

Inspection of a good school: Betty Layward Primary School

Clissold Road, Hackney, London N16 9EX

Inspection dates:

3 and 4 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils love coming to this school. They enjoy learning because leaders have thought carefully about how to make the curriculum relevant and engaging. Pupils know that teachers expect them to work hard. They rise to these high expectations. Pupils learn well in all subjects and are very well prepared for the next stage of their education.

This is a school where pupils are safe and well cared for. Pupils trust staff to support them when problems arise. They know that staff will listen to their worries. Behaviour is exemplary throughout the school. In class, pupils are keen to do well and eager to contribute to discussions. At play and lunchtimes, the school is calm and orderly. Pupils are caring and kind to each other. They are polite and courteous to staff and visitors.

From the very start of their school journey, pupils enjoy many opportunities to develop their talents and interests. As a result, they become confident, mature and articulate young people. From a very early age they are given responsibilities in the school, like class ambassador and eco warrior. This helps them become confident and proud members of the school community.

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

The curriculum from Nursery to Year 6 is well-designed and ensures pupils have opportunities to build on what they already know. In each subject, leaders have identified the key content and vocabulary that they want pupils to learn and remember. Staff use assessment effectively to check that pupils have understood their learning before moving on to the next stage. As a result, pupils develop a deep body of knowledge in different subjects. For example, in history, pupils understand the different reasons why the Vikings invaded Lindisfarne.

The school has strong team of subject leaders. They are knowledgeable and passionate experts who provide effective support. As a result, teachers have strong subject knowledge. They explain new content skilfully so that pupils are helped to understand complex concepts.

Leaders are determined that all pupils will become confident readers. Moreover, they want all pupils to enjoy reading, from an early age. Phonics is taught well from the start of Reception. Staff check pupils' reading. They are quick to provide extra help so that pupils do not fall behind. Pupils quickly become proficient readers who love to read. Pupils appreciate the vast range of books available to them in the school and are familiar with a broad range of authors and their work.

Pupils who have special educational needs and/or disabilities (SEND) receive excellent support. Leaders identify pupils' needs quickly and accurately. Staff work closely with parents and carers to understand pupils' needs and how to meet them. As a result, pupils with SEND are well-supported to access the same curriculum as their peers, wherever this is possible.

Pupils have excellent attitudes to learning. Disruption in lessons is rare. Pupils speak confidently about, and take responsibility for, their learning. Pupils' enthusiasm and strength of character is a key factor in their success. Effective systems are in place to ensure pupils attend regularly.

Leaders' work to promote pupils' wider development is highly effective. They want pupils to develop a love of sport and to be curious and creative. This informs the extensive extra-curricular offer. Music plays an important part in the life of the school. For example, the annual 'Blastonbury' festival is something the pupils take real pride in, and they are keen to share with visitors the song they will perform. Pupils play an active role in their community through fundraising and environmental activities.

The school's staff form a committed team for whom pupils' needs come first. Senior leaders set a strong example. They ensure that staff are cared for, and that their workload is reasonable. Staff are proud to work in the school. Governors are an important part of the school family. They provide strong support and challenge to leaders. Parents and carers are effusive in their praise for the school.

Safeguarding

The arrangements for safeguarding are effective.

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 second ungraded inspection since we judged the school to be good in July 2014.

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	131706
Local authority	Hackney
Inspection number	10293258
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair of governing body	Adam Roland
Headteacher	Jessica Bailey
Website	www.bettylayward.hackney.sch.uk
Date of previous inspection	18 May 2018, under section 8 of the Education Act 2005

Information about this school

- There is a breakfast club for pupils who attend the school. It is run by school staff and managed by school leaders.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other school leaders. She held discussions with three governors, including the chair of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, she discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work.

- The inspector also discussed the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the 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.
- The inspector considered the responses of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Helena Mills, lead inspector

Ofsted Inspector

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