

Brackenbury Primary School

Inspection report

Unique Reference Number	100324
Local Authority	Hammersmith and Fulham
Inspection number	323258
Inspection date	27 January 2009
Reporting inspector	John Collins

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	448
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Chris Allen
Headteacher	Mrs Laura Lund
Date of previous school inspection	13 December 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Dalling Road Hammersmith London W6 0BA
Telephone number	020 8743 3074
Fax number	020 8743 1776

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school, and particularly investigated:

- the consistency of the quality of teaching and learning
- the effectiveness of the leadership in raising the standards and achievement
- the effectiveness of the provision for children in the Early Years Foundation Stage.

Evidence was gathered from an analysis of pupils' test results, current assessment and tracking data, and observation of lessons. Parents' questionnaires, discussions with the headteacher, senior staff, governors and pupils also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in the report where appropriate.

Description of the school

The school is bigger than most schools. The proportions of pupils from minority ethnic groups, those eligible for free school meals and those whose first language is not English are high. The proportion of pupils with moderate learning difficulties is lower than average. Currently 34 different languages are spoken by the school community. The school provides a pre-school breakfast club and football club. Provision for children in the Early Years Foundation Stage is in both a full-time and a part-time Nursery and two Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pupils make excellent progress and reach exceptionally high standards in this outstanding school because they thrive in a purposeful, caring and welcoming environment. The most significant factors in this success are the outstanding leadership and management of the new headteacher and deputy headteacher, who have forged a very strong and purposeful partnership. They are providing the drive and vision to continue to take the school forward. They are very ably supported by a well-informed governing body and get first-rate support from an excellent team of middle managers and leaders. Parents are highly supportive of the school. Typical comments include, 'I couldn't praise it more', and, 'I simply couldn't be happier with the school's commitment, attitude and standards.'

The school promotes community cohesion well and this has been a particular force in removing barriers to learning. All pupils, regardless of gender or ethnic group, are valued equally. Inclusion is outstanding. All groups of pupils get on very well together because the school celebrates its cultural diversity through well-planned curricular activities such as Black History Month and different faith festivals. As one parent wrote, 'My son has blossomed at this school.' The school works very well with outside agencies to support its more vulnerable pupils, enabling them to make progress that is equally as good as others. The school is very successful in tackling differences in attainment for different groups.

Leaders and managers have sustained the high standards and excellent achievement over recent years. Most children start school with skills at levels below those expected, particularly in language, social and mathematical skills. Good provision and teaching in the Early Years Foundation Stage enables them to make a good start to their school life and by the end of Reception class most children are at the levels expected of them except in reading and mathematical skills. The outdoor areas currently provide good opportunities for physical development, but are insufficiently developed to enhance the curriculum in all other areas of learning. This good start is built on by the consistently good teaching in Key Stage 1, where standards in reading, writing and mathematics are average by the end of Year 2. Progress continues to accelerate in Key Stage 2, so that by the end of Year 6 standards are exceptionally high, particularly in science. This represents outstanding achievement for the great majority of pupils. Excellent assessment and tracking systems ensure that rapid and well-focused interventions support the needs of all groups of pupils. Levels of challenge are high, enabling both more able pupils and those with learning difficulties and/or disabilities to attain their full potential.

Pupils make such good progress because the quality of teaching and learning is outstanding. Consistently good or better teaching is seen across all age groups. Relationships are very good and behaviour is managed well. Teachers are very good at questioning pupils and allowing them time to reflect on their answers. This is very good personal development as it raises self-esteem and confidence. Class discussions provide very good opportunities for the development of speaking and listening skills. Marking is good and pupils themselves say that it is helpful 'knowing what I've got to do next to get even better'. The individual needs of pupils who move from other schools are quickly identified and effectively addressed. Teaching assistants, through their support of individuals and small groups, make a valuable contribution to pupils' learning.

The outstanding leadership and management at all levels have not only focused on sustaining excellent academic progress, they have contributed notably also to the rapid personal

development of all groups of pupils. Spiritual, moral, social and cultural development is outstanding. Very good opportunities are used to help pupils mature by giving them responsibilities around the school, which they take seriously and enjoy. That this is a happy school is recognised by many parents, one commenting, 'It has a happy and stimulating atmosphere.' Pupils themselves enjoy coming to school because learning is fun. One said, 'Everyday we learn something new.' In the past attendance and punctuality have fluctuated and the school is doing all it can to improve this. Attendance is now average and improving, helped by the pre-school breakfast and football clubs and the work of the learning mentor with particular families. Pupils are proud of their school. Through well-planned topics they develop a very good understanding of how to be safe and healthy. The school council's members enjoy their responsibilities and feel they are making a good contribution to the life of the school community. The school has strong links with the local community and as one parent put it, 'We feel lucky to be part of this school.'

The leaders and managers have been very successful in ensuring that the care, guidance and support provided for all groups of pupils are excellent and the wide variety of needs are met very effectively. Very careful monitoring of pupils from the outset enables needs to be quickly identified and support programmes put in place. Safeguarding and health and safety arrangements are robust and regularly reviewed, helping to provide a safe learning environment, which contributes strongly to the success of pupils' performance. Effective links with secondary schools ensure a smooth transition for older pupils.

Improvements continue to be made to the outstanding curriculum. It is, for example, very well supported by a wide range of clubs and activities that contribute strongly to both pupils' academic and personal development. Very good use is made of an exciting range of visits and visitors to bring the curriculum alive, a fact much appreciated by pupils themselves. The curriculum makes good links between subjects, but the school acknowledges that opportunities are sometimes missed to make better use of pupils' skills in information and communication technology (ICT). Good use is made of literacy and numeracy skills in other areas of the curriculum. By the time they leave, pupils are well equipped with skills in literacy and numeracy and are exceedingly well prepared for future learning.

The capacity to improve is excellent because the school is very self-critical in its evaluation of its strengths and areas for development. All staff and governors are well aware of its priorities and show a common purpose in taking the school forward.

Effectiveness of the Early Years Foundation Stage

Grade: 2

In relation to their starting points, most children, including those who are learning English as an additional language, make good progress because of the consistently good teaching they receive. They attain the expected levels of skills by the end of Reception Year except in reading and mathematical calculations. The staff have secure understanding of how young children learn. A wide range of activities in all areas extends children's learning. Teacher assistants are well trained and effectively promote learning. Focused activities improve children's knowledge of letter sounds, writing and some mathematical skills. There is a good balance of teacher-directed activities and those that children choose themselves, encouraging independence. The Early Years Foundation Stage leader is aware of the need to develop the outdoor areas to provide more opportunities for learning.

The settling procedures are good and provide opportunities for parents and children to visit the school and meet staff. Children's welfare is given a very high priority and as a result they feel secure, are confident learners and enjoy their first experiences of school life. Close partnership with parents and external agencies helps to meet the needs of all children including those who have learning difficulties and/or disabilities. Children's personal, social and emotional development is good. Children settle quickly and learn school rules and routines. They behave sensibly and have positive relationships with adults and other children.

The provision is well led and managed by an experienced coordinator. Assessments are rigorous and used consistently to plan next steps in children's learning. Monitoring of teaching and tracking of children's progress are rigorous and information is used to further improve learning.

What the school should do to improve further

- Improve the provision in the Early Years Foundation Stage outdoor areas to enhance children's learning experiences.
- Provide further opportunities for pupils to use their ICT skills in other areas of the curriculum.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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 learners' needs?	1
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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

09 February 2009

Dear Pupils

Inspection of Brackenbury Primary School, London, W6 0BA

Thank you for being such a big help to us when we came to visit your school. We enjoyed talking to you and looking at your work. Your behaviour was excellent and you obviously enjoy your time at school.

Here are some of the things your school does well.

- The headteacher, deputy headteacher, governors and senior teachers are doing a great job in running the school and helping you to reach high standards and make very good progress in reading, writing and mathematics.
- The youngest children in the Nursery and Reception classes make a good start because they are very well looked after and enjoy their time in school.
- Teachers are very good in helping you not only to be more mature and responsible as you grow older, but also to learn new and exciting things.

There are two things your school could do better.

- Improve the outdoor areas for the Nursery and Reception classes.
- Plan more ways for you to use your computer skills in other subjects.

You can help your teachers by continuing to work hard and enjoy your time in school. Remember to ask your teachers for help if you have a problem; they will help you to make even better progress than you are now.

Good luck in the future.

Yours faithfully

John Collins

Lead Inspector