

Inspection of a good school: Oriel Academy West London

Hounslow Road, Hanworth, Feltham, Middlesex, TW13 6QQ

Inspection dates: 10 and 11 November 2021

Outcome

Oriel Academy West London continues to be a good school.

What is it like to attend this school?

This is a happy and welcoming school. Pupils enjoy their learning and try their best. They feel motivated by the encouragement they get from staff. Children get off to a good start in the early years. They do well in the nurturing and stimulating environment.

Leaders, staff and governors have high expectations of all their pupils. They have designed the 'No limits' curriculum with this in mind. Pupils study a wide range of subjects. Many of these are studied through projects. Pupils enjoy these and make links across their learning.

Staff work well as a team. They have made improvements to how reading and mathematics are taught. These have had a positive impact on pupils' learning.

Pupils behave exceptionally well in lessons and around school. They feel safe in school. Pupils said that bullying does not happen here. They know that staff will sort out any friendship issues or unkind behaviour.

Pupils follow the school code of helping others. They also try and help the school. For example, during class discussions they listen respectfully to other pupils' views.

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

Leaders have high aspirations for every pupil. They support and encourage staff to play their part in making a difference to pupils' lives.

Leaders have ensured that the school has continued to improve. For example, they have introduced a successful mathematics programme which all teachers follow. Pupils in each class work together on the same mathematical content at the same time. Teachers make sure that every pupil, including those with special educational needs and/or disabilities (SEND), has mastered the learning before the whole class moves on.

Leaders have developed a strong culture of reading across the school. Reading is at the heart of the curriculum. This starts in the early years. Staff are well trained to teach phonics. They deliver carefully planned lessons and identify pupils who need extra support. Staff make sure that these pupils get the help they need to catch up quickly. Pupils talked about how much they enjoy reading. They read a wide range of fiction and non-fiction texts.

Leaders have planned and sequenced pupils' learning. They make sure that pupils build up knowledge and skills. For example, in mathematics, children in the early years learn about how numbers work. This prepares them well for Year 1. As pupils progress, they have regular opportunities to develop their fluency and reasoning. By Year 6, pupils are able to tackle complex algebra questions.

With the 'No limits' curriculum, leaders aim to make learning relevant to pupils' lives. They have considered the skills and knowledge that they want pupils to learn. Leaders have identified links between subjects. For example, pupils in Year 6 used their history knowledge about the Victorian era to help them in their design and technology work on animation toys.

Staff identify the important facts and concepts that pupils need to know. They use different strategies to help pupils remember these. Pupils revisit their learning and deepen their understanding as a result. They can recall what they have learned before. However, in some subjects, pupils are not taught much about subject-specific skills. For example, in history, they do not know how historians study the past and make judgements.

Leaders want the curriculum to be memorable. They use educational visits to bring learning to life. For instance, through trips to London museums. Pupils also experience events with a range of speakers, such as an assembly with Dogs Trust. Each project in the 'No Limits' curriculum ends with a special event. Pupils spoke with excitement about building Victorian houses, becoming teachers for the day and creating their own museums.

Lessons are calm and quiet. Pupils' learning moves on without any disruptions. Pupils show respect for staff and each other.

Staff enjoy working here. They spoke positively about the support they receive and they feel valued. Staff said that leaders have considered their workload and care about their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Pupils say they feel safe. They are taught how to keep safe online and in the community. Leaders know their pupils and families well and swiftly identify who needs support. They work with other agencies and make referrals to support vulnerable pupils. Staff are aware of the safeguarding policies and procedures and how to report concerns. Leaders ensure that staff receive regular safeguarding training and updates.

Leaders ensure that all necessary checks are carried out on all staff. This includes thorough checks on new staff. This information is stored on a single central record that is checked regularly by the chair of governors.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have designed an interesting and well-organised curriculum. However, in some subjects, teachers are not as confident in teaching disciplinary knowledge and skills. Leaders should ensure that teachers continue to have further training and support so that they can deliver all aspects of the curriculum confidently.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140158
Local authority	Hounslow
Inspection number	10200250
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	Board of trustees
Chair	Mandy Lancy
Principal	Elizabeth Linney (Executive Principal)
Website	http://www.oriel-aspirations.org/
Date of previous inspection	18–19 October 2016, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Aspirations Academy Trust.
- The executive principal works across two schools in the academy trust.
- There is a breakfast- and after-school club run by the school.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation.
- The inspector held meetings with the executive principal, senior leaders, including the special educational needs coordinator, subject leaders and teaching staff. The inspector spoke with trust leaders and the chair of governors.
- The inspector did deep dives in these subjects: early reading, mathematics, and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their

learning and looked at samples of pupils' work. The inspector observed pupils reading to school staff.

- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspector met with the designated safeguarding lead to discuss the school's safeguarding procedures and checked the school's single central record. Policies relevant to safeguarding were reviewed. These included the safeguarding and child protection policy, the special educational needs and disability policy, behaviour policy and anti-bullying policy. The inspector spoke to staff, pupils and parents about safeguarding.
- The inspector spoke to a number of parents at the school gate at the start of the school day. The inspectors also reviewed the seven responses on Ofsted Parent View, Ofsted's online survey, and 31 responses from the staff survey.

Inspection team

Nicholas Cornell, lead inspector

Ofsted Inspector

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