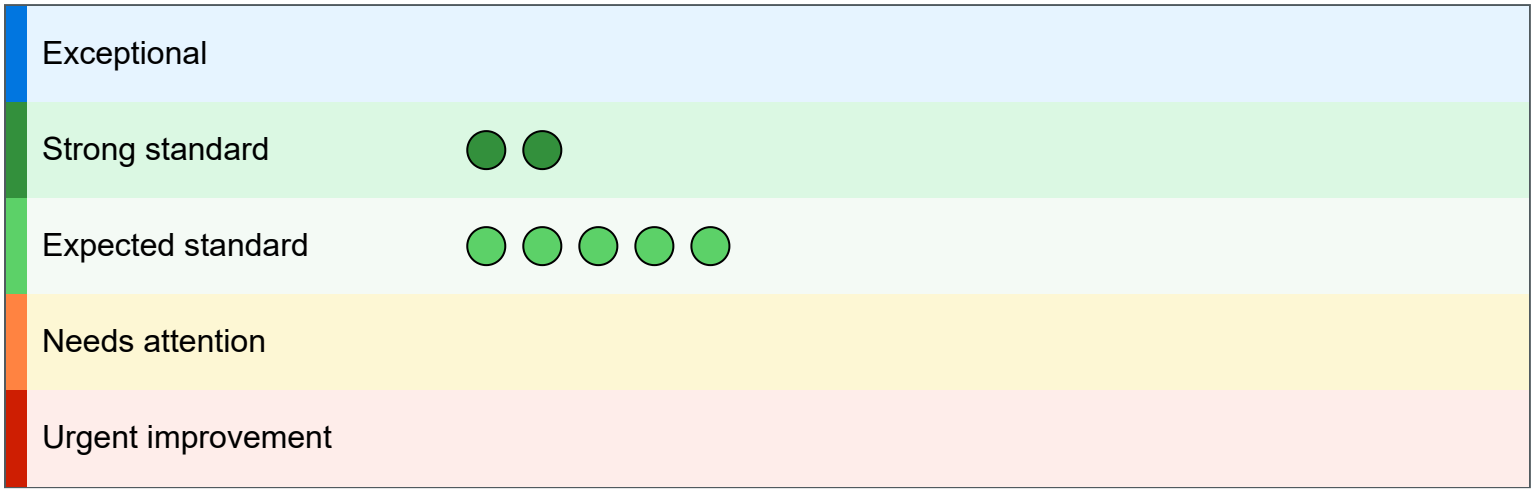
Brentfield Primary School

Address: 41-43 Meadow Garth, London, NW10 0SL

Unique reference number (URN): 101496

Inspection report: 15 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Early years

Strong standard

Children make an excellent start to their education in this high-quality early years provision. Children's wellbeing is prioritised. Staff create a calm and nurturing environment where children feel safe and secure. Staff understand children's starting points well and use this to shape a curriculum that supports the development of key early skills, particularly in communication and language. Inclusive practice is embedded within the culture of the provision and enables children with differing needs and backgrounds to access the curriculum successfully. Leaders ensure provision, such as the 'Star Room' provides highly effective targeted support for pupils with significant needs.

The curriculum is thoughtfully planned and sequenced to develop the foundational knowledge and skills children need for future learning. Leaders have designed learning around high-quality texts and identified priorities based on children's needs. For example, the targeted use of books such as Owl Babies, and adaptations made to support children's access to learning. Staff use assessment effectively to identify children's needs and plan activities that support their next steps

Teaching is characterised by warm relationships, high-quality interactions and effective use of language. Staff consistently model vocabulary, repeat and reinforce key words, and support children to extend their communication through purposeful conversations. Children make remarkable progress from their starting points, which, in some cases, are very low.

Personal development and wellbeing

Strong standard

Pupils make deep and meaningful relationships with each other and staff. They are proud to belong to this caring school. From the moment they arrive they are warmly welcomed by staff who know pupils extremely well. Pupils come into school settled, confident and eager to share their news. They enjoy learning and speak positively of the experiences they have each day.

Personal development is a significant strength of the school. From the early years onwards, pupils build their knowledge and understanding through a well-sequenced programme that reflects their starting points and needs. Children in the early years develop confidence and communication skills through purposeful play, positive relationships and clearly established routines.

As pupils move through the school, they revisit key aspects of personal development in greater depth. Leaders ensure that learning is relevant and age-appropriate, covering areas such as healthy relationships, emotional wellbeing, online safety and risks within the local community. This contributes to pupils' strong achievement and positive attitudes towards learning. Leaders ensure that they oversee all pupils' access and participation in enrichment opportunities with precision. This enables pupils who are disadvantaged to have high participation rates.

Pupils enjoy a wide range of opportunities available to them including clubs, leadership roles and community events. Pupils understand British values well and know why it is important to

treat others with respect. They learn about different cultures and religions. This learning is enhanced through visits to places of worship. Parents and carers highly appreciate the support that the school provides and feel their children are extremely well prepared for their next steps. Pupils with special educational needs and or disabilities, those who are disadvantaged and those known to social care are fully included and celebrated throughout their school life. They feel valued and very well supported to deepen their knowledge of the school's pastoral and relationships content.

Expected standard

Achievement

Expected standard

Leaders prioritise pupils' achievement regardless of the barriers to learning they face. As a result, pupils achieve consistently well from their varied starting points. They achieve results similar to other schools in line with national averages with writing outcomes being above average. They make significant progress in their foundational knowledge and skills acquisition, communication and language, achieving phonics outcomes similar to other schools nationally. However, some inconsistent teaching of early reading persists. Pupils gain knowledge and skills from subjects across the curriculum.

In the reception class, children settle quickly and make excellent progress. They develop language and communication skills that help them access the curriculum. Pupils, across the school, achieve well in relation to the targets in their education, health and care plans. They are proud of the high-quality work they produce. Older pupils demonstrate their skills in a memorable leavers concert performing songs they have written, through imaginative portfolios of work and examination results.

Attendance and behaviour

Expected standard

Pupils feel safe and are warmly welcomed into the school. Behaviour across the school is calm and orderly. Pupils move safely around the site and settle quickly in lessons. All staff have high expectations of pupils' behaviour. They apply these expectations fairly and consistently. Bullying is rare. Staff deal with any incidents quickly. Relationships between staff and pupils are positive and respectful. Staff adapt their approaches thoughtfully for pupils who find managing their emotions difficult. Increasingly, pupils are managing their own behaviour well.

Leaders have managed attendance thoughtfully and carefully. Leaders work closely with families to understand and reduce barriers to attendance. Daily checks, prompt follow up and consistently personalised support help pupils feel confident about coming to school. As a result, despite the complexity of pupils' needs, the school's attendance compares very favourably to other similar schools as well as to that of all pupils with an education, health and care plans. The school has improved attendance over the past 3 years. High mobility and low levels of stability amongst families effects pupils' regular attendance. The school tackles any barriers to attendance with intensity and sets high expectations for pupils and families. Leaders routinely check if actions are improving attendance and punctuality.

Curriculum and teaching

Expected standard

Leaders have constructed a carefully sequenced curriculum that builds on pupils' prior learning across all age groups. The curriculum is consistently taught across subjects and phases. This begins in the highly effective early years. Staff are skilled at tailoring the curriculum to each pupil's needs. Teachers adapt their lessons to support pupils with special educational needs and/or disabilities, ensuring that they can work alongside their peers. Leaders have a clear and accurate understanding of the quality of curriculum and teaching. Teachers have used their knowledge of pupils to plan lessons that are exciting and engaging.

Leaders have ensured that staff have the knowledge and expertise to teach effectively across the curriculum and for pupils with very different needs. Staff focus on developing pupils' core knowledge in reading, writing, speaking and mathematics. For example, in mathematics, pupils learn their times tables and apply these confidently to calculations. There is also a clear focus on identification of gaps in key learning skills, such as in spelling or handwriting. Staff use this information to address any weaknesses effectively. Staff ensure that pupils learn to read fluently. This includes through mostly effective phonics teaching and support. However, there is some inconsistency in the teaching of the programme. At times, staff do not check pupils' understanding closely enough and do not adjust learning when needed. This limits some pupils' reading fluency.

Inclusion

Expected standard

Leaders' dedication to the principles of inclusivity are informed by the deep understanding of pupils' individual needs. They have a clear understanding of the barriers to learning for pupils and the support that pupils require. They ensure targeted support and well-considered personalisation of learning plans and activities in the curriculum are in place. This begins on day one in the early years.

Pupils flourish, as staff consistently reduce barriers to pupils' learning and well-being. Parents and carers praise the sensitive and helpful support they receive and the progress their children make. Close partnerships between staff and parents and other agencies reduces additional vulnerabilities. The school provides effective support for pupils known or previously known to children's social care. This cohesive approach ensures that all pupils benefit from the rich variety of opportunities available to support their development.

Leaders know pupils with SEND well, maintain ambitious expectations and have effective systems in place to identify and address their needs. The growing focus on developing specialist expertise amongst staff is a thoughtful response to increasing levels of complexity and service pressures and has the potential to further strengthen provision. Sometimes, staff lack the depth of expertise to fully support some pupils with significant needs.

Leadership and governance

Expected standard

Leaders demonstrate a clear understanding of the school's strengths, priorities and context. For example, in the early years leaders have focused deliberately on establishing clear

routines, relationships and high-quality adult interactions to give children a positive start to school.

Leaders have high expectations of pupils, staff and families. Staff well-being and support is a priority. They provide high-quality training for staff including access to professional qualifications, specialist advisors and outreach services. This enables staff to teach and support pupils confidently. Robust systems for monitoring the impact of improvement strategies have become a crucial element of leaders' priorities. Strategies to improve attendance and phonics teaching for example have shown some impact, with further improvements planned. Leaders' evaluations match the inspection evidence. At the heart of the school's work is lowering barriers to successful learning for all pupils.

Governors fulfil their roles effectively. They hold leaders to account for the education that pupils receive, while also prioritising leaders' wellbeing and meet their statutory responsibilities. Effective and collaborative relationships with families, professionals and external agencies contribute to a shared sense of responsibility and confidence in the school's direction. Leaders have built school-based expertise in therapeutic support to compensate for the lack of local resources. Governors maintain a secure understanding of the school's performance through regular monitoring activities. This is particularly the case for pupil premium funding, which is carefully deployed to meet the inclusive priorities of the school.

What it's like to be a pupil at this school

Pupils at Brentfield Primary School feel included, valued and listened to. They are warmly welcomed by staff who know them extremely well. Leaders prioritise all pupils' voices. Safeguarding and pupils' sense of belonging are treated as absolute priorities. Pupils say that bullying is not an issue. They are confident that adults will support them with any difficulties they may encounter. Leaders promote pupils' physical and emotional wellbeing through effective pastoral support. Support includes help for vulnerable pupils, including through access to a welfare officer. Pupils also access creative, sporting and therapeutic activities. Positive relationships with families support positive attendance which is improving every year. The school ensures that any clubs and enrichment activities include a high number of pupils, particularly those who are disadvantaged. These experiences build teamwork, communication and pride in the school.

Pupils enjoy learning and approach work with positive attitudes. Children get off to an excellent start in the early years which prepares them very well for Year 1. Teachers create a nurturing and ambitious learning environment across the school. The curriculum is broad, well designed and built on high expectations. Leaders' focus on improving the quality of pupils' writing is helping to ensure that the curriculum prepares pupils for their next stages of education. Attendance is improving because pupils value being in school. They talk enthusiastically about the importance of learning. Lessons get off to a brisk, purposeful start. Staff build pupils' knowledge and skills securely over time. This helps pupils make secure progress from their starting points and to achieve well. Targeted support helps pupils overcome barriers to learning and wellbeing.

Pupils behave well and show respect and courtesy towards others. This creates a calm and purposeful environment for learning. Pupils are taught and encouraged to live out the school's values. This shapes how they treat one another and contribute positively to the school community. Staff encourage all pupils to grow into respectful, reflective and confident young people, who are well prepared for life in modern Britain.

Next steps

- Ensure that all adults are experts in the teaching of phonics and supporting all pupils, especially younger pupils, to read and write with confidence appropriate for their age.
- Continue to strengthen capacity and staff expertise so the school can meet the needs of pupils with more complex needs.
- Continue to improve attendance for all pupils including supporting pupils and families to remove barriers to regular attendance.

About this inspection

The chair of the board of governors in this school is Penny Witham.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors met with the headteacher and other leaders within the school. The lead inspector also met with governors, including the chair of the governing board and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes no use alternative providers.

Headteacher: Nicola Harmer

Headteacher: Mrs Nicola Harmer

Lead inspector:
Phil Garnham, His Majesty's Inspector

Team inspectors:
Noeman Anwar, His Majesty's Inspector
Rutinderjit Mahil-Pooni, Ofsted Inspector
Milan Stevanovic, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

420
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

630
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

43.34%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

6.19%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

17.14%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	51%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	82%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	64%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	46%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	59%	47%	Close to average
2023/24 (final)	67%	46%	Above
2022/23 (final)	40%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	62%	Close to average
2024/25 (final)	74%	63%	Close to average
2023/24 (final)	76%	62%	Above
2022/23 (final)	53%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	59%	Above
2024/25 (final)	81%	59%	Above
2023/24 (final)	76%	58%	Above
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	60%	Close to average
2024/25 (final)	81%	61%	Above
2023/24 (final)	76%	59%	Above
2022/23 (final)	51%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	68%	-16 pp
2024/25 (final)	59%	69%	-10 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	40%	66%	-26 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	76%	80%	-4 pp
2022/23 (final)	53%	78%	-25 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	75%	78%	-2 pp
2024/25 (final)	81%	78%	3 pp
2023/24 (final)	76%	78%	-1 pp
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (final)	81%	81%	1 pp
2023/24 (final)	76%	79%	-3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	51%	79%	-28 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.9%	5.2%	Above
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	8.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	28.5%	13.0%	Above
2023/24 (3 term)	27.6%	14.6%	Above
2022/23 (3 term)	31.1%	16.2%	Above

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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