

# Inspection of a good school: George Betts Primary Academy

West End Avenue, Smethwick, West Midlands B66 1RE

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Inspection dates:

16 and 17 July 2024

## 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.

The principal of this school is Nikki Rolfe. This school is part of The Elliot Foundation Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Hugh Greenway, and overseen by a board of trustees, chaired by Tim Coulson. There is also a regional director, Allan Shephard, who is responsible for this school and four others.

## What is it like to attend this school?

Pupils at George Betts Primary Academy thrive as this is a school which puts considerable thought into the curriculum and the wider opportunities that pupils benefit from. As a group of pupils, typical of many, said to the inspector, 'In our diverse school we have many opportunities for every child and caring teachers who want all pupils to succeed.' Due to all this, pupils achieve exceptionally well and are very happy.

Pupils invariably behave very well. This is because they understand the importance the school places on mutual respect and doing your best. Very well-established routines enable all pupils to feel safe and thrive. House captains take a lead in modelling the school's expectations for younger pupils. Pupils know that if they have concerns, they can speak to an adult or use the school's worry box.

The school's personal development of its pupils is a significant strength. This includes local visits, a residential to Worcestershire and a trip to London. Pupils value the many clubs they have in school, including sports for girls and boys, as well as a choir and music lessons. Pupil house captains take a lead in the competitions and sports days which are highlights for the community. There are opportunities too for celebrations in school, about which pupils speak very positively.

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

The school has constructed an ambitious and coherent curriculum for all pupils. In doing this, leaders have deeply considered the key learning pupils most need and the order in which this is best taught. The school has embedded a highly effective approach to checking that pupils understand key concepts. With this regular focus on accurate assessment in the moment, this means that any misconceptions or gaps in understanding are rapidly picked up and addressed. Leaders identified the need to support pupils to write to greater depth. Their approaches are leading to increasing numbers of pupils being supported to write with increased complexity and cohesion. The school has placed appropriate emphasis on supporting pupils to discuss their learning to help them consider how they could best complete the activities they are given. All this means that pupils know more and remember more across a range of subjects to enable them to achieve exceptionally well.

The school has a very well-embedded approach to early reading. The key sounds and letters to which they correspond are taught in a logical order by well-trained adults. Any misconceptions are rapidly addressed through well-targeted interventions. The school is also alert to support pupils who are new to the country and those who start at different times of the school year. These pupils are effectively supported to ensure that they catch up. The school fosters a love of reading through a range of measures, including the number of books children take home but also timetabled book talk, story time and whole class reading. The significant range of high-quality texts that leaders have selected mean that pupils are exposed to a wider range of literature, language and experiences. Pupils talk enthusiastically about the books they like to read thanks to the school's considered approach.

The provision for pupils with special educational needs and/or disabilities (SEND) is effective. This is because leaders ensure they have an accurate understanding of pupils' needs. The school produces helpful information for teachers in the form of 'all about me' charts. Teachers use the information they are given to adapt the curriculum appropriately. As a result, pupils with SEND make good progress.

Pupils behave with very high levels of respect and courtesy at George Betts Primary. This is because the school's values of 'responsible citizens, successful learners and confident individuals' are fully embedded across the school. This means the school is a harmonious and happy community. Pupils give their work their full attention, as they have been taught to show resilience in their learning. For the very few pupils who find it hard to meet the school's expectations, it takes considered and supportive action to help them. The school has very high attendance at all levels thanks to leaders' tenacious work.

The school's emphasis on pupils' personal development is significant. The 'happy, healthy safe' curriculum teaches pupils about life in modern Britain and how to stay healthy. Trips and visits are very carefully mapped out to tie in with the curriculum and to ensure all pupils benefit from a wide range of experiences. There are positions of responsibility for pupils called house captains. These pupils help to lead developments in the school. They speak with pride of the school and their leadership role for younger pupils.

Staff at George Betts Primary Academy speak very highly of the training and support they receive from leaders. They report very high levels of satisfaction with how they are supported to manage their workload. The trust has an accurate view of the quality of provision at the school. It supports leaders in the development of provision and liaison with other local trust schools. Those responsible for governance are informed with respect to their role. Parents report very high levels of satisfaction with the school's work.

## 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 first ungraded inspection since we judged the school to be good in June 2019.

## 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>	139565
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10344005
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	447
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Tim Coulson
<b>CEO of the trust</b>	Hugh Greenway
<b>Principal</b>	Nikki Rolfe
<b>Website</b>	<a href="http://www.georgebettsprimaryacademy.com">www.georgebettsprimaryacademy.com</a>
<b>Dates of previous inspection</b>	5 and 6 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Elliot Foundation Academies Trust.
- The school does not use any alternative provisions.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspector discussed any continued impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- 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 positive culture around safeguarding that puts pupils' interests first.
- As a part of this inspection, the inspector met with the chair of trustees, the CEO of the trust, trust employees, senior leaders, subject leaders and teaching staff, as well as

other employees in the school. The inspector also talked informally to pupils to gather general information about school life.

- The inspector carried out deep dives in: early reading, mathematics and modern foreign languages. For each deep dive, the inspectors 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 reviewed the school's extra-curricular activities, enrichment programme and its careers and personal development programmes with leaders and pupils.
- The inspector reviewed the school's behaviour and attendance records with school leaders.
- A range of documentation was scrutinised, including leaders' plans to improve the school.
- The inspector met with members of staff and spoke to pupils, both formally and informally, at various points in the inspection. He took account of responses to a staff survey, a pupil survey, Ofsted Parent View and the free-text responses. The inspector also talked with parents informally.

### **Inspection team**

Andrew Madden, lead inspector

His Majesty's Inspector

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