



Brentside Primary School

Inspection Report

Unique Reference Number 101915
Local Authority Ealing
Inspection number 286220
Inspection dates 3-4 October 2006
Reporting inspector Richard Hancock

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Kennedy Road
School category	Community		Hanwell
Age range of pupils	3-11		London W7 1JL
Gender of pupils	Mixed	Telephone number	02088132580
Number on roll (school)	306	Fax number	02085780105
Appropriate authority	The governing body	Chair	Miss Anne Chapman
		Headteacher	Ms Melody Moran
Date of previous school inspection	11 November 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is larger than most primary schools. Pupils come from a wide variety of ethnic backgrounds. Many are at an early stage of learning English and over a half speak English as an additional language. The school is in an area of significant disadvantage and over 40 per cent of pupils are entitled to a free school meal. Large numbers of pupils start or leave the school mid-way through the year. The proportion of pupils with learning difficulties is higher than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Brentside Primary is a very effective school because standards are above average and achievement is outstanding. By the time they leave the school, many pupils have made remarkable progress.

Standards on entry to the Nursery are well below those normally expected. English is not the first language for the majority of pupils, language and communication skills are often undeveloped and personal development is below average. The school rises strongly to this challenge by recognising that each pupil is capable of progressing in learning, and by helping them to be safe, confident and happy in the school. Pupils make good progress in the Foundation Stage, especially in literacy and numeracy development, because they are well taught. They continue to make good progress in Years 1 and 2. This is strongly built on and by the time they leave, attainment is well above the national average in English, mathematics and science. Skills in information and communication technology (ICT) are well developed because pupils make good use of high quality equipment and learn well from teachers with specialist expertise.

Senior managers ensure that pupils are well taught by teachers who explain things clearly, provide interesting ways for them to learn, and set challenging targets for them. Pupils are helped to make progress by the regular marking of their work, encouraging comments, and helpful guidance to show what they have to do to improve.

Personal development is outstanding because pupils are very thoughtful, caring and respectful of others. They behave well and this contributes significantly to a calm atmosphere in class and around the school so all can learn without interruption and distraction. Pupils are helped to be healthy and physically active through a strong emphasis on healthy eating in the science curriculum.

Senior managers have introduced a very effective assessment programme which underpins the progress of pupils. Evidence from this is used by senior leaders to monitor the performance of pupils so that marked progress can be acknowledged and weak progress rectified.

The curriculum is outstanding because it caters for the individual needs of pupils and provides a wide range of opportunities for them to learn. Resources are excellent. The welcoming library is well stocked with books which help pupils to develop good reading habits. The school is very clean, bright and secure which helps pupils to enjoy learning in a safe and stimulating environment. The school has been transformed since the last inspection because the headteacher, staff and the supportive governing body identified key objectives and ensured that they were met. This excellent progress indicates that the school's capacity to improve further is excellent.

What the school should do to improve further

- Help a greater proportion of pupils to reach the highest levels in the National Curriculum tests at the end of Key Stage 2 in English

Achievement and standards

Grade: 1

The vast majority of pupils learn quickly and make very good progress from low starting points towards meeting their learning goals in personal development and literacy and numeracy in the Foundation Stage. By the end of Year 2, standards in reading and mathematics are above average. Standards of writing are not as high but are improving as a result of the school's focus on this area of the curriculum. Progress from Year 2 to Year 6 is especially strong. By the end of Year 6, standards in English, mathematics and science are above average. There has been consistent improvement in these subjects. In mathematics, significant numbers of pupils attain the highest levels, but in English, this number is below average. Results for 2006 and the quality of current work indicate that standards are being maintained. Given their starting points, the achievement of all groups of pupils, including those who join the school at other than the usual times, is outstanding.

Personal development and well-being

Grade: 1

Pupils' spiritual, social and cultural development is outstanding. They have a love of their school – parents commented that their children, 'really enjoy school and never want to stay off'. Pupils show very good interest in lessons. They also enjoy a rich programme of extra-curricular activities, particularly in the areas of arts and sports. Many are keen to take on responsibilities, such as befriending new entrants, or supporting younger pupils. They deliver food parcels at harvest time and raise money for charitable causes. They show great confidence when making presentations for an audience, assemblies being a notable example. Pupils are learning about the democratic processes through the work of the school council.

Pupils can explain what is right or wrong and show respect for others and their ways of life. Their ability to reflect is very well developed. Assemblies show their growing sense of self-esteem and concern for others. They work and play together safely and enjoy the company of one another, welcoming pupils who are new to the school. There have been only a few fixed period exclusions for misbehaviour. Attendance has improved year on year since the last inspection and is now satisfactory.

Pupils are acquiring very good reading, writing, ICT and social skills to support them in their future working life. They have an excellent understanding of what they need to do to eat healthily and remain physically active and fit and are very keen to participate.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and often outstanding. In most lessons teachers have the highest expectations of pupils and teach with enthusiasm so that children enjoy learning and achieve very well. Levels of challenge are high. Lessons have clear objectives, there is good emphasis on problem solving, especially in mathematics, lessons are well organised and classes are very well managed. Excellent use is made of resources. A minority of lessons are satisfactory and, although pupils make progress, learning sometimes lacks interest and challenge and their achievement is not as good as it could be, especially at the higher levels. The school is working successfully to remedy this.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and provides a richness that greatly enhances the personal development of all pupils and the progress they make. The appropriate emphasis on literacy, numeracy and ICT gives pupils the skills they need for their future lives. All pupils are given the opportunity to shine in other areas, such as sport, music or the arts. This builds their self confidence and helps them develop interests they may pursue outside school. All classes have regular visits to places of interest, with residential visits for older groups, which increase pupils' enjoyment of learning. The links with outside agencies and the frequent visitors to the school help pupils to feel their school is part of the community. The breadth of experience offered by the school is increased by the many occasions when pupils take part in whole school initiatives, such as concerts, shows and arts weeks.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Health and safety procedures are very well established, including those for risk assessment and child protection. Procedures to deal with anti-social behaviour are very effective. Teachers know their pupils well and carefully monitor their progress by means of a very effective assessment system which encompasses standards, effort and behaviour. Recently renewed personal, social and health education programmes pay very good attention to the development of safe and healthy living styles. Pupils' well-being is also very well supported by visiting specialists and through initiatives like the multi-agency approach to tackle any welfare concerns. Admission and transfer arrangements are very effective and all new entrants benefit from high levels of care and support. Pupils receive good guidance on how to improve their work. Their overall progress is also closely monitored so that they can receive further support for their learning where necessary. Pupils who have special

educational needs, or who need specific help with language development, receive very effective support from teaching assistants and other adults.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher has successfully promoted a strong vision which puts the child at the centre of all that the school does. The vision has been successfully shared with assistant headteachers and the full staff who are fully committed to helping all pupils live happily in the school community, to enjoy learning and to acquire skills. Initiatives such as the school's approach to assessment have had a direct bearing on improvements to pupils' achievement. Strong team work has led to a school environment which is bright, welcoming and very well resourced and plays a significant part in helping pupils to feel good about themselves and their achievements. The monitoring of pupils' progress is regular and leads to effective ways of improving standards further. Lessons are regularly monitored and rigorously evaluated and the school is working towards a goal to ensure that all teaching helps pupils achieve at the very highest levels. Planning is rigorous and objectives are clearly identified, a major factor in helping the school move forward since its last inspection. Self evaluation is well developed and helps the school to have a clear idea of its achievements and what it needs to do next. The school works closely with parents. They are appreciative of what the school is achieving. All initiatives have been supported by a governing body which knows the school well.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Many thanks for helping us with the inspection of your school. You played an important part in enabling us to make our judgements. We enjoyed hearing from you about how you liked the ways that teachers make lessons interesting and we were very impressed by your many achievements.

We are pleased to let you know that your school is outstanding. By the time you reach the end of Year 6 standards in English, mathematics and science are above average and the progress that many of you make is remarkable, especially as a good number of you are having to speak, read and write English, in addition to the language that you already speak.

Teaching was good in most of the lessons we visited and we liked the way in which work was matched to your ability so that you were helped to learn. We also liked the helpful way in which teachers mark your work so that you have a good idea about what you have achieved and what you need to do to improve further. The curriculum is excellent because it gives you so many opportunities to learn different things and to take part in shows, sports and special events.

We were delighted to see you behaving so well and saw how this was helping you concentrate well in class. We thought the environment was bright, clean and safe and we have never seen such clean, well cared for and beautifully decorated toilets!

Your school is so much better than it was when it was last inspected and this is largely the result of the hard work and vision of your headteacher and those she works with because they work as a team to produce an outstanding school. We believe a way in which you can now help the school improve further is by striving to reach the highest levels you can in English so that you match what you are already achieving in mathematics.

Thanks again and every good wish for the future.

Richard Hancock

Lead Inspector