

Inspection of a good school: Botwell House Catholic Primary School

Botwell Lane, Hayes, Middlesex UB3 2AB

Inspection dates:

4 and 5 October 2023

Outcome

Botwell House Catholic Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy being at their school and happily learn and play together. Leaders make sure that all pupils, including those with special educational needs and/or disabilities (SEND), do their very best. During their time at school, pupils achieve well.

The school is a calm environment where pupils behave well and show respect for each other and adults. Staff promote the school's values positively. Staff make sure that pupils are safe here. They help pupils to learn how to keep themselves. For example, pupils talked about the different ways of staying safe online. Pupils know to talk to a trusted adult if they have any worries.

Pupils, staff and families feel part of a school community with a warm, family atmosphere. Staff help to develop pupils' character through their extensive work with the community. For example, they sing in the local care home and raise money for the local hospice. Running the daily mile is a healthy routine enjoyed by all pupils and staff.

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

Leaders have developed strong curricular thinking in subjects across the curriculum. They have ordered knowledge for pupils to build on and remember over time. In art, for example, younger pupils learn how to draw using pencils and charcoal. Older pupils use special shading and pastels to draw more complex objects confidently. In some subjects, teaching does not implement the intentions of the curriculum securely. This means that pupils do not secure the knowledge and skills they need for future content.

Teachers check pupils' knowledge and understanding regularly in most subjects. They have strong subject knowledge and present information to pupils clearly. In some subjects, the school has not identified what subject-specific knowledge they want pupils to retain. This limits pupils' deeper understanding of key content.

Reading is a priority in the school. The love of books is promoted through daily reading in all classes. Pupils, including those in early years, enjoy choosing books from class reading

areas. The school has thought carefully about how to help pupils learning to read. They have a well-planned phonics programme. All staff receive training to teach pupils phonics. They provide pupils with extra help as soon as they need it. This support helps pupils to progress with their reading well. Pupils read books that match the sounds they are reading in class. Pupils learn to become confident and fluent readers.

The school gets to know children and their families well in early years. This helps teachers know and identify pupils' individual needs. Pupils with SEND develop their knowledge and skills through the curriculum which teachers adapt skilfully. For instance, in mathematics, pupils were developing their calculation skills accurately while using practical resources. Leaders work closely with external specialists. They gain further support and guidance from these experts to support pupils.

Leaders ensure that staff manage behaviour consistently well. Pupils approach their learning positively. Staff encourage pupils to talk about their feelings. This prompts pupils to think about others and to act in a kind way. The school sets high expectations for attendance. There are clear systems in place to follow up absences.

Pupils learn about the differences between people and families. They lead assemblies to celebrate different festivals such as Eid and Diwali. Pupils are proud of their responsibilities which include 'RE ambassadors', eco-warriors and school councillors. During the election of these posts, pupils learn and talk about democracy. The school actively provides opportunities for pupils to show and develop their talents through shows and clubs.

Staff value working at this school. They appreciate the time given to support their workload and well-being. Staff at all levels consider that leaders are approachable and listen to their ideas.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teaching does not implement the intentions of the curriculum securely. This means that pupils do not secure the knowledge and skills they need for more complex learning. The school should check that the intended curriculum is delivered equally well across all subjects.
- In some foundation subjects, the school has not identified what subject-specific knowledge they want pupils to retain. This limits pupils' deeper understanding of important content. The school needs to ensure that curriculum planning sets out the key content that pupils need to learn and when.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102422
Local authority	Hillingdon
Inspection number	10293240
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	698
Appropriate authority	The governing body
Chair of governing body	Eileen McLoughlin
Headteacher	Kevin Oakley
Website	www.botwellhouseschool.co.uk
Date of previous inspection	12 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders and met with members of the governing body, including the chair. They also spoke with the school's improvement partner and a representative from the diocese.
- Inspectors met with pupils to understand their views about the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, history and art. For each deep dive, the inspectors discussed the curriculum with subject leaders, met with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors considered the behaviour of pupils during lesson visits and around the school. They looked at behaviour and bullying records, and leaders' analysis of these.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first. They also considered pupils' attendance at school.
- Inspectors spoke to staff about their workload and well-being and considered the views of staff, pupils and parents, including through responses to Ofsted's online surveys.

Inspection team

Janice Howkins, lead inspector

Ofsted Inspector

Rutinderjit Mahil-Pooni

Ofsted Inspector

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