

Inspection of Brentford School for Girls

5 Boston Manor Road, Brentford TW8 0PG

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Devesha Singh. This school is a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the executive headteacher, Marais Leenders, and overseen by a board of trustees, chaired by Terri George.

Ofsted has not previously inspected Brentford School for Girls under section 5 of the Education Act 2005. However, Ofsted previously judged Brentford School for Girls to be good for overall effectiveness, before it opened as an academy. The school received an urgent, ungraded inspection under section 8 of the Act in October 2022, and further ungraded inspections in May 2019 and February 2019. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is an inclusive school where pupils feel happy and safe. Leaders have high expectations of pupils' behaviour and conduct. Pupils are polite and courteous. There is little disruption in class. Pupils are respectful to each other and attend school often. Students in the sixth form are well mannered and are increasingly taking on roles of responsibility to support their younger peers.

The school provides a range of enrichment activities and trips so that pupils gain valuable life experiences. These include trips to national museums and historic theatres to help make learning memorable. Pupils can take on various roles of responsibility. For example, they may take a role within the house system or take part in the pupil diversity group.

The school has high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). Pupils develop secure subject knowledge, which results in strong outcomes in public examinations, particularly at GCSE.

Most parents and carers are positive about their child's experience at the school and recognise the strong pastoral care that the school provides. Pupils quickly develop their self-confidence and are well prepared for their future careers and life in modern-day Britain.

What does the school do well and what does it need to do better?

Pupils follow an ambitious curriculum. They begin their GCSE studies in Year 9, with the school ensuring that pupils follow a broad curriculum alongside a well-designed enrichment programme. This provides exposure, breadth and depth to subjects outside of the GCSE choices pupils make.

The curriculum is carefully designed to build on pupils' previous knowledge and deepen their understanding over time. Important knowledge for pupils to learn is chosen well. Teachers consolidate learning before moving on to new content. For example, in sociology, pupils learn key research methods and theories before applying these to wider issues, and in history, teachers regularly revisit previous knowledge to build pupils' understanding.

Teachers have good subject knowledge and take part in high-quality professional development, particularly to strengthen their teaching in the sixth form. The sixth-form curriculum is suitably ambitious. The school ensures that students are prepared for this stage of learning through their subject knowledge. In the sixth form, some students do not have high reading ages or a strong command of literacy, including writing skills which are not fully developed. This makes the learning of complex ideas, academic reading and writing difficult for these students.

Inclusivity is celebrated at the school. The school identifies pupils' needs accurately and shares this information with staff. Staff use a range of strategies to support pupils with SEND. These are used appropriately when needed. Pupils with SEND achieve well. Most

pupils with SEND work in class alongside their peers, and the special educational needs (SEN) unit provides effective care for those who need it.

Personal, social, health and economic education is thoughtfully organised. This curriculum, together with 'Blossom' lessons, seeks to develop pupils' understanding of the wider world. This learning is often delivered well, although some misconceptions are not addressed quickly. Pupils understand and discuss fundamental British values very well and have a strong grasp of equality of opportunity. The school teaches pupils how to stay safe, including online, and provides a broad range of clubs. This offer is increasing in the sixth form, with students taking a more active role as prefects and mentors and through reading with younger pupils.

The school provides strong guidance for pupils planning their next steps in education, employment or training. In the sixth form, students receive useful advice and information, alongside valuable work experience. They are very well prepared and go on to a range of universities, apprenticeships and employment. Younger pupils, including pupils with SEND, are fully supported in their choices of post-16 destinations.

The school is a calm and orderly place. Pupils learn to manage their own emotions and behaviour and enjoy their learning. Most pupils attend very well, and this is improving in the sixth form. Where attendance falls short, staff take swift action to help pupils get back into school.

Leaders at all levels are reflective and committed to driving the school forward. Those new to teaching are skilfully supported. Staff feel valued and leaders carefully consider their workload and well-being. The trustees are fully involved in the school. They fulfil their statutory duties and support and challenge leaders effectively. Leaders and trustees have a sharp focus on doing what is best for their pupils and have high aspirations for all.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some students in the sixth form do not have high reading ages or writing skills to enable them to tackle more demanding materials, texts and questions. The school should ensure that students in the sixth form are prepared for the higher demands of study in reading, writing and oracy. In this way, pupils, particularly in the sixth form, will be able to access more ambitious ideas, theories and concepts and articulate their arguments critically both verbally and in their writing.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139095
Local authority	Hounslow
Inspection number	10345948
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	883
Of which, number on roll in the sixth form	178
Appropriate authority	Board of trustees
Chair of trust	Terri George
Headteacher	Marais Leenders (executive headteacher) Devesha Singh (head of school)
Website	www.brentford.hounslow.sch.uk
Date of previous inspection	6 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school is the only school in a single-academy trust.
- The school uses two registered alternative provisions to support a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school provides a breakfast club and after-school clubs. The school has a SEN unit on site to support 12 pupils with autism.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, trustees, some teachers and support staff.
- The inspectors carried out deep dives in these subjects: English, modern foreign languages, science, history and sociology. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents and staff as gathered through discussions and Ofsted's surveys.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as pupils arrived at and left school.

Inspection team

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His Majesty's Inspector

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