

Brackenbury Primary School

Inspection report

Unique Reference Number	100324
Local Authority	Hammersmith and Fulham
Inspection number	276289
Inspection dates	13–14 December 2005
Reporting inspector	Christopher Gray

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Clr C Allen Mr A McMahon
Date of previous school inspection	Not previously inspected
School address	Dalling Road Hammersmith London W6 0BA
Telephone number	02087433074
Fax number	02087431776

Age group	3–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school is bigger than most schools. The percentage of pupils from minority ethnic backgrounds is high, though the proportion of pupils at the early stages of learning English is not as large as in many London schools. Most pupils come from homes whose socio-economic circumstances are much less favoured than those of the majority of children across the country. The proportion of pupils entitled to a free school meal is high. The percentage of pupils with learning difficulties and statements of need is similar to that in most schools. Children's attainment on entry to school is below what is expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

* make better use of assessment data in mathematics to give pupils more work at their own level.* give pupils more opportunities to develop the skills of control and modelling in ICT.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Learning is good because teachers work hard to develop a range of learning styles. For example, pupils learn about different 'thinking hats' and they talk about how this helps them to give a balanced view when writing a report. They use 'mind mapping' to devise experiments in science or to plan the paragraphs of a story. Their very good progress in English and science shows the positive impact of this. Teachers make good use of new interactive whiteboards to make their lessons livelier and their explanations clearer, so that pupils enjoy their learning and make good progress. Homework is well used to augment learning. A recent good idea has been the recruitment of parents' help in the drive to develop their children's practical mathematics skills: parents receive regular lists of activities to do at home with their children. In mathematics, teachers do not always set work at the right level for all the pupils. Sometimes, activities are not challenging enough for higher attaining pupils. At other times, the work for lower attaining pupils is too demanding.

Curriculum and other activities

Grade:

The curriculum is good and meets pupils' needs well because it is broadened in outstanding ways, as shown by the recent award of the Arts Mark. Links with theatre and dance groups provide regular experiences for pupils to develop creativity. Emphasis on sport is strong both in lesson times and after school. This, together with the school's healthy eating initiatives, helps improve pupils' levels of fitness and well-being. Extra-curricular provision is outstanding, with a large range of well attended clubs, such as recorders, cricket and debating. Pupils' skills in literacy, numeracy and ICT are a good preparation for secondary schools, though they need more opportunities to develop control skills in ICT. The personal, social and health education programme pays good attention to the development of safe and healthy living. For example, specific risks associated with drug taking are addressed in Year 6 through a theatre workshop.

Care, guidance and support

Grade:

Care, guidance and support for pupils are outstanding. Pupils feel safe and parents agree. The school has effective systems to ensure the health and safety of its pupils and seeks outside advice whenever necessary. Risk assessments are effective and conscientiously observed. Child protection procedures are clear and widely understood. Pupils express confidence in all adults, knowing that any problems will be dealt with fairly. Good provision is made for pupils with specific needs, enabling them to play a full part in school life. The impact of this mutual trust is seen in the atmosphere of hard work yet relaxed enjoyment that is so evident in the school and which has earned it a good reputation locally. There are good systems for tracking the progress of all pupils but, in some lessons, work in mathematics is not always sufficiently well matched to pupils' prior learning.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school this week. You were very polite, friendly and proud to show us your school. We very much enjoyed our visit and the chance to talk to so many of you.

We think that your behaviour is excellent. Even during the days of the Christmas plays and other excitement, you worked hard in your lessons and treated adults and other children with consideration and respect. You express your opinions and thoughts well, as when a group of you explained how the idea of 'thinking hats' helps you to improve your written work. The school council does a good job in representing your views and making sure they are listened to. You know how to stay safe and healthy. We enjoyed having lunch with you and seeing how many of you know which the healthy choices are. We liked the food too. Teaching is good. Your lessons are often fun and this is because your teachers work hard to make them so. The new computer whiteboards help you learn well. The headteacher does an excellent job. He has a good team of teachers and other adults, who all do their best to help you learn well.

We have asked the school to do a couple of things. One is about the way some of you learn in mathematics. Sometimes, a few of you get work that is too easy and, occasionally, a few of you find your work too hard. We have asked teachers to give you more work at your own level. You can help them by telling them, politely, if you find it too hard or too easy. The other change is about ICT. You use computers well to present information - as in the work we saw about the Second World War. You need to have more lessons about sending instructions to things like robots or traffic lights.