



Edward Betham Church of England Primary School

Inspection Report

Unique Reference Number 101927
Local Authority Ealing
Inspection number 276617
Inspection dates 15–16 January 2007
Reporting inspector Barry Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|---|--------------------|-------------------------|--------------------------|
| Type of school | Primary | School address | Oldfield Lane South |
| School category | Voluntary aided | | Greenford |
| Age range of pupils | 3–11 | | UB6 9JU |
| Gender of pupils | Mixed | Telephone number | 02085788928 |
| Number on roll (school) | 458 | Fax number | 02088132146 |
| Appropriate authority | The governing body | Chair | Reverend Neil Richardson |
| | | Headteacher | Mrs Maralyn Kehely |
| Date of previous school inspection | 3 July 2000 | | |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Edward Betham is a larger-than-average primary school. The school is on a split site with the Nursery and Key Stage 1 classes on one side of a road and Key Stage 2 classes on the other. The school is over-subscribed. The proportions of pupils from minority ethnic backgrounds and for whom English is not their home language are higher than in the great majority of schools. Attainment on entry to the school is changing and is now average having been above average when older pupils joined the school. The proportion of pupils who join the school during the course of a year is increasing and is currently a little higher than in most schools.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 3

Edward Betham is a satisfactory school with good features. The school is particularly successful in providing high levels of pastoral care. This is because of the excellent commitment of the adults in the school and the effective links with other agencies and services. Consequently, pupils develop very well into responsible young people. In particular, their spiritual, moral, social and cultural development is excellent. This reflects the strong Christian ethos and values of the school. Relationships are good and pupils respect other beliefs and cultures. This is a friendly, family school in which pupils feel safe and valued. They join in the life of the school enthusiastically and take advantage of the good range of clubs and other experiences on offer through the good curriculum. This is appreciated by the parents and they speak very highly of the school. As one parent wrote, 'The school is brilliant. The staff are warm and welcoming and very helpful.'

The school has responded well in the Foundation Stage to the changing profile of its pupils. The curriculum has been thoughtfully modified and assessment procedures improved. The teaching is good and children make good progress. The school has been slower to respond to the challenge in the main school. There has been a reluctance to accept that the pupils are not maintaining this good progress. Consequently, issues have not been addressed as rigorously as they should have been. By the end of Year 6, pupils attain broadly average standards. Given their starting points, this is satisfactory achievement overall. However, progress is not even through the school. Some more able pupils do not achieve as well as they should in Key Stage 1 because they are not set sufficiently challenging work. In Key Stage 2, some pupils of average ability make less than the expected progress. This is because the school has good teachers but their effectiveness is lessened because support in the classroom does not always meet individual needs. This is partly through financial constraints and partly because the school does not always identify underachievement early enough and so opportunities to correct matters are missed.

Pupils achieve satisfactorily but this is less than the school expects of itself. The school has extensive data about pupils' progress but it is not always analysed sufficiently incisively to identify the key issues and self-evaluation is only satisfactory. Given the satisfactory leadership and management, capacity to improve is also satisfactory.

What the school should do to improve further

- Ensure that data are analysed accurately to identify underachievement by pupils and used to inform actions by senior managers.
- Raise expectations for what more able pupils can achieve in Key Stage 1.
- Ensure that all pupils of average ability in Key Stage 2 make good progress.

Achievement and standards

Grade: 3

Children receive a good start in the Foundation Stage but progress slows in Key Stage 1. The school has taken robust action where weaknesses have been identified but has not fully remedied matters. Standards at the end of Year 6 have fallen in the last two years. This is not explained by the change in the ability profile, as perceived by the school. Some of its more able pupils have left the school and this partly explains the fall in standards. However, it does not explain the dip in achievement as shown by value-added measures. These show that in the national tests in Year 6, pupils made good progress in 2004 but unsatisfactory progress in 2005. Results for 2006 show an improvement and that progress is again satisfactory. In 2005, a significant number of pupils of average ability did not make the expected progress and the school missed its targets in English and mathematics. The school improved resources and gave additional training for the teaching of mathematics and this resulted in some improvements in 2006. There are now no underachieving groups including pupils from minority ethnic backgrounds. Pupils with learning difficulties and disabilities make the same progress as their classmates. Progress overall is satisfactory but does not match the good progress that was being achieved a few years ago.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The school council is effective and this exemplifies pupils' outstanding contribution to the community. They have their own section on the school website and use it well to communicate with pupils and parents. They have been able to influence decisions about healthy school dinners, the playground and the environment. Pupils enjoy coming to school and this is shown by their good attendance. Behaviour is also good. There is little bullying and the pupils trust the adults to deal effectively with the few incidences that do occur. Behaviour and attendance have improved since the previous inspection because school policies have been carefully designed and implemented by all staff. The pupils' economic well-being is satisfactory because they have satisfactory numeracy and literacy skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers manage their classes well and the pupils speak highly of their teachers. Lessons have clear objectives; teachers explain things well and probe pupils' understanding through well-chosen questions. The younger children, in particular, are given ample opportunities to develop their speaking skills. Teachers use resources well to add interest to lessons. Interactive whiteboards have just been introduced but these are not yet used to their full potential. The teachers

vary in how well they provide work to meet individual needs. In Key Stage 1, tasks set for the more able pupils are often not sufficiently challenging. Teaching assistants provide effective support to some pupils but not all pupils get the support they need. Marking is thorough and conscientiously done but does not always show pupils how they might improve further.

Curriculum and other activities

Grade: 2

The curriculum is good. In the Foundation Stage, it is well balanced and appropriate to the age range. There is a good balance between adult-led activities and opportunities for children to learn through well thought-out play. In the main school, there is good provision for personal and social education. The curriculum reflects well the rich cultural diversity of the pupils and contributes significantly to pupils feeling valued. It fulfils the school's aim to be respectful of what pupils bring with them. Information and communication technology is integrated well to support learning in other subjects. There is a good range of after-school clubs which are well attended. These are usefully supplemented by visits and trips that are usefully linked to work in class. The school is developing its programme to support pupils who are gifted or have particular talents.

Care, guidance and support

Grade: 2

The individual pastoral care and support demonstrated by individual teachers is excellent and contributes significantly to pupils' excellent relationships and their strong moral and social development. There are rigorous procedures for safeguarding pupils and they regard the school as a safe environment. The school links well with other agencies so that vulnerable pupils receive good support. As a result, all pupils can play their full part in the life of the school. The guidance and support to pupils in the Foundation Stage is good. In the main school, academic guidance is satisfactory but not all pupils have targets which will help them to improve further. Consequently care, guidance and support are good overall.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has served the school well for several years. She has promoted good teamwork and overcome the difficulties which arise from a split site to successfully promote a united staff. Day-to-day administration of the school is very good. Pastoral care is also well organised and effective. However, the procedures for promoting good achievement are not robust enough. The school does perform extensive analyses of pupils' progress but they are time consuming and do not always lead to effective action. The school has not made effective use of computer systems which would enable senior managers to monitor the progress of groups of pupils and to pick out patterns in the performance of pupils. Consequently, their decisions are not based on all the information that is contained

within the data. The school has been successful in improving the standards and quality in the Foundation Stage. Developments at Key Stage 1 have been hampered by the school's inability to appoint a manager. The monitoring of teaching quality is satisfactory but does not focus sufficiently on the progress made by pupils. The governors are very supportive of the school and have good links but have not been sufficiently challenging regarding the achievement of pupils.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress | 3 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 2 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

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|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Many thanks for your help and cooperation when we inspected your school. You told us that you like coming to school and this is shown by your good attendance. You say adults in the school look after you and so you feel safe. Most of you appreciate the healthy dinners although some of you are less convinced. The school gives you opportunities to do physical exercise in lessons and in after-school clubs and this is helping to make you fitter. Members of your school council told us enthusiastically about the website and are confident that their views are valued. Your parents also speak very highly of the school.

Our main finding is that your school is satisfactory with good features. We are particularly impressed by the excellent way in which you respect and care for one another. Your contribution to the school and the wider community is outstanding. Well done! This reflects well on the Christian ethos of the school and the values it promotes so well. The staff are very caring, work hard and have your best interests at heart. This is very much appreciated by yourselves and your parents. Children in the Nursery and Reception make a good start. You all benefit from the good range of clubs and other activities and experiences that the school provides for you.

There are three ways in which we have asked the school to improve even further.

- Use the data it collects to check on how well you are doing and to decide on actions to take if you fall behind in your work.
- Ensure that the more able pupils in Years 1 and 2 are set work that makes them think.
- Ensure that pupils of average ability in Years 3 to 6 do well in all their subjects.

For your part, please keep up the good attendance and behaviour. Ask if you do not understand, as the teachers will be pleased to help.

We wish you every success in the future.

Barry Jones

Lead inspector