

# Betty Layward Primary School

## Inspection report

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<b>Unique Reference Number</b>	131706
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	341200
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Ruth McFarlane

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	443
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Stagg
<b>Headteacher</b>	Nicole Bradley
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Clissold Road London N16 9EX
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## Introduction

This inspection was carried out by four additional inspectors. Twenty two lessons or part lessons were observed. All the teachers present were seen. Meetings were held with individual parents and carers, groups of pupils, governors and staff. Inspectors observed the school's work, and looked at staff and pupil surveys, policies, minutes of meetings, curriculum time allocations and lesson plans, and 168 completed parents' and carers' questionnaires.

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

- how well provision for practical experiences and the quality of assessment have improved since the last inspection, in the Early Years Foundation Stage
- the impact of strategies to improve attainment in writing at Key Stage 1
- how well assessment is used in the classroom to pitch tasks precisely to pupils' abilities, and especially to ensure pupils with special educational needs and/or disabilities make good progress
- how well the staff team works together to drive improvement.

## Information about the school

This is a large school. About half of the pupils are of White British origin, with the rest coming from a wide range of minority ethnic groups, the main groups having Eastern Europe heritage or mixed backgrounds. About a quarter of pupils speak English as an additional language. The proportion of pupils with special educational needs or disabilities is average. Their difficulties are mainly in speech, language and communication, behavioural, emotional or social difficulties, or moderate learning difficulties. The school provides a breakfast club each morning. The Early Years Foundation Stage comprises a Nursery and two 30-place Reception classes.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Betty Layward Primary is a satisfactory school. There are some good features that have encouraged pupils to improve their attendance to above average. Pupils' personal development is good because staff offer a caring environment within their classrooms. Thanks to good levels of guidance and support, pupils say they feel very safe at school. Their parents agree.

Children enjoy an improved start in the Early Years Foundation Stage since the last inspection and this has led to good outcomes for this age group. This is because good practical experiences are now plentiful and assessment is more effective in identifying the next steps of learning for each child. In Key Stage 1 there is evidence that writing has improved, in response to focused work, such as a 'Power of Writing' project in conjunction with outside agencies, that has stimulated pupils' interest and engagement. However, the quality of some aspects has declined since the last inspection. Almost the whole staff team has changed in that time, including the leadership, and pupils have found this unsettling. Staff and parents too have taken time to come to terms with the changes. This has led to an overall slowing of pupils' previously good progress. Even so, by the time pupils leave Year 6, inspection evidence shows that attainment overall is broadly average. Most pupils achieve satisfactorily in English, meeting or exceeding the levels expected by that age. In mathematics and science, achievement and progress are just satisfactory.

The weaker performance in mathematics is due to weaker teaching. Teachers' marking is good in English, but in mathematics it is often little more than cursory and does not show pupils how to improve. Too much reliance on a published scheme of work for mathematics, not adapted to the school, also restricts progress and limits investigative work. In this and other subjects, not all teachers make effective use of the assessment information that senior leaders now provide. Because of this, tasks are not always pitched to pupils' varying ability levels.

In science, progress has been restricted by insufficient weekly time given to the subject. The way the curriculum is organised also limits the time allocated for physical education and this limits pupils' adoption of healthy lifestyles. Pupils enthuse about the musical and dance events in the community which they are involved in and which link with other schools. These have a positive impact on building their self esteem and confidence.

The school demonstrates a satisfactory capacity to improve. The appointment of a new deputy headteacher and assistant headteacher has strengthened the senior team and helped to drive improvement by triggering sharper analysis, the systematic measuring of pupils' progress and regular checks on learning. So far, this checking has been mostly

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carried out by senior leaders. Middle managers feel they are not fully empowered, either by training or encouragement, to take a full part in checking teaching and learning in their subjects. Therefore, they have only a satisfactory impact on raising attainment. Self-evaluation takes a more positive view than is evident and not all staff feel involved. However, the school is broadly aware of its strengths and weaknesses, and pupils' progress is now on a generally upward trend.

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

- Raise pupils' attainment in mathematics to meet the levels achieved in English, by the end of the 2010 to 2011 academic year.
- Improve teaching so that at least 75% is good or better by July 2011, by:
  - ensuring that all teachers use assessment information rigorously in planning so that lessons always meet the learning needs of each pupil
  - pitching tasks precisely to ability, especially for the more able
  - increasing investigative work in mathematics and science
  - ensuring teachers' marking guides pupils on the next steps in their learning, especially in mathematics.
- Improve the design and delivery of the curriculum to ensure balance and breadth and improved pupil engagement.
- Build capacity to improve by enabling middle managers to take a greater role in monitoring teaching and learning in their subjects and phase.

## Outcomes for individuals and groups of pupils

**3**

In most of the lessons observed, pupils, whatever their background or ability, were interested, and careful questioning by teachers helped pupils to gain greater understanding and build on their prior knowledge. On occasion however, pupils were not given work that challenged them, or spent too long on the carpet listening to their teacher, and consequently became restless. In these situations, the pace of learning slowed and progress was hampered. This happened more often in mathematics lessons where too much reliance on unadapted published schemes and worksheets limited enjoyment and learning.

In lessons where pupils are required to develop their thinking skills, such as a Year 6 debate on the pros and cons of hosting the Olympics, pupils make satisfactory and sometimes better progress in their learning. For some groups, such as those with special educational needs and/or disabilities and those who speak English as an additional language, this is a recent improvement and is a result of suitable support in lessons. Attainment is gradually rising by age seven, but average attainment is evident between Year 2 and Year 6 because teaching varies, and with it, pupils' progress.

Pupils say they enjoy school overall. Incidents of bullying are rare and pupils say if they do occur they are dealt with quickly. Behaviour is good in and around the school. Pupils take full advantage of the relatively limited opportunities to take exercise and they have

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a thorough understanding of how to stay healthy, including what kinds of food are necessary to maintain their health. Pupils are adequately prepared for their future through their acquisition and use of basic skills. Their understanding of spiritual, moral, social and cultural issues is well developed through various curriculum activities, such as the work on carnivals taking place during the inspection, and visits to local places of religious interest, such as a Sikh temple.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Only a small amount of good teaching was observed. Here, teachers displayed good subject knowledge and employed various teaching methods that appealed to the range of pupils' learning styles. This was most successful when it linked subjects, such as in Year 1, when pupils were dancing their fingers to music in their work adding numbers that make ten. In lessons like this, progress was good and pupils' interest was captured. In some lessons, planning was not sufficiently detailed to deal with the needs of each individual because assessment procedures were not always being implemented rigorously enough to identify these needs. This meant progress slowed for some pupils,

<sup>1</sup> 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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particularly those with special educational needs and/or disabilities and the more able. Sometimes, sessions introducing topics were too long for pupils to remain engaged. Teaching assistants are generally deployed appropriately to help learning. The way the mathematic resources are usually used does not offer good support for learning.

Recent developments in the curriculum, through greater use of cross-curricular links to reinforce learning, have increased pupils' interest. For instance, the 'Prom in the Park' project links literacy, art, design and technology with other local schools. Trips, visits and extra-curricular activities, such as a sports clubs, contribute to variety in the curriculum. However, timetables for some year groups are not fully balanced and this adversely affects pupils' outcomes in those subjects. Personal development sessions supplement the good pastoral care offered. The school has worked successfully to enable the increasing number of pupils who speak English as an additional language to overcome barriers to learning and emphasis is given throughout the school to the values of respect and care. Breakfast club provides a good supportive start to the day for participants.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and her senior team have had an adequate impact on raising attainment, although a number of areas of the school's effectiveness have declined since the last inspection. Members of the governing body are knowledgeable about the school and are now holding the school to account more effectively. As a result, some aspects have improved. The work led by the deputy headteacher has improved the way progress is measured and this is beginning to be used in the classroom. Staff are beginning to work as a cohesive team, but subject leaders do not all have enough skills or experience to monitor the quality of learning and guide improvements in their subjects or phase and some report that training for their roles is insufficient. Self-evaluation is satisfactory. The impact of partnerships on pupils' achievement, including that with parents, is satisfactory.

The school's work to promote equality of opportunity and tackle discrimination is satisfactory. It emphasises the importance of being an inclusive community that supports the ethnic mix that is present. Pupils respond positively. As one said, typically, 'We are all different here, but we are all friends.' Governors, the headteacher and other school leaders evaluate the impact of this work and they promote community cohesion

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well. This is reflected in pupils' contribution to the community. Actions planned and executed reflect local needs effectively and have begun work to promote national and international aspects. The school's policies and procedures for safeguarding are well managed and include rigorous checks on staff and volunteers recorded centrally.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

New leadership has led to the creation of a lively and interesting environment for the under-fives, with skilled and caring practitioners brimming with good ideas. As a result, based on their starting points, outcomes for children have improved since the last inspection and are good. Most reach the Early Learning Goals by the time they enter Year 1, and some exceed them.

The children are happy and enthusiastic learners. They enjoy taking responsibility for small tasks, such as putting away toys, and this helps them develop skills for the future. In the Nursery, the cultural theme of carnivals sparked much interest in making carnival costumes with pasta tubes and bright paint. In Reception, a 'Transport' theme triggered the conversion of the role-play area into an airport check-in desk, and the children made confident check-in clerks. However, although focused activities were of good quality, not enough of the free choice activities that followed were linked to the theme, so that children were not given enough opportunities to embed their learning. Good assessment processes ensure that children's needs are identified and planned for. As a result, children receive a good balance of adult-led activities and those they choose for themselves, inside and outdoors. The weekly 'Family Time,' where families spend the morning in school together, provides a strong home/school link, helping parents and



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carers to support their child's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Just over a third of the eligible parents and carers responded to the questionnaire. Most are supportive of the school. They feel that the school keeps their children safe. A small minority have a number of concerns. Their most significant concerns are that the school does not take account of parents' and carers' views and concerns; does not help parents and carers support their child's learning; and, the school is not well led. Inspectors investigated. They found no aspect less than satisfactory. Some recent improvements have been introduced to ensure that parents' views are taken into account.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Betty Layward 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 168 completed questionnaires by the end of the on-site inspection. In total, there are 443 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	49	71	42	11	7	1	1
The school keeps my child safe	90	54	75	45	2	1	0	0
The school informs me about my child's progress	45	27	90	54	29	17	0	0
My child is making enough progress at this school	55	33	81	48	20	12	4	2
The teaching is good at this school	61	36	87	52	12	7	0	0
The school helps me to support my child's learning	33	20	92	55	35	21	4	2
The school helps my child to have a healthy lifestyle	62	37	78	46	14	8	8	5
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)	36	21	91	54	20	12	3	2
The school meets my child's particular needs	45	27	94	56	22	13	2	1
The school deals effectively with unacceptable behaviour	46	27	92	55	15	9	4	2
The school takes account of my suggestions and concerns	18	11	83	49	46	27	9	5
The school is led and managed effectively	29	17	82	49	30	18	15	9
Overall, I am happy with my child's experience at this school	75	45	69	41	18	11	2	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



5 July 2010

Dear Pupils

Inspection of Betty Layward Primary School, London N16 9EX

Thank you very much for the kind welcome you gave my colleagues and me when we visited your school recently. It was a pleasure to be shown around by such friendly pupils and we really enjoyed seeing you at work in your classrooms. You go to a satisfactory school. This means some things are fine and some could be better. You told us that you feel very safe in school, and you know how to stay healthy. You told us that staff care for you well and they are interested in how you are doing. We agree. You are doing just about as well in your work as most pupils of your age, and in English, you are doing a bit better.

To continue to improve your school, we have asked your headteacher, staff and governors to help you to make faster progress by ensuring that enough of your time each week is spent on each subject. At the moment you are not spending quite enough time on science or physical activities.

We have asked that the school does everything it can to make sure teaching is as good as it can be, especially in mathematics, where you haven't been doing as well as in English. It's important that you develop skills in both these subjects as you will need them in the future. We have asked that your teachers make sure that in their marking their comments show you how to improve, especially in mathematics. We have also asked that teachers use the information they have about your progress to plan lessons which meet your needs more closely.

You can help by always trying hard and striving to do your best.

Yours sincerely

Ruth McFarlane

Lead inspector

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