

# Inspection of a good school: Preston Manor School

Carlton Avenue East, Wembley, Middlesex HA9 8NA

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Inspection dates: 13 and 14 July 2022

## Outcome

Preston Manor School continues to be a good school.

## What is it like to attend this school?

Leaders have high expectations for all pupils from the Reception class through to Year 13. All pupils study a broad and balanced range of subjects. Leaders are currently developing the curriculum in the primary phase to make it more ambitious.

Pupils in all phases of the school behave well in lessons and around the school at break and lunchtime. They are happy and safe. In class, pupils work hard and listen to their teachers. Sixth-form students are role models for younger pupils. They receive training to take on peer-mentor roles. Pupils in the secondary phase serve on the pupil-led behaviour panel. They work with leaders to help keep the school calm and orderly.

The school encourages pupils to show respect for each other and celebrate their differences. Pupils organised the school's recent International Culture Day. During this event, pupils of all ages showcased their own cultures by organising food stalls and performances. Pupils reported that bullying rarely happens. When it does, leaders are quick to address it.

Pupils with special educational needs and/or disabilities (SEND) flourish here. Including those in the specially resourced provision for pupils with SEND. Leaders consider the needs of pupils with SEND in all aspects of the school's work.

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

Leaders have spent time redesigning the secondary-phase curriculum to make it more ambitious. Subject leaders have considered the key knowledge that they want pupils to learn. They have sequenced this knowledge to help pupils to build their understanding successfully. For example, in history, leaders have included a more diverse range of historical events and figures to reflect the school's community.

A new primary curriculum has also been developed. In many subjects, such as mathematics, science and Religious Education, the new curriculum was introduced in

September 2021. In these subjects, pupils develop a strong understanding of key concepts. In some subjects such as Design and Technology, art and history, leaders are working currently to ensure the curriculum develops pupils' knowledge equally strongly.

Teachers in the school know how to get the best from their pupils. They present information clearly and help pupils to remember what they have learned before. Teachers use assessment to check pupils' understanding and address any knowledge gaps. Secondary-phase teachers are experts in the subjects they teach. In the sixth form, students are taught study skills that will support them in their future academic learning. Teachers support students in the sixth form to read challenging academic journals within their subjects.

Leaders ensure that pupils read widely and often at all ages. Primary-phase teachers read to pupils frequently. They bring stories to life with lively and engaging storytelling. Children in the early years learn in a stimulating environment. Leaders ensure that staff have the skills to support children in learning to read and write and with early mathematics. At times, the support teachers give to the weakest readers does not swiftly address the mistakes they make and help them to catch up quickly. Some pupils in the early years and Year 1 do not read books that are correctly matched to the sounds they have learned.

Leaders make sure that staff receive the training they need to support pupils with SEND. These pupils are swiftly identified. Their needs are assessed to determine the best ways to help them. Pupils in the specialist secondary SEND provision learn the same curriculum as other pupils. Leaders give them the support they need to be successful.

Pupils are polite and well-mannered. They are ambitious and keen to learn so that the delivery of the curriculum is not interrupted. In class, they listen attentively when others are speaking and take part in discussions around current affairs. Leaders encourage pupils to have tolerant views. They organise age-appropriate activities around key events such as autism acceptance week and LGBTQ+ history month.

Leaders support pupils' wider development. There are a wide range of clubs available for all pupils. Pupils said that they enjoy the different careers fairs and educational visits. Former pupils visit the school to give talks about their careers to inspire current pupils. Girls in Years 6 to 11 have the opportunity to join the school's DIVA programme and experience a range of team and individual challenges and residential journeys. This encourages them to raise their personal aspirations and develop team and leadership skills.

Staff across the school are proud to work here. Leaders support staff to manage their workloads. The staff wellbeing group organises events to support staff with their mental health. Leaders encourage staff to develop their skills and expertise. Leaders are working to strengthen links between subject experts in the primary and secondary phases to support curriculum development.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the policies and procedures for keeping pupils safe are well understood by all staff. Staff know how to identify any pupils who may be at risk of harm. Leaders work effectively with outside agencies to make sure vulnerable pupils and their families get the help they need. They make appropriate checks when recruiting new members of staff.

Leaders have identified mental health as a growing area in which pupils need support. Students in the sixth form have received training to act as mental health mentors for younger pupils. Pupils are taught ways to look after their mental health.

Pupils are taught how to keep themselves safe, including online. Leaders support parents and carers to recognise the dangers associated with online activity. Pupils are taught about healthy relationships, how to deal with sexual harassment and the significance of consent. They feel well supported by the school when they need help.

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

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

- The primary curriculum is not yet sufficiently well planned and sequenced in some foundation subjects. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of implementing their plans for the new curriculum. For this reason, the transitional arrangements have been applied.
- When pupils fall behind in reading the support they receive does not ensure they gain the knowledge and skills they need to become confident, fluent readers quickly. At times, the books pupils read do not accurately match the phonics they know. Leaders should ensure that staff receive further training to support all pupils to learn to read well.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Preston Manor School, school to be good in May 2012.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139319
<b>Local authority</b>	Brent
<b>Inspection number</b>	10199837
<b>Type of school</b>	All-through
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1955
<b>Of which, number on roll in the sixth form</b>	281
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Donald Palmer
<b>Headteacher</b>	Russell Denial (Executive headteacher)
<b>Website</b>	<a href="http://www.preston-manor.com">www.preston-manor.com</a>
<b>Date of previous inspection</b>	June 2016 under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, the school has appointed an executive headteacher.
- The school has a specialist provision within the secondary phase for 12 pupils with autism spectrum disorder and 11 pupils with speech and language needs.
- The school uses three registered alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors held discussions with the executive headteacher, the heads of school and the wider leadership team. Inspectors also met with the chair and vice-chair of the governing body.
- Inspectors carried out deep dives in reading, mathematics, history, science and computer science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to some pupils about their learning.
- Inspectors reviewed a range of school documentation, including school policies and plans for school improvement and curriculum development. They also looked at records related to safeguarding, behaviour, and pupil movement.
- Inspectors also considered the views of staff and pupils through Ofsted's online staff and pupil surveys. Inspectors also considered the views of parents through the Ofsted online survey, Parent View.

### **Inspection team**

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