

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

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



22 January 2016

Ms Beth Kobel
Preston Manor School
Carlton Avenue East
Wembley
London
HA9 8NA

Dear Ms Kobel

No formal designation monitoring inspection of Preston Manor School

Following my visit with Avtar Sherri, Ofsted Inspector, to your academy on 12 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements, aspects of the effectiveness of leadership and management, and the personal development, behaviour and welfare of pupils at the academy. The inspection was carried out in response to a complaint which raised serious concerns. The complaint was deemed to be qualifying and Her Majesty's Chief Inspector decided that an unannounced inspection should take place to follow up the whole-school issues that were raised. The inspection sought to establish whether:

- safeguarding procedures are effective, including the academy's response to recent guidance from the Department for Education
- staff are suitably trained in safeguarding issues and able to seek advice and support when required
- policies, procedures and practices are effective in promoting pupil safety
- leaders and the governing body are effective in their responsibilities with regard to safeguarding and pupils' personal development, behaviour and welfare.

Evidence

Inspectors scrutinised a wide range of documentation about safeguarding including the single central record of checks made on staff, school policies and procedures. They also considered records of attendance and exclusion of pupils. Inspectors met

with the headteacher, other leaders, groups of pupils and staff. They also spoke with the governor with responsibility for safeguarding.

Inspectors visited a number of classes and an assembly. They spoke informally to pupils and evaluated responses to the academy's parental survey. Insufficient responses were received to consider Ofsted's online questionnaire, Parent View. Evidence was also gathered through scrutinising documents including curriculum information, the academy's self-evaluation, pupil case studies, and records of meetings and risk assessments.

Having considered all the evidence I am of the opinion that at this time:

The academy's safeguarding arrangements meet requirements.

Context

Preston Manor is a large all-through academy. It is a member of the Co-operative Academies Trust and has two sites. There are approximately 1,974 pupils on roll. The majority are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above average. Just over two fifths are eligible for the pupil premium grant which is used to support those from disadvantaged backgrounds. The proportion of pupils who have special educational needs is above average. The academy has specialist provision for pupils with speech, language and social communication needs, and autistic spectrum disorder. Significant changes to the leadership and management of the academy have occurred over the last year. A new headteacher and deputy headteacher were appointed in September 2015.

Leaders have successfully improved pupils' behaviour since the inspection of the predecessor school in May 2012. Fixed-termed exclusions have reduced significantly, but overall exclusions remain above average. In the autumn term 2015, there were 27 fixed-termed exclusions compared to 37 in the same period in 2014. The attendance of pupils is above average and an improving picture.

Over the past year, concerns were raised regarding procedures for safeguarding not adequately protecting pupils from the risks and dangers of radicalisation and extremism. Leaders have responded very effectively to these concerns. The headteacher, supported by the designated safeguarding lead, has ensured safeguarding is a priority throughout the academy.

Significant staff training has been undertaken in preventing radicalisation and on wider aspects of safeguarding. Training is up to date and evaluated by the designated safeguarding lead. As a result, all staff recognise their role in promoting an open ethos. The academy is highly inclusive and maintains an effective culture of socialisation.

Leaders, governors and staff have a good understanding of the most recent legislation and guidance on keeping pupils safe. When safeguarding concerns do arise, the academy keeps detailed records. Appropriate safeguarding referrals are made, and when necessary leaders seek the advice of other professionals.

Information within the single central record and associated safeguarding checks is exceptionally clear and well maintained. The staff member responsible for maintaining the record of staff checks has a thorough understanding of her role. Consequently, records are regularly updated and all statutory safeguarding checks on staff and volunteers are undertaken. Procedures for safeguarding are regularly reviewed by the governor responsible for safeguarding.

Statutory policies and procedures to promote safeguarding are in place. However, the safeguarding policy does not fully convey the extent of the work undertaken in reducing the risk to pupils from aspects such as domestic and gang-related violence. Furthermore, some staff at the lower site were less clear on the definition of 'prevent', despite recent training. The headteacher rightly acknowledged this discrepancy in communication between sites. She has decided to implement a single school website and convene regular joint leadership meetings.

During this unannounced visit, samples of case studies were reviewed. In all cases, appropriate action had been taken and referrals were well documented. Records are kept of any meeting attended, the reasons for referral and other wider risks of relevance to the pupil's case. This information is securely stored. However, the evaluation and analysis of referrals is undertaken less frequently. Leaders could not sharply justify any patterns emerging from their close monitoring of safeguarding.

The day-to-day school procedures to keep pupils safe are appropriate. Staff actively promote the personal development, behaviour and welfare of pupils. Leaders, other teachers and sixth form peer mentors ensure pupils receive regular formal and informal opportunities to discuss personal issues. The academy's 'suggestion boxes' are used well to gauge pupils' views. Consequently, pupils say that they can speak openly and share any concerns. Risk assessments are undertaken and multi-agency working is effective in supporting the care of more vulnerable pupils.

Pupils' behaviour during this visit was good, with very few incidents of low-level disruption. They responded well to the academy's behaviour policy. The management of behaviour at breaktimes was very effective.

Pupils reported to inspectors that bullying is very rare. They understand how to keep themselves safe and are aware of the various forms of bullying, including homophobic behaviour and other forms of discrimination. Learners in the sixth form are aware of the risks of radicalisation. The academy promotes the pupils' understanding of British values well. Pupils explore a range of topics, including the British political system, the rule of law and moral issues.

The curriculum to promote safeguarding is strong. Leaders have recently reviewed the topics delivered in personal, social and health education in Key Stages 3 and 4 to ensure the active promotion of pupils' personal development and welfare. However, this review is yet to extend fully to Key Stages 1 and 2. In the lower key stages, pupils receive sessions that relate to stranger danger and road safety. Appropriate use of the internet and e-safety is taught across the academy.

The personal, social and health education curriculum involves a wide range of external visitors from professional groups. It provides pupils with relevant and up-to-date safeguarding information. Pupils spoke highly of the lesbian, gay, bisexual and transgender month held in February each year. Further aspects of the personal, social and health education curriculum include female genital mutilation, substance misuse and child sexual exploitation. Pupils across the academy, including learners in the sixth form, have also received targeted support in preventing extremism and radicalisation.

Pupils are highly tolerant of each other. They understand and appreciate differences between people, including those from different faiths and cultures. The academy provides a room for spiritual and religious reflection at lunch. It is well used by pupils and staff. Since the concerns over the past year, leaders have effectively reviewed the use of this room. A senior leader supervises the room at all times. All faiths are encouraged to use the room by choice. During this unannounced visit, inspectors observed the use of the room. While the majority of attendees were Muslim, not all were, and they were of mixed gender and of a range of ages. Pupils and staff of differing faiths accessed the room. Consequently, pupils' spiritual development is well supported.

The school council is proactive in promoting the views of its peers. It includes learners from the sixth form. Pupils proudly told inspectors that 'the council does a good job'. Parents acknowledge the academy's work to support the personal development, behaviour and welfare of pupils.

Governors have a good overview of safeguarding arrangements. All governors receive regular training on their statutory duties, including that of safeguarding. They undertake their statutory duties well. The safeguarding governor is well informed and appropriately trained. He ensures that operational practice is challenged through regular 'spot visits'. Frequent meetings are held with leaders to ensure the effectiveness of safeguarding. A written report of all 'spot visits' is provided to the governing body and leaders. Governors place a high priority on maintaining the health and safety of pupils and staff. However, records of meetings do not always convey the level to which governors are holding the academy to account.

External support

The local authority designated safeguarding officer and other professionals have worked closely with the academy to promote pupil safety. Over the last year, targeted safeguarding training for staff and governors has been provided. The academy works closely with the police safer schools team. An officer regularly attends to offer advice and support. The local authority acknowledges that the academy takes appropriate action to safeguard its pupils.

Priorities for further improvement

- Ensure leaders sharply evaluate information on the personal development, behaviour and welfare of all pupils, to identify and intervene on any emerging patterns.
- Ensure staff fully understand and apply policies consistently across both sites of the academy.

I am copying this letter to the Director of Children's Services for Brent, the Secretary of State for Education, the Chair of the Governing Body and the Education Funding Agency. This letter will be published on the Ofsted website.

Yours sincerely

John Lambern
Her Majesty's Inspector