

Brentside Primary School

Inspection report

Unique reference number	101915
Local authority	Ealing
Inspection number	395332
Inspection dates	13–14 June 2012
Lead inspector	David Edwards HMI

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Miss Anne Chapman
Headteacher	Ms Melody Moran
Date of previous school inspection	3–4 October 2006
School address	Kennedy Road Hanwell London W7 1JL
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Age group	3–11
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Introduction

Inspection team

David Edwards

Her Majesty's Inspector

Patricia McLachlan

Additional Inspector

Patricia Underwood

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 19 lessons taught by 14 teachers. In addition, discussions were held with four groups of pupils, the headteacher, senior leaders, teachers, teaching assistants, and representatives from the governing body. A telephone conversation was held with a representative from the local authority. The inspectors took account of the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at information about pupils' performance, the school development plan (including minutes of related meetings and reports), school policies, and curriculum planning documents. In addition, questionnaires were scrutinised from 144 parents and carers, 14 staff and 123 pupils.

Information about the school

This school is larger than the average-sized primary school. Pupils come from a wide variety of ethnic backgrounds. Many are at the early stage of learning English and over half speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those with special educational needs who are supported at school action plus level or have a statement of special educational needs is also above average. Pupils with speech, language and communication needs and those with behavioural, emotional and social difficulties form the largest two groups with additional needs. Pupils are taught in single-age and mixed-age classes. The school took on Foundation status in 2010 and is currently consulting with all stakeholders about becoming an academy. The school meets the government's current floor standards, which set out minimum requirements for pupils' attainment and progress.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school which has maintained high standards in English and mathematics since the previous inspection. It is an inclusive and harmonious school which promotes pupils’ spiritual, moral, social and cultural development exceptionally well. Leaders are aware that the outdoor learning environment, especially for the youngest children, has not been developed as effectively to support learning as the very good indoor provision pupils enjoy.
- Pupils’ achievement is outstanding. Almost all sustain excellent progress in English and mathematics. They apply their developing skills, including reading, writing, communication and mathematical understanding, to great effect across the curriculum.
- Pupils exhibit excellent attitudes to learning in lessons. Pupils say they feel completely safe in school because of the very effective care and support they receive. Incidents of poor behaviour are rare and managed well. The school works closely with partner agencies to meet the needs of all pupils whose circumstances may make them vulnerable.
- Teaching is outstanding. Teachers convey high expectations for all pupils. They provide sharply focused support or intervention to secure optimum learning. Teachers mark pupils’ work regularly and use the resulting information wisely to plan stimulating lessons that challenge and motivate pupils to achieve their best. Opportunities for pupils to reflect on and respond to the comments made by teachers in their books have yet to be embedded throughout the school.
- Leaders and managers, including the governing body, work effectively together with a shared sense of purpose which is based on a well-informed and accurate understanding of the school’s strengths and areas for development. The school has excellent strategies for engaging regularly with parents and carers. Pupils’ learning is monitored by senior leaders very carefully in order to maintain the high outcomes pupils achieve.

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What does the school need to do to improve further?

- Improve the outdoor learning environment, especially for the youngest children, to fully support the curriculum and development needs of all pupils.
- Provide regular time for pupils to reflect on their work and their teacher's marking, so that they better understand what they need to do next to improve their learning further.

Main report

Achievement of pupils

Most children begin school with knowledge and skill levels that are well below age-related expectations. However, teachers plan effectively together to provide for the needs of all children. This ensures that children settle quickly to routines and make rapid progress, especially in their personal, social and emotional development. Children's enthusiasm for learning is evident in the way they take turns and play cooperatively together in the well-resourced indoor learning environment. For example, children showed highly developed teamwork in identifying and classifying symmetrical patterns with the help of a computer program. Parents and carers confirmed in the inspection questionnaire responses the care and attention shown by the school to ensure children settle quickly to learning. A typical comment, reflecting the views of many parents and carers, was: 'I have found Brentside Primary to be excellent in all its dealing with the needs of my child.'

Pupils' attainment by the end of Key Stage 1 in reading, writing and mathematics is broadly in line with the national average. Observations of pupils' learning in lessons and their work in books confirm that nearly all pupils and groups make at least good and often outstanding progress. They continue this trend throughout Key Stage 2, so that most pupils attain highly in reading, writing and mathematics by the end of Year 6. This success is due to the very careful monitoring of pupils' individual progress by senior leaders. This ensures teachers are provided with an accurate understanding of the skills pupils need to develop and the knowledge they need to acquire in order to secure and maintain their excellent all-round progress. Consequently, individuals as well as groups of pupils, including disabled pupils and those who have special educational needs, are provided with high quality learning experiences that keep them firmly on track to achieve their challenging end-of-year targets.

Quality of teaching

Teachers focus on providing a stimulating and rich curriculum, which generates high levels of enthusiasm for learning among pupils. Teachers work very closely with support staff in providing lessons that engage and motivate pupils to learn, and this

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particularly helps disabled pupils and those who have special educational needs to make progress in line with their classmates. Outstanding artwork is displayed throughout the school and pupils say they appreciate all the effort teachers put into planning their lessons. One Key Stage 2 pupil spoke for the majority when he said, 'Teachers are very encouraging and supportive. They try to make learning fun as far as possible. They go over it and at the end of a lesson recall what you have done.'

Teachers' excellent subject knowledge, combined with carefully planned lessons and innovative use of resources, enables pupils to frequently produce high quality work that is well presented, not just in English and mathematics but throughout the curriculum. For example, in a Key Stage 2 art and design lesson, pupils enjoyed touching and discussing the qualities of different types of bread prior to drawing these using a variety of mixed media. The rich diversity of different cultures within the school community is exploited to the full to ensure pupils develop a strong sense of equality as well as enjoyment and fascination in learning about themselves, others, and the world around them.

Regular monitoring of pupils' progress provides teachers with reliable data which are used assiduously to target interventions specifically at those pupils who need it most. The majority of questionnaires returned by parents and carers show that they are pleased with the progress their children are making and acknowledge the work of the school 'to enthuse and engender a desire to learn' in their children. Teachers mark pupils' books regularly. Comments are supportive and provide pupils with guidance on how to improve their work. However, leaders are aware that pupils do not have regular opportunities to reflect on their learning and set personal targets for improvement.

In the Early Years Foundation Stage, adults use children's interests and prior knowledge to plan stimulating learning experiences. Teachers are confident in the delivery of daily phonics sessions (linking letters with the sounds they make) that provide children with regular opportunities to develop secure reading and writing skills. For example, children showed good language awareness and development in the class 'Travel Agents', where they took turns to book holidays, be a travel assistant and be the pilot.

Behaviour and safety of pupils

The behaviour of pupils around the school and in lessons is nearly always excellent. A scrutiny of behavioural records, discussions with staff and pupils, and responses by parents and carers in questionnaires show that this is also the case over time. This is because the school ensures the diverse cultures represented in the school community blend into a harmonious learning culture which permeates all aspects of school life to secure pupils' outstanding spiritual, moral, social and cultural development. An excellent example of this is the regular celebration assemblies that also contain inclusive and meaningful acts of worship. Inspectors attended a whole-school assembly organised by Year 2 and Year 6 pupils which contained a variety of singing and art and design work, and included extempore prayers from two pupil

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volunteers.

Senior leaders work successfully with external partners and other agencies, where necessary, to support pupils whose circumstances or learning needs may make them vulnerable. This has secured the full confidence of staff, pupils and the vast majority of the parents and carers who reported in the inspection questionnaire responses that standards of behaviour are typically of a very high standard. A small number of parents and carers raised concerns regarding the management of inappropriate behaviour in lessons. Inspectors followed this up, but judged that staff handle any such incidents very well to ensure that they do not disrupt learning.

Parents and carers believe all reasonable steps are taken to ensure their children are kept safe in school. For example, one satisfied parent wrote, 'My child has progressed extremely well to become a confident and happy, fulfilled child.' Similarly, pupils speak with warmth and confidence about their teachers. They report that bullying, in any form, is rare and say that adults take any reported incidents very seriously. One pupil confidently stated, 'Teachers sort out bullying!' Pupils also say they are well informed about what constitutes unsafe situations. They acquire a good awareness of internet safety and benefit from regular visits to the school from specialists to talk with them, for example, about fire safety and 'stranger danger'.

Although the Nursery class and Reception classes are in different parts of the school, all adults work effectively together in the Early Years Foundation Stage to ensure children learn and play well together. Children benefit from a stimulating indoor learning environment which boosts their growing independence and confidence when learning. As a result, most children by the end of the Reception Year are happy to share and take turns. All staff are vigilant in ensuring the safety and well-being of pupils and take every opportunity to support and reinforce expectations of good play and behaviour. Consequently, children are happy, well settled in their environment, caring towards one another and respectful and courteous to staff and visitors. Leaders, however, are not complacent; they are aware that the outdoor provision, especially for the Reception classes, does not yet match the high quality learning environment found inside the school.

Leadership and management

Despite significant changes in staffing and the structure of leadership in the recent past, senior leaders have successfully maintained high standards of provision for pupils. Consequently pupils' achievements by the end of Key Stage 2 have remained consistently high, and particularly in English and mathematics. This is because the experienced and dedicated headteacher has successfully built around her a cohesive team of enthusiastic and highly committed professionals who are demonstrating the ability to provide an outstanding learning experience for all pupils. Any possible barriers to achievement are swiftly identified and removed. Teamwork is a strong feature of this school. All adults are appropriately inducted when they join the school, trained and regularly updated in the procedures for safeguarding pupils. As a result, staff say they feel valued and that their personal development is taken

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seriously.

The school is exceptionally vigilant in keeping records, and so cares and provides very well for the safety of all pupils. The school works very successfully within its culturally diverse community to ensure pupils' spiritual, moral, social and cultural development is made a priority, along with excellent access to equal opportunities for all. This commitment to ensuring equality and tackling discrimination is also evident in the incisive actions taken since the previous inspection to improve attendance, which is now above the national average. The vast majority of questionnaire responses from parents and carers confirm that they hold positive views on the school.

The governing body is confident in its strategic leadership role. Communication channels are well established and this ensures that its members know the school well. They carry out their responsibilities efficiently and hold the school rigorously to account. Self-evaluation is accurate and this allows leaders to focus strategically, and with growing success, on school improvement issues. Rigorous and extensive monitoring of all aspects of the school's work promotes a culture of searching analysis and self-challenge that enables leaders to devise exceptionally well-focused plans for further improvement. The school ensures pupils gain a wide range of learning experiences beyond the immediate environment through visits to places of interest and the popular Year 6 residential. The high academic performance that has been sustained since the previous inspection, along with further improvements to the learning environment and curriculum, clearly demonstrates that the school's capacity for further improvement is secure.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 June 2012

Dear Pupils

Inspection of Brentside Primary School, Hanwell, London W7 1JL

Thank you for making us so welcome when we came to inspect your school recently, and especially those of you who completed the inspection questionnaire, shared your work and spoke with us about what you think about your school. It was all very helpful. We found your school to be outstanding!

Here are some of the many very good things we saw. Your school is full of some amazing artwork! Your headteacher and all the staff work well together and care very effectively for you to ensure you enjoy school. Children in the Nursery and Reception classes settle quickly to learning and make good progress because adults help them to learn effectively even while they are playing. Your school's particular strengths in performing arts mean that you have outstanding opportunities to develop very good skills in art, design, drama and music, and your teachers take care to plan lessons that capture your interest and challenge you at the same time. I particularly enjoyed listening in to some of you rehearsing for your end-of-year production! With such stimulating learning on offer I am not surprised that your behaviour in lessons and around the school is nearly always outstanding and your attendance is above the national average. Within your school many cultures are represented, and we were particularly impressed with the way you all get on so well in lessons and when you play together.

Your teachers put a lot of energy into ensuring they mark your work regularly and provide comments that help you to improve. This is why so many of you reach very high standards in English and mathematics by the time you leave at the end of Year 6. However, we would like your teachers to provide a regular time for you to read their comments so you can set your own personal targets for improvement which will also help you to take more responsibility for your learning. We have recommended to your headteacher that improvements are made to the outdoor learning environment so that you will be able to enjoy even more outstanding learning opportunities. I am sure you will have lots of ideas to contribute in making these improvements.

Finally, I hope your *Born to be King* production is a great success at the end of term.

Yours sincerely

David Edwards
Her Majesty's Inspector

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