

Inspection of Brentside High School

Greenford Avenue, Hanwell, London W7 1JJ

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Brentside High School has high expectations for its staff and pupils. Its vision of 'challenge for all, striving for excellence, and developing lifelong learners' is palpable in all aspects of everyday routines. The school's purposeful ethos means that pupils learn successfully and grow and develop as individuals. Typically, pupils enjoy their lessons, behave well, and contribute responsibly to their own learning.

Across the different subjects, the work that pupils are set is suitably challenging and helps them build and secure the important knowledge well. As a result, pupils progress confidently through the curriculum and achieve well, including pupils with special educational needs and/or disabilities (SEND).

The school promotes pupils' personal development effectively. Pupils enjoy attending extra-curricular activities, noticeably in the sports. They also relish taking on leadership responsibilities, such as being part of the school 'cabinet', as house leaders and as mentors.

The sixth form is highly inclusive and provides students with an exceptional quality of provision, both for their academic and their wider development. The ambitious curriculum supports students to achieve excellent outcomes, whether they select A-level qualifications or a vocational pathway. The student-led 'Aspire' scheme helps students to pursue careers such as medicine and dentistry.

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

The school's curriculum is broad and ambitious. It is sequenced thoughtfully, so that pupils' understanding and recall of subject content develops securely. For example, in Year 7 English, poetry is explored through the themes of identity and culture. In Year 9, pupils use this prior learning to help them with their current study of poetry from the Romantic period. In the sixth form, the curriculum is especially effective and promotes students' high achievements. Teachers expertly help students to deepen and connect their knowledge.

Overall, teachers have strong subject knowledge. They typically utilise a range of well-chosen approaches and activities to ensure that pupils acquire and apply important subject knowledge well. However, sometimes, teachers do not identify and address key misconceptions effectively enough. Where this happens, some pupils do not learn as well as they could.

Pupils with SEND are identified accurately and quickly. Teachers use this information well to adjust activities and support pupils with SEND to learn well. However, occasionally these adjustments are not focused sharply on helping pupils with SEND to embed their understanding of the important ideas. This means that, sometimes, pupils with SEND have gaps in their knowledge and understanding.

The school identifies carefully any pupils who have fallen behind in reading. It provides effective support to help them catch up quickly. A range of well-considered bespoke initiatives encourage pupils to develop their love of reading.

The school has revised its expectations for pupil behaviour, including in lessons. It takes swift action to maintain a calm and orderly environment. This means that pupils feel safe. At times, the school's support to help some pupils to meet the renewed behaviour expectations is not as effective as it could be. Additionally, pupils raise concerns about use of inappropriate language by a small number of their peers. The school is addressing this.

Most pupils attend well. There are a small number of pupils who do not attend school regularly enough. The school has effective systems and approaches to reduce absence. As a result, these pupils' attendance is improving steadily.

The school promotes pupils' personal development. For example, pupils learn about healthy relationships, consent and how to look after their emotional and physical well-being. Pupils are encouraged to develop an awareness and understanding of themselves and those that are different to them, preparing them well for life in modern Britain. They celebrate events, including International Market Day, and raise donations for causes they support. Pupils experience a range of well-considered activities that proactively promote their knowledge of different careers. The school makes sure that pupils are well informed about apprenticeships and universities, especially for students in the sixth form.

The school leaders, including the governing body, take effective actions to improve the school. Governors provide effective challenge and support to ensure that this school moves from strength to strength in all areas of its work. School leaders use a wealth of information, as well as educational research, to inform and evaluate the impact of their actions, especially around the quality of education and behaviour.

Staff value the professional development opportunities provided. They appreciate how the school ensures that their workload is considered in all decisions. For example, the school has taken steps to reduce expectations and time needed for assessment. Staff comment positively about the leaders having an 'open door' should they need to raise any issues.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, occasionally teachers do not address key misconceptions or make required adjustments to respond to pupils' needs. As a result, some pupils do not learn as well as they could. The school should ensure that teachers are equipped to identify and address any misconceptions in pupils' knowledge and make effective adjustments

to future learning to help pupils consolidate their learning over time, particularly for pupils with SEND.

- Occasionally, the school's support to address pupils' behaviour is not as effective. This means that, at times, some pupils' behaviour does not reflect the school's high expectations. The school should strengthen its approaches to incidents of poor behaviour to ensure that pupils who struggle to follow expectations consistently receive the support and guidance they need to behave well and in a respectful manner.

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	101939
Local authority	Ealing
Inspection number	10366919
Type of school	Secondary comprehensive
School category	Foundation
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,585
Of which, number on roll in the sixth form	302
Appropriate authority	The governing body
Chair of governing body	Liz Ball
Headteacher	Charlotte Hames
Website	www.brentsidehigh.ealing.sch.uk
Dates of previous inspection	4 and 5 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school uses three registered and two unregistered alternative provisions.
- 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.

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 (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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the members of the leadership team, including the headteacher, deputy headteachers and assistant headteachers. The lead inspector held meetings with the governors and a representative from the local authority.
- Inspectors carried out deep dives in English, geography, history, mathematics, music and science. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; considered 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.
- Inspectors took account of responses to the online survey for parents and carers, Ofsted Parent View. They also considered the responses of pupils and staff to Ofsted's online surveys.
- Inspectors spoke with groups of pupils during lessons and at social times of the day.

Inspection team

Ray Lau, lead inspector	Ofsted Inspector
Karlene Dampha	Ofsted Inspector
Debbie Lebrecht	Ofsted Inspector
Karim Ismail	Ofsted Inspector
Guy Forbat	His Majesty's Inspector
Phil Garnham	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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