

Edward Betham Church of England Primary School

Inspection report

Unique Reference Number	101927
Local Authority	Ealing
Inspection number	335809
Inspection dates	4–5 March 2010
Reporting inspector	Sarah Conway

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Neil Richardson
Headteacher	Maralyn Kehely
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 20 lessons or part lessons and saw 18 teachers. Meetings were held with pupils, parents, staff and the chair of governors. Inspectors observed the school's work, and looked at school policies, monitoring records, minutes of governing body meetings and 74 parent questionnaires, together with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the:

- progress and attainment of current higher- and lower-ability groups across the school
- quality of teaching in Key Stage 1 and the extent to which pupils were involved in monitoring their own progress
- effectiveness of leadership and management, particularly systems for monitoring, self-evaluation and planning for improvement.

Information about the school

Edward Betham is a larger than average primary school on a split site. On one side of the road, children in the Early Years Foundation Stage are provided for in Nursery and Reception Classes, and share the site with Key Stage 1. Key Stage 2 classes are on the other side of the road. The large majority of pupils are from a diverse range of minority ethnic backgrounds. Many of these pupils come from homes where English is not the first language, but few are at an early stage of learning English. The school has a broadly average proportion of pupils who have special educational needs and/or disabilities. Their range of needs includes problems with speech, language and communication. The proportion of pupils eligible for free school meals is below average. The school has been awarded the Sport England Activemark and has national Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Parents and carers and pupils are accurate in their views that Edward Betham is a good school. It is a very safe and attractive environment, much enhanced by the high-quality artwork pupils have produced and effective use of displays by teachers to help pupils with their learning. Pupils are overwhelmingly positive about school and feel safe, with one commenting, 'I love my school... and it supports me when I feel uncomfortable or worried'. Pupils' behaviour when moving around school is good and they are eager to do well which contributes to their good achievement and personal development. They are welcoming and polite to visitors and keen to take on responsibilities within the school. These positive attributes, alongside the above average standards they attain, ensure pupils are well prepared for the next stage of their education.

Children start in Nursery with levels of skills below those typically expected for their age and progress well in the Early Years Foundation Stage because provision is good. Teachers have an accurate understanding of pupils' different levels of ability and work hard together to ensure the curriculum meets pupils' needs so that all pupils including those who have special educational needs and/or disabilities make good progress. Pupils make faster progress in upper Key Stage 2 where a variety of activities is planned to take account of the range of pupils' needs. The pace of teaching is slower in some classes lower down in the school where teachers spend too much time talking to pupils so that they lose concentration and their progress slows.

Pupils feel safe and attend regularly. Their understanding of e-safety is outstanding. Effective pastoral care and good guidance and support ensure that all pupils develop well and learn confidently regardless of their individual circumstances or difficulties. The curriculum is well organised and informed by accurate assessment so that it contributes strongly to the good progress pupils make. Older pupils routinely check each other's work and monitor their own progress against targets. This, combined with the detailed guidance pupils receive from their teachers showing how well they have done and pointing out what they need to do next to improve their writing, are significant factors in the very good progress they make in literacy. The quality of guidance is less effective in numeracy and there are fewer opportunities for pupils to practise skills learnt in numeracy elsewhere in the curriculum.

The school is a very harmonious community and pupils from a range of different backgrounds get on well together and respect each other's traditions and beliefs. Links within the school community and internationally are strong but links further afield in this country are less developed.

Governors and senior leaders have an accurate view of the school's strengths and

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weaknesses. Firm and successful action has been taken to address deficiencies highlighted in the last inspection and there are systematic processes in place to ensure ongoing review of the school's performance. The rigorous and regular monitoring by the headteacher and senior leaders of pupil progress across the school ensures there are no differences in the progress made by different groups of pupils. The dip in performance in 2008 has been addressed and scrutiny of pupils' work, teachers' assessments and lesson observations during this inspection show that by Year 6 standards in English are well above average, and in mathematics are rising and above average. This confirms the school's good capacity for future improvement.

What does the school need to do to improve further?

- Raise the quality of teaching and learning in younger classes from satisfactory to good by ensuring that pupils are more actively engaged in lessons.
- Raise attainment in numeracy to the level of that of literacy by:
 - ensuring the quality of guidance that pupils receive in numeracy matches that in literacy
 - providing more opportunities for pupils to use the skills they have learnt in numeracy lessons elsewhere in the curriculum.
- Ensure that more is done to extend pupils' understanding of the diverse communities in other areas of the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Evidence collected during the inspection matched the school's detailed and accurate assessments that by Year 6 pupils' attainment in English is high, and is above average in mathematics. Tracking information and scrutiny of pupils' work in books show that all pupils in Year 2 and 6 are making good progress based on their starting points and some are already achieving the higher levels in numeracy and literacy because of good teaching. Pupils who have special educational needs and/or disabilities and those learning to speak English as an additional language receive good support and are also making good progress.

Pupils achieve well and learn effectively because they are happy at school and want to succeed. Their enjoyment is evident in the way they settle quickly, listen attentively and respond to teachers' questioning. They find learning especially exciting when they have opportunities to share their ideas in groups and engage in lively question and answer sessions. When asked probing questions, for example in one numeracy lesson, where pupils were calculating the size of angles between the hands of a clock, they enthusiastically explained the different methods they had used. In such lessons, there was a buzz of excitement because the teacher secured a fast pace, ensuring no time was wasted. As a result, everyone was involved and pupils were eager to complete tasks quickly and accurately. When pupils are expected to listen for long periods of time, tasks are not sufficiently matched to pupils' needs; where some restless behaviour is not addressed promptly, pupils lose concentration and progress slows.

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Pupils have good relationships with their teachers and each other. They are confident that there is always a trusted adult who will listen to any concern they may have and that it will be dealt with promptly. They show respect for others and each other's beliefs and listen respectfully; this is especially evident during acts of worship. Pupils show a good knowledge of how to eat healthily and older pupils are involved in running a break-time fruit trolley.

Pupils eagerly take on responsibilities in the school community. Members of the school council are adamant that they have a role to play in improving the school community. One recent example was the improvement to security through adaptation of the school gate of the upper school. There are fewer formal opportunities for younger pupils to impact on the life of the school as membership to the school council is limited to older pupils. Pupils support others who are less fortunate than themselves by raising money for a number of charities. They are active participants in the local church and linked to a school in Mozambique but are less involved in their immediate geographical community and have limited experience of rural British communities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teachers routinely share the learning objectives at the beginning of lessons and make clear what pupils must do in order to reach those objectives by the end of each session. There are good opportunities, especially in literacy, for pupils to review their previous learning, checking their own and each other's progress. Those who need additional support with language, literacy or numeracy receive effective help from learning support assistants. Assessment information is mostly used well to ensure that work is carefully matched to pupils' individual needs. Marking against pupils' targets helps pupils understand exactly what they need to do to improve their work in literacy. However, this is not as effective in other subjects, notably in numeracy.

The curriculum promotes good academic progress and personal development. The school is beginning to make links across the curriculum, including themed events and activities. Strong emphasis is placed on developing pupils' literacy skills, contributing to above average attainment. Extended periods for pupils to practise their writing and has effectively integrated literacy into other parts of the curriculum, leading to accelerated progress in writing. For example, in one religious education lesson, pupils were using their knowledge of Palm Sunday to write an acrostic poem. Additional time is provided within the curriculum for all pupils to improve their basic number skills but it is too soon to see the impact of this work on pupils' attainment in numeracy.

Information and communication technology (ICT) is used well to support learning and a broad range of opportunities are provided for pupils to develop their own ICT skills to a high level. For example, Year 6 pupils are currently developing their film editing skills and Year 5 pupils have recently used presentation software to present to a large adult audience. Visits and visitors enhance the curriculum and there is sufficient time for physical activity. There is limited opportunity for pupils to extend their participation in enrichment activities beyond the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders and governors are ambitious for their pupils and want them to do as well as they can. They promote a strong sense of community within the school and all are made to feel welcome, whatever their background or beliefs. The impact of policies to promote equality is monitored and regularly reviewed. All pupils receive the help they need to achieve challenging targets. The headteacher, ably supported by the deputy headteacher, keeps all aspects of the school under review. Close monitoring of teaching

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and pupil progress mean that leaders have a clear understanding of what is going well and where improvements are needed, and this is shared effectively with staff. This has brought about significant improvements in the teaching of writing and is beginning to show improvements in the teaching of numeracy. Safeguarding measures are rigorous and follow statutory guidance. They are regularly reviewed, making a significant contribution to the strong sense of security that pupils feel.

The school involves parents and carers well in supporting their children's learning. School leaders promote community cohesion very effectively within the school and through international links but links with communities in other areas of this country are less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Leaders make an early start in developing effective relationships with parents and carers by visiting children at home before they start school. This helps children to settle quickly. Children's attainment on entry is variable from below that usually expected to broadly typical for three-year-olds. The school's assessment data show that children make good progress across the Early Years Foundation Stage so that they enter Year 1 with broadly average levels of attainment.

Relationships between adults and children are good, helping children to feel safe and thoroughly enjoy their learning. Children cooperate well with each other because adults reinforce positive messages about sharing. The Nursery has good outdoor provision, enabling children to choose from a range of activities, including planting and watering

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seeds in their garden to making models in a large covered area. Effective use is made of the more limited outdoor space in Reception, together with the indoor areas which are both well resourced to provide a wide range of stimulating activities. Monitoring of children's learning and progress is accurate and activities planned to focus on developing children's social, communication and number skills support children to learn and develop well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are almost unanimously delighted with all aspects of the school's work. They feel that their children are well looked after, are happy and enjoy their learning. Parents' views are typically summed up in the following comment, 'I am pleased with all aspects of the school and both of my children are very happy and doing well. The teachers provide support and valuable feedback at all times'. Inspectors found this generally to be the case.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edward Betham Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 462 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	69	22	30	0	0	0	0
The school keeps my child safe	59	80	14	19	0	0	0	0
The school informs me about my child's progress	43	58	31	42	0	0	0	0
My child is making enough progress at this school	47	64	24	32	3	4	0	0
The teaching is good at this school	51	69	21	28	1	1	0	0
The school helps me to support my child's learning	44	59	29	39	0	0	0	0
The school helps my child to have a healthy lifestyle	45	61	27	36	0	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	51	33	45	0	0	0	0
The school meets my child's particular needs	40	54	32	43	2	3	0	0
The school deals effectively with unacceptable behaviour	41	55	29	39	3	4	0	0
The school takes account of my suggestions and concerns	37	50	32	43	1	1	0	0
The school is led and managed effectively	51	69	21	28	1	1	0	0
Overall, I am happy with my child's experience at this school	55	74	18	24	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 March 2010

Dear Pupils

Inspection of Edward Betham Church of England Primary School, Greenford UB6 9JU

Thank you for being so polite and welcoming when we visited your school recently. We really enjoyed meeting and talking to you. You said you are proud of your school, feel safe and enjoy coming to school. You especially appreciate your teachers who you say help you to learn. Your parents are also pleased with the school.

We found Edward Betham to be a good school. Your headteacher and staff work hard together to help you to do well and they know what needs improving. You make good progress in most classes and by the time you leave school you are achieving standards that are well above average in literacy and above average in numeracy. You are keen to do well, get on well with each other and enjoy helping the school to run smoothly. You have a very good understanding of how to keep yourselves safe on the internet.

While a number of things are good in the school, to make it even better we have asked the headteacher, other staff and governors to do the following to improve your school:

- improve teaching in some classes so that you can make even faster progress
- help you to achieve in numeracy as highly as you do in literacy by giving you better guidance on how to improve and by giving you more opportunities in other lessons to practise your numeracy skills
- provide more opportunities for you to learn about others from different areas and backgrounds in the United Kingdom.

You can help your teachers by continuing to listen well in lessons, behaving responsibly and working as hard as you can.

Yours sincerely

Sarah Conway

Lead inspector

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