

# Inspection of Britannia Village Primary School

Westwood Road, West Silvertown, London, E16 2AW

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Inspection dates: 5 and 6 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Roksana Hussain. This school is part of The Britannia Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Linda-May Bingham, and overseen by a board of trustees, chaired by Rebecca Burton.

Ofsted has not previously inspected Britannia Village Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school. However, Ofsted previously judged Britannia Village Primary School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils are happy and thrive in this popular school. They feel proud to be a part of this diverse school community. Pupils here are safe and cared for. They can name adults who will listen and help them if they have a worry or concern.

The school has high ambitions for what pupils can achieve. Pupils study a broad range of subjects. Pupils with special educational needs and/or disabilities (SEND) receive strong support to access the curriculum alongside their peers. Most pupils achieve at age expectations and are well prepared for their next stage of learning.

Pupils' behaviour is exemplary. They focus intently in lessons. Pupils behave equally well at lunchtimes and in the playground. Pupils are polite and courteous to adults. They take responsibilities seriously, such as serving on school council, sports ambassadors and as 'digi-champions'.

The school has ensured that pupils experience new opportunities both within and beyond the local community. Pupils compete in a wide range of sporting events and love to sing with other schools. Older pupils eagerly anticipate their residential trips in the summer term. These experiences broaden pupils' horizons and develop their confidence and independence.

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

The school has designed an ambitious curriculum that sets out the key knowledge and skills pupils need to learn from an early age. They produce work to a high standard, including in art and design. Pupils' knowledge and skills in computing are of an equally high standard. Typically, subject leadership has a strong oversight of the curriculum. Some leadership of subjects is newer and has not had time to monitor fully the impact of their plans on pupils' outcomes. Careful thought has been given to how knowledge is sequenced and assessed to help pupils build on previous learning. In mathematics, children in Reception confidently used ten frames to name and make different numbers. Staff supported children to use different vocabulary confidently to explain the difference between odd and even numbers. As a result, they are well prepared for mathematics in Year 1.

School leaders place a high priority on reading. In early years, children experience a rich variety of stories and rhymes. Older pupils relish being challenged to broaden the range of authors they have read. They enjoy studying the plays and texts of Shakespeare. Children learn phonics as soon as they start school. Teachers check pupils' phonics knowledge regularly. They use this information to provide additional support for those pupils who need to catch up. However, some teaching is not consistently in line with how leaders intend the programme to be delivered. This limits some pupils' ability to read and write as well or as quickly as they could.

The school provides carefully planned support for pupils with SEND. Staff receive appropriate training to provide the right extra help and make adaptations. This allows all pupils to successfully access the full curriculum. The learning of children with SEND is closely monitored right from the early years. Pupils with SEND achieve well.

Pupils love learning and are highly motivated in lessons. Behaviour is exemplary across the school. As a result, pupils are always ready to learn. Children in early years maintain high levels of concentration and engagement. They work well independently or together in small groups. Pupils move around the school with care. They share toys and games with each other at playtimes to ensure everyone feels included.

The school has a rich programme for pupils' personal development. Pupils learn about how to look after their physical and mental health as soon as they start in the school. Opportunities to participate in sports are exceptional. The school plans a range of visits and activities which support pupils' learning in meaningful ways. Pupils talk enthusiastically about visits, including to the theatre.

Attendance is high. Leaders are robust in ensuring that pupils attend school regularly and are on time. They ensure that pupils' welfare is closely monitored, so that action can be taken if there are any concerns.

Most staff appreciate the time given to support their workload and well-being. Staff, including those at the start of their careers, consider that leaders are approachable. Trustees are well informed and ensure that the school has a clear vision and strategy. Parents and carers are mostly positive about the school and the pastoral care provided for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The quality of subject leadership and monitoring is developing in some areas of the school's work. The school has not been able to ensure that all staff, including support staff, have the knowledge and expertise required to implement the ambitious curriculum. This means pupils' learning does not sometimes develop as effectively as it could in all areas of the curriculum. The school should support subject leaders further so that they are able to check what is working well and what needs further development so that the curriculum aims are fully realised.

## 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

<b>Unique reference number</b>	144527
<b>Local authority</b>	Newham
<b>Inspection number</b>	10323438
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	459
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rebecca Burton
<b>Headteacher</b>	Linda-May Bingham (executive headteacher) Roksana Hussain (headteacher)
<b>Website</b>	<a href="http://www.britannia-village.newham.sch.uk">www.britannia-village.newham.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Britannia Village Primary School joined the Britannia Education Trust in June 2017 as an academy convertor school. The executive headteacher is also the CEO of the trust.
- The current headteacher joined the school in September 2023.
- The school currently uses one alternative education provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- The inspectors met with the executive headteacher, headteacher, deputy headteacher, assistant headteacher, other leaders and teachers. They spoke with members of the board of trustees including the chair of the board.
- The inspectors carried out deep dives in these subjects: reading, mathematics, art and design, computing and physical education. For each deep dive, the inspectors met with subject leaders, considered the curriculum, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- The inspectors considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of school 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 met with parents at the start of the school day and considered the views of parents and staff, including their responses to Ofsted's surveys.

### Inspection team

Sean Flood, lead inspector	Ofsted Inspector
Hayley McClenaghan	Ofsted Inspector
Sarah Bailey	Ofsted Inspector

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