

Inspection of Lionel Primary School

Lionel Road North, Brentford TW8 9QT

Inspection dates: 4 and 5 March 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness 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 July 2015. Since September 2024, schools have not been awarded an overall effectiveness grade

What is it like to attend this school?

Pupils are proud to be part of this caring and welcoming school. Every pupil is nurtured and included, whenever they join the school. This means that pupils feel a strong sense of connection with the school community. Various pupil leadership roles mean that pupils actively contribute to school life. For example, reading champions help younger pupils with reading practise, while sports leaders organise games for their peers at playtimes. Pupils welcome these responsibilities, demonstrating their readiness to help others.

Pupils' behaviour is exemplary across the school. They learn to show kindness, respect and sensitivity to their peers. For example, the school's 'heartfelt teaching' approach helps pupils to manage their behaviour and emotions in a way that is thoughtful of others. This includes at social times, where joy and kindness fill the playground. The school has very high expectations for pupils' achievement. The curriculum is broad, exciting and ambitious. Skilful teaching enables pupils, including those with special educational needs and/or disabilities (SEND), to recall their learning fluently. Pupils achieve exceptionally well and are well prepared for the next stage of their learning.

The vast array of enrichment opportunities on offer to pupils is impressive. Pupils' experiences of school life are greatly enhanced by their enjoyment of these activities, from orienteering to rugby and street dance.

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

The school has developed a highly ambitious curriculum, with clear identification of what pupils need to learn. Pupils learn this knowledge thoroughly. Their consistently high-quality work shows how securely pupils understand the subject content. Across year groups and subjects, pupils achieve extremely well. In the latest published data, the school's performance was significantly above average.

The foundation of the school's success is the way it continually refines its curriculum, especially in response to pupils' needs and contexts. The high number of pupils who join at different points during the academic year benefit from bespoke support and adaptations. These are very effective in addressing gaps in knowledge or barriers to learning. Pupils settle quickly into school life, including participating in the rich extra-curricular offer. Similarly, working closely with external agencies, the school assesses and provides effective extra support for pupils with SEND, including for pupils in the specially resourced provision.

Children in the early years make an excellent start to their school life. The curriculum emphasises language development, with expert staff modelling ambitious vocabulary. The focus on language development is also a key strength of the school's work in Years 1 to 6. Pupils have many opportunities to develop and use language in

different contexts, from making speeches when applying for leadership roles to reciting poetry off by heart.

Learning to read is a top priority. From early years, the school develops an enjoyment of literature, including through high-quality, inclusive texts. The library is a well-loved space where pupils relish sharing books together. Pupils play their part in promoting a culture of reading through their roles as reading champions. The school's phonics programme is implemented consistently well, with books closely matched to pupils' reading knowledge. Pupils learn to read accurately and confidently. They use their reading skills to help them to learn effectively.

The school ensures that teachers have strong subject knowledge and use effective strategies to deepen pupils' learning. In mathematics, for example, pupils develop excellent mathematical knowledge. They show strong reasoning skills and recall number facts accurately. Pupils in the specially resourced provision receive tailored support and adaptations, ensuring that they progress through the curriculum as well as their peers.

Pupils and staff build relationships based on mutual respect. The school takes the time to get to know pupils and their families well at whatever point they join the school. Pupils are taught explicitly how to behave, and staff model these expectations consistently. Pupils are enthusiastic about their learning and want to succeed. The school's work to improve attendance has been highly effective.

The programme to support pupils' personal development is exemplary. Pupils learn in depth about how to support their physical and mental health and what to do to keep themselves safe online and in the real world. There is an extensive offer of clubs and activities. These develop and stretch pupils' talents and interests. Pupils also learn knowledge and skills that will serve them well in their future, such as approaches they can use for resolving conflicts. Pupil leaders make pledges on how they will help the school and their peers. They take these pledges seriously because they learn the value of serving others and how this relates to their lives.

Leadership at all levels is strong. Governors fulfil their statutory duties diligently. The school has created a culture of ambition and continuous improvement. Staff are immensely proud to work at this caring school. The school provides staff with extensive opportunities for professional development. Staff feel valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

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	102493
Local authority	Hounslow
Inspection number	10379111
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	595
Appropriate authority	The governing body
Chair of governing body	Helma Betts
Headteacher	Michelle Hone
Website	www.lionelprimaryschool.co.uk
Dates of previous inspection	1 and 2 July 2015, under section 5 of the Education Act 2005

Information about this school

- The school provides a breakfast and after-school club.
- The school has a specially resourced provision known as 'The Speech and Language Centre'. The provision offers up to 25 places for pupils with speech, language and communication needs.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The inspection team met with the headteacher, other leaders and a range of staff at the school. The lead inspector met with members of the governing body, including the chair of governors. A meeting was also held with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography, design and technology and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed pupils' work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single 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.
- The inspection team observed behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

Inspection team

Sahreen Siddiqui, lead inspector	Ofsted Inspector
Ian Scotchbrook	Ofsted Inspector
Alan McDougall	Ofsted Inspector
Alison Colenso	Ofsted Inspector

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