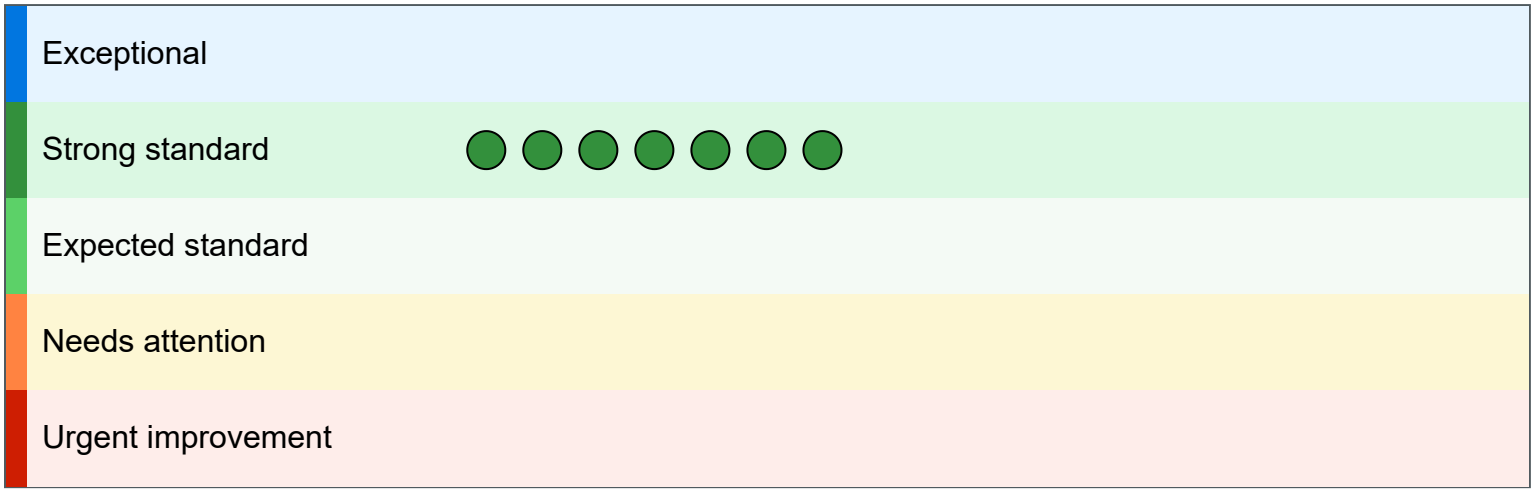
Brackenbury Primary School

Address: Dalling Road, Hammersmith, London, W6 0BA

Unique reference number (URN): 100324

Inspection report: 6 October 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

Achievement

Strong standard

Pupils achieve highly at this school. In national tests, pupils' outcomes in reading, writing and mathematics are consistently above national averages. Disadvantaged pupils routinely attain more highly than their peers. As a result, pupils are extremely well prepared for the next stage of their education.

Pupils recall the key knowledge and vocabulary they need to secure and deepen their learning over time. In history, for example, by using their knowledge and understanding of 'empires', Year 5 pupils explain how the world today has been shaped by the past. Pupils with special educational needs and/or disabilities make positive progress from their starting points. Pupils achieve consistently well across the curriculum.

Pupils acquire the skills they need to be confident readers and writers. Pupils' attainment in the Year 1 phonics screening check is routinely above the national average. Staff ensure that pupils have numerous opportunities to read a wide range of texts at school. This promotes pupils' reading development and helps them to thoroughly enjoy reading.

Attendance and behaviour

Strong standard

Leaders have a precise and detailed understanding of the factors that influence pupils' attendance. Staff consistently promote the importance of good attendance. Leaders respond promptly to address any barriers that pupils may have and put in place bespoke support as needed. Overall attendance is close to national averages and continues to improve as a result of the attention leaders place on it. Leaders' actions, such as close work with external professionals, have also had a notable impact on reducing persistent absence, particularly for pupils with special educational needs and/or disabilities. Parents and carers welcome the support provided.

Pupils behave consistently well across the school. They listen attentively to each other in discussions and pay close attention to learning in class. Pupils are clear that bullying is rare and staff deal with it effectively if it occurs. If needed, clear systems and routines help pupils to reflect on their behaviour and make positive choices. Pupils regularly learn about the school's expectations for behaviour. For example, in lessons, they learn about managing their feelings and emotions, while in assemblies they reflect on how they can manage risks safely in the playground. Staff also provide numerous opportunities for pupils to talk about and celebrate differences. Consequently, pupils develop a thoughtful understanding of themselves and show respect for others, and this is consistently reflected in their positive behaviour.

Curriculum and teaching

Strong standard

Leaders have designed an ambitious curriculum for their school community. Their astute oversight across subjects ensures that they make timely changes when needed.

Leaders' focus on the core skills of reading, writing and mathematics means that pupils acquire essential knowledge securely and progressively over time. Leaders have also precisely identified key subject vocabulary that they want pupils to know and use fluently. They make sure that the curriculum and teaching pay close attention to pupils' language development. Pupils who have gaps in their learning, for example in their phonics knowledge, are promptly identified and receive targeted support to ensure those gaps are filled quickly.

Teaching across the school is highly effective. Teachers explain new learning clearly and give pupils multiple opportunities to recall what they have learned. Teaching also consistently includes strategies that help pupils to remember more over time and make meaningful connections between subjects. For example, pupils in Year 6 link concepts from religious education to their learning about celebrating difference in personal, social and health education. Staff use assessment information highly effectively to adapt their teaching where needed. Teachers have secure subject knowledge across the curriculum.

Staff are highly effective in teaching pupils with special educational needs and/or disabilities and disadvantaged pupils. They understand the needs of these pupils very well. Staff skilfully employ a range of highly effective strategies to adapt the curriculum and teaching approaches so that pupils achieve well.

Early years

Strong standard

Leaders have established a thorough and well-sequenced curriculum across the early years. They have carefully considered the core knowledge and skills children need to learn throughout this stage of their education. A clear focus on key vocabulary helps children to develop their language and express themselves confidently with staff and one another. Children with special educational needs and/or disabilities settle quickly into school because staff know them very well. Children make consistently positive progress and achieve highly by the end of the Reception Year.

Teaching is thoughtfully designed and highly stimulating. It provides children with ample opportunities to practise and embed what they have learned. For example, role-playing baking cakes in the home corner gives children purposeful opportunities to count and explore shapes and measures. Staff interactions with children are consistently of a high quality, ensuring every moment is used to practise and extend children's language and vocabulary.

Staff set high expectations for the development of children's early reading, writing and mathematics. They are skilled in helping children to meet these high expectations. For example, when forming letters, they support children to use the 'nip it, flip it, grip it' mantra. This helps children to hold pencils correctly from the outset and develop good habits for writing. Children join in confidently with familiar stories across the early years. Daily teaching helps them to remember important knowledge, such as the days of the week and the months of the year. Children are very well prepared for the next steps in their learning.

Inclusion

Strong standard

Pupils with barriers to their learning, including those with special educational needs and/or disabilities, thrive because of the school's highly inclusive culture. Leaders have established robust systems which help staff to understand and respond to individual needs precisely. Parents and carers value the close partnerships they have with the school. Leaders also have highly effective working relationships with external agencies. These effective and well-established partnerships help the school to make sure that pupils make significant progress from their starting points, including those attending the recently opened specially resourced provision for pupils with autism, 'The Orchard'.

In classrooms, staff routinely provide a range of well-targeted adaptations. They make sure that pupils receive both timely support and develop independence in their learning. Purposeful professional development for staff equips them well to meet pupils' specific needs. Leaders check pupils' progress and the impact of support closely.

Leaders use additional funding on activities and approaches that make a sustained difference for disadvantaged pupils, both academically and in wider school life. The school also provides highly effective support for pupils who are known, or previously known, to social care. This inclusive vision and the actions of leaders and staff ensure that pupils feel a secure sense of belonging in the school.

Leadership and governance

Strong standard

Leaders have established a culture where pupils are supported consistently well to experience a positive and enriching school life. Leaders' systematic approach helps them to rigorously evaluate every aspect of the school. Leaders have a clear and accurate understanding of the school's context and use this insight to set precise priorities. They work effectively in partnership with external professionals and across the wider educational community. This supports leaders' work to deliver and sustain purposeful improvements across the school, with decisions and actions consistently reflecting pupils' best interests.

Governors are knowledgeable about their duties and responsibilities and carry them out highly effectively. They work closely with leaders to prioritise pupils' achievement and wellbeing, while ensuring that pupils access a broad range of meaningful wider experiences. This includes pupils with special educational needs and/or disabilities (SEND), and those who experience barriers to their learning. Governors' robust challenge ensures that all pupils benefit from the school's unwavering drive for improvement.

Staff praise the leadership of the school. They value the high-quality professional learning they receive and how it supports them to be increasingly effective in their roles. A thoughtful approach to wellbeing, such as the school's culture committee, strengthens staff's sense of belonging. They appreciate leaders' actions to secure continued improvement in every aspect of school life for pupils.

Leaders have developed positive relationships with families, including those with children with SEND. Parents and carers appreciate the support available to pupils and speak

positively about how approachable leaders are. They particularly value the sense of community and belonging within the school.

Personal development and wellbeing

Strong standard

Leaders have established a comprehensive and coherent personal development programme. Their thoughtful planning ensures that the personal, social and health education curriculum reflects the school community and forms a solid foundation for this programme. Pupils develop a detailed understanding of important knowledge, such as how to keep themselves healthy. They learn about relationships and consent in an age-appropriate way and have a secure awareness of strategies to keep safe online and in the wider world. Pupils also routinely learn about ways they can manage their emotions, with this learning revisited throughout the year so it remains fresh in pupils' minds.

Pupils’ knowledge of fundamental British values is deeply embedded. They learn about democracy, and the importance of having a voice, through, for example, voting for the school council and when choosing a charity to support. Pupils understand that their discussions about different types of families are underpinned by the concepts of mutual respect and equality. Leaders also ensure that pupils have the opportunity to visit places of worship and learn about different faiths. Pupils are reflective about others’ perspectives.

Leaders provide a meticulously planned set of opportunities that broaden pupils’ experiences throughout their time at this school. This comprehensive offer ensures that pupils benefit from experiences that build their character and deepen their understanding of the wider world. For example, eco council environment projects highlight sustainability, and hearing from visitors who work in science and research develops pupils’ aspirations in this field.

Leaders use additional funding effectively to support pupils to attend the rich array of clubs, visits and experiences offered by the school. Leaders rigorously track participation and ensure everyone takes part. There is a high take up of these opportunities by pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Pupils learn about leadership responsibilities through an extensive range of roles, such as eco councillors, birthday book prefects and tour guides. Pupils with SEND are routinely included and supported to take on these roles. Pupils appreciate the opportunities they have at school and feel a secure sense of belonging.

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

Pupils describe their school as a strong, diverse community and would highly recommend it to others. They are polite and friendly to visitors. Pupils are keen to make sure that everyone feels included.

Pupils’ behaviour is consistently positive. In classrooms, they are focused on their learning and work collaboratively with their peers. During playtimes, pupils play cooperatively and relish using the wide range of equipment and games which the school provides. They manage risk well. Pupils who attend the specially resourced provision enjoy playing

alongside their peers. Older pupils like to act as buddies and role models for the younger ones. Pupils are clear that bullying rarely happens and that staff will listen and act quickly to solve issues.

Pupils take pride in their work. They are enthusiastic about their learning and attend school well. From the early years onwards, pupils build up highly secure knowledge across the curriculum. By the end of key stage 2, this is reflected in pupils' outcomes in reading, writing and mathematics national assessments, which are consistently above national averages, including for disadvantaged pupils. Pupils with special educational needs and/or disabilities also make excellent progress from their starting points.

A wide range of experiences, such as learning about debating, help pupils to grow in confidence. Pupils' talents and interests are nurtured, for example, through links to musical ensembles and local sports clubs. Pupils have numerous opportunities to take on responsibilities, such as office prefects and library helpers, and they take these roles very seriously. Pupils enjoy being able to learn about and develop practical financial skills through real-life experiences, such as managing money in the school's 'eco refill shop'. Leaders make sure that all pupils have access to a wealth of clubs and visits, including, for instance gardening and animation. Pupils say the school prepares them very well for the next steps in their educational journey.

Next steps

- Leaders should sustain their astute and skilled oversight of the school's work in order to maintain highly positive achievement and experiences for all pupils.

About this inspection

The chair of the board of governors in this school is Wendi Webber.

The school is part of a federation called The Brackenbury, Kenmont and Wendell Park Primary School Federation.

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 spoke with the executive headteacher, senior leaders and other leaders. They also met with members of the federation governing body, as well as a representative from the local authority.

Inspectors spoke with pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

This inspection took place from 6 to 7 October 2026.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with autism. There are currently 16 pupils in this provision.

The school currently uses no alternative provision.

Executive Headteacher: David Collins

Lead inspector:
Kate Fallan, His Majesty's Inspector

Team inspectors:
Nicholas Flesher, Ofsted Inspector
Karen Matthews, 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 6 October 2026

School and pupil context

Total pupils

296
Close to 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

446
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)

39.63%
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

4.73%
Close to 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

10.47%
Below average

What does this mean?

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

National average: 15%

Location deprivation

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	62%	Above
2023/24 (final)	73%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	91%	75%	Above
2023/24 (final)	84%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	72%	Above
2023/24 (final)	87%	72%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	74%	Above
2023/24 (final)	93%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the

data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	47%	Above
2023/24 (final)	76%	46%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	63%	Above
2023/24 (final)	90%	62%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	59%	Above
2023/24 (final)	86%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	61%	Above
2023/24 (final)	90%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	69%	-6 pp
2023/24 (final)	76%	67%	8 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	81%	3 pp
2023/24 (final)	90%	80%	10 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	78%	-5 pp
2023/24 (final)	86%	78%	9 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	90%	79%	10 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	5.6%	5.1%	Close to average
2024/25 (3 term)	6.1%	5.2%	Above
2023/24 (3 term)	7.3%	5.5%	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
2025/26 (1 term)	17.2%	14.4%	Close to average
2024/25 (3 term)	16.2%	13.0%	Close to average
2023/24 (3 term)	24.7%	14.6%	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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