

# Inspection of a good school: The Edward Betham Church of England Primary School

Oldfield Lane South, Greenford UB6 9JU

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Inspection dates:

30 April and 1 May 2024

## **Outcome**

The Edward Betham Church of England Primary School continues to be a good school.

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

Leaders have developed a friendly and welcoming school community. Pupils are happy, resilient and eager to learn. The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils achieve well in their learning. This is reflected in published outcomes in national assessments. Pupils, staff and parents and carers are very proud of their school.

Pupils have a range of opportunities to take up responsibility. For example, they help younger pupils at breaktimes and support leaders with delivering the collective worship programme. Relationships between staff and pupils are respectful. This results in a harmonious learning environment in which pupils' well-being flourishes.

Behaviour is positive across the school. Pupils are kind to and support each other, including when learning. They feel cared for and safe, and know that if they have concerns or worries an adult will listen to them. Bullying is rare and, if it happens, teachers deal with it quickly.

The school ensures that pupils gain valuable life experiences. For instance, all Year 6 pupils visit the Royal Courts of Justice, which helps them to understand democracy and the law. Leaders take on board pupils' suggestions about the clubs that they would like to attend and provide a wide range, including football, basketball, choir and crochet. These are well taken up.

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

The school has created an ambitious and rich curriculum. It has identified the key knowledge, skills and vocabulary that pupils should learn. Leaders have made informed changes to encourage a more consistent approach to teaching. Staff swiftly identify the

needs of pupils with SEND and make adaptations for them through targeted adult support and the effective use of resources.

Leaders, including the governing body, have identified the priorities for school development. They challenge the school effectively while supporting staff well-being. Staff training and development is a high priority. As a result, teachers have secure subject knowledge. They present information to pupils with clarity. Teachers check pupils' learning regularly and address any misconceptions swiftly. Typically, teachers encourage pupils to make links with what has been learned previously. For example, in mathematics, pupils in Year 6 use what they know already about fractions to help them when working on scale and ratio. Pupils are taught to solve calculations using a range of different methods. They apply this knowledge to solving real-life problems, for example when talking about money and the proportion of costs when paying a bill.

Teachers support children to use subject-specific vocabulary well. For example, in art and design, pupils in Year 4 understand what 'point of view' and 'representation' mean and why they are important when drawing a range of landscapes. From the early years, teachers expose pupils to an impressive range of artists who reflect the diversity of the international art world. Pupils' artwork displayed around the school reflects this diversity. Children receive a strong start in the early years. Staff provide children with regular opportunities to practise their learning and to build independence. In mathematics, there is a clear focus on securing children's understanding of number and important early concepts, including 'more' and 'fewer'.

Sometimes, curriculum implementation is not as secure as it could be. In some instances, pupils are not supported to deepen their knowledge and make links to prior learning. This sometimes makes it difficult for them to recall what they have previously learned and use it to make sense of new content. On occasion, pupils have gaps in their knowledge. The school puts in place support for these pupils, including through bespoke catch-up sessions.

The school places the highest priority on early reading. Effective training ensures that staff have strong knowledge for teaching reading. Pupils achieve very well in published phonics outcomes. Regular checks ensure that pupils read books that are well matched to their phonics knowledge. These approaches to pupils' reading development continue throughout the school. Teachers choose ambitious class texts with rich vocabulary and language.

Leaders have strong relationships with families, providing support and guidance when needed. A variety of drop-in sessions enable parents to learn about the school systems, the curriculum and gain useful advice. Pupils' behaviour and attitudes to learning contribute positively to the delivery of the curriculum.

The school places a high priority on attendance and pupils are rewarded for coming to school regularly. Where attendance rates are low, leaders work effectively with families to encourage and support them to improve attendance and punctuality. Pupils now attend school regularly after a temporary dip in attendance rates in the previous academic year.

The school promotes pupils' wider development very well. There is a well-planned and age-appropriate personal, social and health education programme. Sensitive topics, such as healthy relationships, are taught with care. Staff teach pupils about respecting other people's faiths, cultures and ways of life. Educational outings include visits to local mosques, temples and synagogues. Racism and discriminatory behaviour are never tolerated.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Sometimes, the school's ambitious curriculum is not implemented as the school intends. On occasion, teaching does not make it clear to pupils how to make appropriate connections within their learning. This means that pupils, including those who are disadvantaged, sometimes do not understand what they are learning in sufficient depth to recall it readily and make sense of new concepts later. The school needs to ensure that teaching supports all pupils to learn the curriculum in the intended depth.

## **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 February 2015.

## **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

<b>Unique reference number</b>	101927
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10323304
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	424
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Silva Hilburn and Lianne Lambourne (co-chairs)
<b>Headteacher</b>	Caroline Chamberlain
<b>Website</b>	<a href="http://www.edwardbetham.ealing.sch.uk/">www.edwardbetham.ealing.sch.uk/</a>
<b>Date of previous inspection</b>	5 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Church of England religious character. The school had its last section 48 inspection by the Diocese of London in October 2022.
- The school runs its own breakfast and after-school club.

## 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. 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 leaders and staff in the school, including those responsible for the quality of education, behaviour, attendance, wider development and safeguarding.
- The inspector met with representatives from the governing body, local authority and the diocese. These included the co-chairs of the governing body.

- The inspector carried out deep dives in early reading, mathematics and art and design. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector 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 inclusive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to a range of pupils and staff members and reviewed the responses to Ofsted's online pupil and staff surveys. She also considered the views of parents who made responses to the parent online survey, Ofsted Parent View.

### **Inspection team**

Susan Maguire, lead inspector

His Majesty's Inspector

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