

# Inspection of a good school: Brentfield Primary School

41–43 Meadow Garth, London NW10 0SL

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Inspection dates:

9 and 10 March 2022

## **Outcome**

Brentfield Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are well cared for and safe at this welcoming school. Partnerships with families are strong. Leaders promote learning as the key to opening the world to pupils and giving them opportunities for the future. They encourage pupils' belief in the school motto: 'The children of today and champions for tomorrow'.

Leaders have put in place an ambitious curriculum that matches the depth and breadth of the national curriculum. Pupils are prepared well for the next stage of their education through the development of skills and knowledge.

Pupils behave well in lessons, as they move around the school and at lunchtimes. When any incidents, including bullying, occur, these are dealt with fairly and swiftly by staff. Staff encourage pupils to take responsibility for, and reflect on, their actions. Pupils are helped to understand how to manage their own behaviour, and to look after their mental and physical health.

Pupils enjoy school and the wide range of clubs and educational outings on offer. They are proud of their school. They understand the school's 'BRAVE' values and how these help them in their learning and behaviour and in building relationships.

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

Pupils are enthusiastic about reading. Teachers support children to develop a love of books. Leaders provide clear guidance to staff on how to teach early reading. Teachers make sure that pupils read books that match the sounds they know so that they practise regularly. Pupils also borrow books from the school's library to read with an adult. Younger pupils, particularly those who find reading difficult, show resilience in their efforts to learn to read. Older pupils spoke proudly about the school's new library and their favourite books and authors.

All leaders have high expectations for learning. In early years, staff understand how the curriculum provides firm foundations for future learning in Year 1 and upwards. Through stories, staff capture children's interest and their curiosity. In mathematics in early years, for example, staff used the story of 'The three billy goats gruff' to develop children's understanding of positional language, number and size.

Subject leaders think carefully about the curriculum and refine their plans based on the evidence they gather and feedback from staff. Work in pupils' books shows that teaching covers all the intended subject curriculum content. Leaders carefully select resources to help pupils to understand and remember key learning. There is a sharp focus on developing pupils' understanding of subject-specific vocabulary. This helps pupils to discuss their learning with others. In science, for example, pupils confidently used key vocabulary that they had learned in previous lessons, including 'seed dispersal' and 'photosynthesis'.

Assessment is generally used well to identify any pupils at risk of falling behind. However, sometimes teachers' checks on individual pupils' understanding are not as thorough in picking up and dealing with any misunderstandings or misconceptions quickly.

Leaders identify pupils with special educational needs and/or disabilities (SEND). They work closely with the families of pupils with SEND and with external agencies. Pupils with SEND are supported effectively and access the same curriculum as their peers.

Pupils' wider development is a strength of this school. Pupils are taught the importance of tolerance and respect for others. At lunchtimes, wide-ranging activities help pupils to understand the power of teamwork, encourage them to learn new skills, and promote their creativity.

Governors know the school well and are committed to supporting the school's improvement. They are provided with clear information by school leaders. They make regular focused visits to see the school's work during the school day.

Staff appreciate how well leaders manage their workload. Leaders are approachable and provide timely support. Staff reported that leaders listen to their views. Teachers said that training is useful and that they welcomed opportunities to share approaches to teaching. There is a strong sense of teamwork among staff at the school, and leaders have clear expectations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding has a high priority. Leaders ensure that all safeguarding arrangements are effective. Staff are well trained. They are vigilant and raise with leaders any concerns should these arise. Leaders are aware of local issues and support pupils to keep themselves safe. Leaders with responsibility for safeguarding work well with external agencies and help families to get support if needed.

Pupils know whom to talk to if they have any worries. Pupils are taught how to keep safe, including when online.

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

### **(Information for the school and appropriate authority)**

- Leaders should ensure that teachers routinely use assessment to identify and address swiftly any misunderstandings or misconceptions that pupils may have.

## **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 a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2012.

## **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

<b>Unique reference number</b>	101496
<b>Local authority</b>	Brent
<b>Inspection number</b>	10200171
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Penny Witham
<b>Headteacher</b>	Nicola Harmer
<b>Website</b>	<a href="http://www.brentfield.brent.sch.uk">www.brentfield.brent.sch.uk</a>
<b>Date of previous inspection</b>	6 October 2016, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative providers.
- The school runs a breakfast and after-school club.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation of the school.

- The inspector met with school leaders, teachers, support staff and members of the governing body, including the chair of the governing body.
- The inspector carried out deep dives in these subjects: reading, art and design, and science. The inspector discussed these subjects with pupils, teachers and leaders. The inspector visited lessons, met with teachers and subject leaders, and looked at pupils' work.
- The inspector spoke to leaders about the curriculum in some other subjects.

- The inspector met with the leader with responsibility for safeguarding to discuss the school's safeguarding procedures, looked at safeguarding documentation and talked to parents and carers, staff and pupils about safeguarding at the school.
- The inspector met with a representative from the local authority.
- The inspector considered the responses to Ofsted's online surveys for pupils, parents and staff respectively.

### **Inspection team**

Helen Rai, lead inspector

Ofsted Inspector

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