to develop their understanding of the world. Teachers set up the provision to support children for what comes next in their learning. For example, children explore seasonal changes that occur in their environment. This prepares them for learning about weather in Year 1.

Leaders provide pupils a broad range of rich experiences beyond the curriculum, for example through educational visits, performing and inviting speakers to talk about their professions. The curriculum is enhanced further through a wide range of extra-curricular activities. Weekly assemblies reinforce school values.

Governors provide rigorous support and challenge. They are clear on their statutory duties and perform these well. Leaders engage with parents regularly through whole school events, workshops and assemblies.

Behaviour is managed well and there is a calm, orderly environment in school. Pupils behave well in lessons and follow instructions. They demonstrate enthusiasm and positive attitudes towards their learning. Pupils know about healthy relationships and what to do if a friendship is not right.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are ever vigilant that pupils are safe. They train all staff to spot signs that may mean a pupil needs help. Additionally, staff know how to report concerns to secure the right support.

Teachers make sure pupils learn about safeguarding risks. For example, pupils know the dangers they face using the internet.

Leaders engage the help of external agencies when appropriate. They know when to make referrals to safeguarding partners.

Governors check that safer recruitment processes are robust, for instance by checking the single central record termly. This means that only adults deemed safe to work with children are appointed.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some subjects are in the early stages of implementation. This means pupils are not yet remembering the key knowledge. Leaders need to develop and embed all areas of the curriculum so that pupils consistently build on the knowledge they need to achieve well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	100346
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10204491
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sophy Doyle
<b>Headteacher</b>	Jessica Mair
<b>Website</b>	<a href="http://www.johnbetts.lbhf.sch.uk">www.johnbetts.lbhf.sch.uk</a>
<b>Date of previous inspection</b>	29 June 2007, under section 5 of the Education Act 2005.

## Information about this school

- The current headteacher has been in post since September 2015.
- One assistant headteacher joined the school in September 2021.
- All other members of the senior leadership team took up post during the last academic year.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Meetings were held with the headteacher, senior leaders, eight members of the governing body and a representative from the diocese.
- The inspectors carried out deep dives in these subjects: reading, music and science. For each deep dive, the inspectors met with subject leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed safeguarding arrangements by scrutinising records, talking to leaders and staff and through discussions with pupils.
- The inspectors considered the views of parents, staff and pupils, through Ofsted's online surveys.

### **Inspection team**

Alison Colenso, lead inspector

Her Majesty's Inspector

Rekha Bhakoo

Ofsted Inspector

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