

Inspection of Brandlehow Primary School

Brandlehow Road, Putney, London SW15 2ED

Inspection dates: 10 and 11 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2010.

What is it like to attend this school?

Pupils at Brandlehow enjoy coming to school. Relationships are warm and respectful here. Pupils follow a broad and stimulating curriculum. They are enthusiastic about the subjects they study.

The school is highly inclusive. Staff have high expectations of what all pupils can achieve. Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum and receive extra help if they need it.

Pupils behave well in lessons and around the school site. Children in the early years are taught to follow daily routines. If behaviour falls below expectations, staff respond quickly and calmly. They ensure that there is extra support in place to help all pupils to be successful, including those who struggle. Pupils cooperate well with each other. They are safe and happy here.

The development of pupils' character is exceptional and sits at the heart of the school's curriculum. Older pupils are confident to take on responsibilities, such as being representatives in the school parliament, house captains and mentors for younger pupils. Pupils keenly take part in a rich and diverse range of high-quality wider opportunities. These include chess club, poetry club, visits to places of interest such as the science museum and making 'grand friends' at a local community centre.

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

The school has designed a curriculum that is ambitious, including for pupils with SEND. The subjects that pupils study cover all areas of the national curriculum. The school has ensured that the knowledge pupils should learn is mapped out logically, starting in the early years.

Teachers have good subject knowledge. In most subjects, they present information clearly and helpfully. They plan activities that introduce new learning in manageable steps. Teachers ensure that pupils have opportunities to practise their understanding of new concepts.

Occasionally, teaching is not as precisely focused on the content that has been planned. This means the implementation of the curriculum is less consistent in a small number of subjects and in some aspects of the early years identified by the school. Where this happens, pupils and children in the early years do not secure the knowledge they need to tackle future learning as effectively.

The school has made reading a priority. Staff have received training in the teaching of phonics. Pupils, including those with SEND, have regular opportunities to practise their reading with books matched to the sounds that they are learning. This helps them develop the phonics knowledge and skills they need to read with increasing fluency. Pupils who struggle with reading are given effective support to catch up.

The school promotes a love of reading. From the outset in early years, there is a focus on ensuring that children acquire a wide vocabulary. Pupils share book recommendations, read high-quality literature from a wide range of authors, and enter competitions run by Wandsworth libraries. Pupils enjoy talking about books they have read.

The school identifies the needs of pupils with SEND effectively. It communicates these to all relevant staff. The school ensures that staff receive helpful training in how to support pupils with different needs. Staff use their training and the information they receive to make helpful adaptations to the planned curriculum. As a result, pupils with SEND access the same curriculum as their peers, wherever this is possible.

Pupils behave with respect and courtesy towards others and are positive about their learning. They value how the school teaches them about good physical and mental health. The recently revised behaviour policy is applied consistently by staff. Children in the early years settle well and follow routines sensibly.

Pupils value the school's focus on treating each other equally. They show appreciation of the range of faiths and cultures within the school community and beyond. They enjoy learning about diversity and respect difference in the world and its people. The curriculum for pupils' wider development is extensive. Pupils participate frequently in a range of activities and visits. They benefit from the breadth of the school's offer, which provides them with memorable and interesting experiences.

Pupils attend well. There are effective systems in place to ensure that pupils attend regularly. The school swiftly identifies any patterns of concern and works closely with external agencies to support pupils' well-being.

Leaders have a precise view of the school's effectiveness, based on careful analysis of a range of information. They have identified clear and relevant priorities for improvement. Staff, including those at the early stages of their career, are very appreciative of the support they receive to develop their professional knowledge and skills. Parents are extremely positive about the school.

Those responsible for governance are well informed and share leaders' ambitions for all pupils to succeed. They maintain effective strategic oversight of the school and hold leaders to account. They have received relevant training and understand their statutory responsibilities well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the school's curriculum are not as well developed. In a few subjects and in the early years, implementation does not always match the school's ambitious plans. This means that some pupils do not consistently secure the knowledge they need across different subjects or areas of learning. Leaders should ensure that all staff have suitable training to deliver the intended curriculum effectively, regularly checking the impact of actions taken.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101001
Local authority	Wandsworth
Inspection number	10267904
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair of governing body	Bridget Smith
Headteacher	James Lacey
Website	www.brandlehowschool.org.uk
Dates of previous inspection	9 and 10 December 2010

Information about this school

- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with members of the governing body, and representatives from the local authority.
- Inspectors carried out deep dives in the following subjects: mathematics, science, history and physical education. They met with early reading subject leaders to

discuss the curriculum, visited lessons and spoke with teachers and pupils. Inspectors looked at samples of pupils' work.

- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and carers, and staff through both discussion and responses to Ofsted's online surveys.

Inspection team

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