

Inspection of Brentside Primary School

Kennedy Road, Hanwell, London W7 1JL

Inspection dates: 7 and 8 February 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good

The headteacher of this school is Caroline Crosdale. This school is part of Brentside Primary Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Caroline Crosdale, and overseen by a board of trustees, chaired by Eilidh MacRae.

Ofsted has not previously inspected Brentside Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Pupils enjoy coming to school and sharing what they are learning with visitors. Adults and children describe the school as a 'safe haven' for the community. Pupils are taught how to keep safe and how to ask for help. As a result, pupils, including children in early years, are kept safe and are well cared for.

Leaders have high expectations for pupils' achievement. Pupils learn an ambitious curriculum and typically produce work of good quality in different subjects. They are well prepared for the next stage of their education. However, assessment is not consistently used well to identify and address misconceptions. This limits some pupils' understanding of key concepts in different subjects, including writing.

Pupils demonstrate exemplary character. The school provides a wide range of opportunities for pupils to nurture their interests through clubs, including gardening and sports, as well as termly talent shows that all pupils can take part in. The school encourages pupils to learn about and celebrate different cultures, for example, Eid and Chinese New Year. Pupils take on responsibilities as Anti-Bullying Ambassadors, librarians and members of the school council, and delight in contributing to how their school is run.

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

Pupils follow a curriculum that matches the breadth of what is expected nationally. In each subject, leaders have set out the important knowledge and skills pupils need to learn. This is sequenced so that pupils build on what they know over their time at school. For example, in science, children in Reception consider their own life cycle and the importance of making healthy nutritional choices. This helps older pupils to understand the different decisions athletes make to excel in their sports. Similarly, in computing, the curriculum is sequenced so that pupils practise using simple programming instructions before using more abstract symbols to programme a robot. This enables pupils by the end of Year 6 to use more complicated coding to programme physical hardware.

However, in a range of subjects, assessment is not used with sufficient precision to check what pupils have learned. In these instances, errors and misconceptions are not identified or addressed swiftly meaning some pupils are not secure in key concepts before moving onto new content. This includes pupils' writing which is not as accurate and fluent as it should be. This limits some pupils' ability to demonstrate what they know and can do in different subjects.

Reading is a top priority. Leaders have ensured that staff receive training to support the implementation of the phonics programme. Pupils start learning to read as soon as they begin Reception. They practise through reading books that are well matched to the sounds they know. Leaders identify pupils who need extra help with their reading and put support in place. A culture of reading is encouraged across the

school through different initiatives, including visits from local sports people as part of the 'readathon'. As a result, pupils are avid readers and enjoy sharing their favourite books with others.

Leaders have processes in place to identify pupils with special educational needs and/or disabilities (SEND). Leaders communicate regularly with parents and external agencies to ensure that needs are assessed swiftly, and appropriate support is put in place. Pupils' needs are also well considered in the wider life of the school, for example, by ensuring access to visits and additional activities alongside their peers.

Pupils' wider personal development is exceptional. Leaders reflect on how to make sure pupils understand contemporary issues of keeping safe. For example, older pupils have attended workshops about female genital mutilation, and pupils speak maturely about how this affects the health of girls. Leaders have planned an extensive programme which complements the school's ethos. For example, pupils develop their understanding of respect through learning about being global citizens and challenging discrimination. Pupils are encouraged to put this into practice and contribute to their wider community. For example, members of the school choir performed winter songs at a local care home and shared handmade cards.

Pupils behave well in lessons. Pupils are keen to learn and demonstrate positive attitudes to their learning. Typically, pupils' behaviour around the school is sensible. Bullying rarely happens and if it does pupils feel confident to speak to trusted adults or use the 'worry boxes' to raise concerns. Leaders work closely with families to keep attendance and punctuality a priority.

Trustees and governors fulfil their statutory obligations. They work closely with staff and families to gather feedback and consider improvements. Staff, including those at the early stages of teaching, feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and appropriate authority)

- Expectations of the writing that pupils produce are not consistent. This means that the quality of written work is variable. Some pupils struggle to demonstrate what they know and can do in a range of subjects. The school should fully implement their plans to prioritise writing so that pupils are taught how to write with increasing accuracy and fluency.
- The use of assessment to check pupils' understanding is variable. Errors and misconceptions are not consistently identified or addressed swiftly. As a result, some pupils do not learn the intended curriculum content. Leaders should

continue to provide training to help staff to identify and address misconceptions so that pupils deepen their understanding across subjects.

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	139488
Local authority	Ealing
Inspection number	10296643
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Board of trustees
Chair of trust	Eilidh MacRae
Headteacher	Caroline Crosdale
Website	brentsideprimaryacademy.co.uk
Dates of previous inspection	Not previously inspected

Information about this school

- Brentside Primary School offers a breakfast and after-school club on the premises.
- The school uses one registered alternative provision.

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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, members of the leadership team, members of staff, as well as a range of pupils.
- The lead inspector met with members of the trust and the governing body including the chair of trust.

- Inspectors carried out deep dives in these subjects: reading, computing, art and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record of pre-employment checks; 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.
- The inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector	His Majesty's Inspector
Meena Walia	Ofsted Inspector
Noeman Anwar	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024