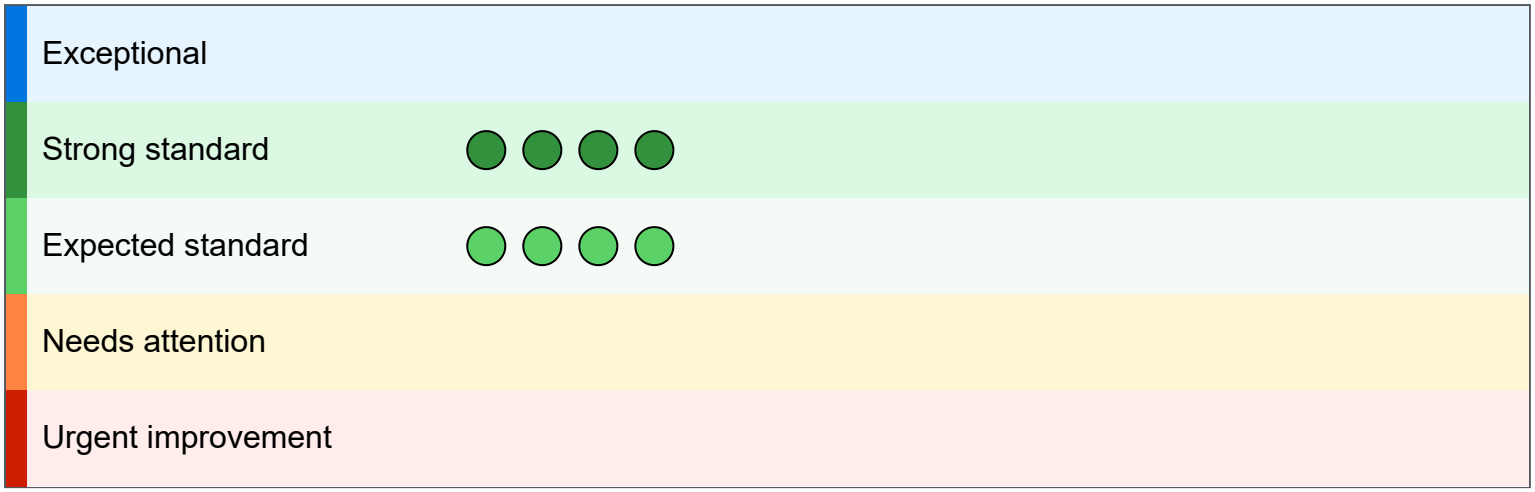
Preston Manor School

Address: Carlton Avenue East, Wembley, Middlesex, HA9 8NA

Unique reference number (URN): 139319

Inspection report: 6 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Attendance at the school is consistently above national averages. Pupils with special educational needs and/or disabilities and those who are disadvantaged also consistently have attendance that is significantly above national averages. Leaders are tenacious and focused in their work to secure high levels of attendance for all pupils. They work closely with families to make clear the importance of pupils being in school every day and ensure that any concerns with this are addressed. This includes, for example, making clear the expectations for not taking time away from school for holidays during term time.

Leaders have worked highly effectively over recent years to ensure that, from early years onwards, pupils consistently behave well. This has been achieved by leaders establishing clear expectations and routines, and then making sure that these are applied routinely across the school. These expectations support pupils, including those with additional barriers, to develop positive relationships with one another and staff. In turn, this means that learning is not disrupted and that bullying is rare and dealt with expediently if it does occur. Over recent years, behaviour incidents have consistently reduced. Pupils attest that the school is an environment where discrimination, violence and harassment does not occur. The school is a safe place where pupils are happy to be.

Curriculum and teaching

Strong standard

The curriculum is ambitious, broad and well sequenced. Teachers use their subject expertise effectively so that explanations of concepts are well understood by pupils. Teaching choices consistently support pupils to build their understanding, with teachers using well-established and effective strategies to identify and address misconceptions. Teaching also focuses on helping pupils to secure and remember important knowledge, with adjustments made as needed to ensure that pupils think deeply. Equally, teaching includes effective use of adaptations to make sure that all pupils understand new ideas and progress their understanding. This consistency of approach also benefits those with barriers to learning, such as pupils with special educational and/or disabilities (SEND) and those who are disadvantaged.

The curriculum ensures that all pupils, especially disadvantaged pupils and those with SEND, develop key skills and knowledge in reading, writing and mathematics. Leaders have made sure that teaching quickly and progressively develops these foundational skills so that pupils are able to access and succeed in the wider curriculum. The development of pupils' language is prioritised across teaching in all subjects. This supports pupils to be able to discuss their ideas with each other and develop deeper learning over time.

Adjustments are made to the curriculum and teaching, where appropriate, to reduce barriers to learning for pupils with SEND. Leaders ensure that adaptations focus on promoting both pupils’ academic success and their confidence as learners.

Leaders have ensured that strengths across teaching and the curriculum are now well embedded. While some of these improvements are not, at present, fully reflected in academic outcomes over time, pupils' achievement continues to rise.

Inclusion

Strong standard

Leaders have a clear drive for continuous improvement in the school's provision for inclusion. This work focuses on breaking down barriers to success for all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities. Additional funding is used and evaluated effectively. Leaders have high expectations for all, ensuring that inclusive approaches are integral to practice in all areas. For example, they provide pupils with a range of clubs and educational visits, adapting arrangements where appropriate so everyone can participate. Pupils who are known to, or who were previously known to, social care are also supported to achieve well.

Leaders have clear systems to assess and plan for pupils' needs and then review the impact of support. Leaders also use purposeful ways of recording and sharing information with staff so they understand how to support pupils to thrive. Staff know pupils well, recognising, for example, changes in non-verbal communication that may indicate a pupil would benefit from more support. Staff swiftly intervene and make adaptations, helping pupils to focus or manage their behaviour. The consistency and responsiveness of staff's practice make a demonstrable difference to pupils. Leaders provide a range of training opportunities for staff to ensure that that they give pupils effective support, both inside and outside of lessons. Leaders also work closely with families and external agencies to explore and remove barriers to learning.

The specially resourced provisions are welcoming and supportive. Pupils develop warm relationships with their peers and staff. They benefit from individual support from specialist staff, for example, to practice learning or develop social skills.

Personal development and wellbeing

Strong standard

The personal, social and health education curriculum is coherently and astutely sequenced from the early years through to the end of the sixth form. This includes statutory content in relation to relationships and sex education and health education. Through this curriculum, pupils are very well supported to grow up into successful adults, both within their local community and the wider world. Pupils develop a deep understanding of difference, respect and empathy. They also have a clear understanding of fundamental British values, differences between people and how the law protects difference. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are helped to develop the same knowledge as their peers.

Pupils' readiness for life in modern Britain is also promoted in the way that the school celebrates a range of cultures and religions. For example, pupils enjoy taking part in culture days as well as special weeks which are dedicated to building awareness of different world faiths. This learning is linked purposefully to the curriculum in other subjects, helping to further deepen pupils' understanding of the wider world. Leaders ensure that there are also ample opportunities for pupils to develop their cultural understanding, such as through visits to the theatre and places of worship, as well as opportunities to volunteer locally. Leaders

carefully track pupils' uptake of the enrichment programme. They make sure that all pupils are supported by this programme and that it is targeted to pupils' individual needs and aspirations.

Pupils understand clearly the differences between healthy and unhealthy relationships, staying safe online and when outside of school. For instance, they have a mature understanding of local contextual issues that might affect their safety, such as the risks associated with gangs. Pupils, including those with SEND, know how to keep themselves safe. The school's pastoral systems contribute both to pupils' wellbeing as well as their development as considerate individuals. This is exemplified by their behaviour around school where, for example, pupils hold doors open for others without prompting.

Leaders make sure that pupils learn about different future education pathways and possible careers. Pupils understand the options available to them and how to achieve their goals.

Expected standard

Achievement

Expected standard

Pupils have a sound understanding of essential knowledge in English and mathematics. This allows them to access the wider curriculum with success. The positive work of leaders means that pupils are ready for the next phase of education and/or training when they leave the school. This includes those pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Pupils make positive progress during their time at school. They typically know and remember more across subjects. This is well exemplified in their work as well as by their achievements in national assessments and tests. Pupils' outcomes are routinely at least broadly similar to national averages. The consistently high-quality curriculum and teaching across subjects mean that outcomes for all groups of pupils continue to rise, including those with SEND. When some pupils do fall behind, leaders are quick to put in support for them so that pupils catch up quickly.

Early years

Expected standard

Leaders ensure that children learn a curriculum that supports them to develop knowledge, skills and understanding across all areas of learning. This includes in early reading and writing. Children benefit from a well-structured approach to phonics teaching, which enables them to make appropriate progress in their learning. Children's language and knowledge in other areas of the curriculum, including their understanding of the world, are also generally developed well through suitable teaching approaches and resources. This means that, overall, children are prepared for their next steps of learning in Year 1.

Staff ensure that children are happy and learn well with their peers. Children enjoy sharing their experiences and trust the staff around them to look after them. Leaders ensure that staff receive bespoke training to make sure that they are able to successfully deliver the curriculum as well as identify and swiftly fill gaps in children's knowledge.

Leaders have recently taken steps to develop and strengthen leadership arrangements in the early years. This is supporting the school to make further improvements in how well all children progress in their learning. This includes those with special educational needs and/or disabilities and those who are disadvantaged. Leaders recognise that, at present, some of the intended improvements are not consistently embedded.

Leadership and governance

Expected standard

Leaders have a clear vision for the school, with a purposeful focus on maximising the way pupils can benefit from attending an all-through school. Through this, leaders make astute decisions about the curriculum as well as the professional training and development offer for staff. Leaders have also developed systems and structures which help to ensure that pupils receive a consistent experience, with staff having high expectations for all. As a result, pupils' learning and welfare are well supported overall.

The governing body has a sound understanding of the school's work. It supports and challenges leaders well to ensure that the school is doing its best for pupils across the year groups. The governing body carries out all of its statutory duties, including, for example, those related to the Equality Act. Leaders at all levels work effectively to make sure that the school is truly part of its local community. Parents and carers value in particular how leaders have created a safe and nurturing place for their children to learn.

Across all areas of the school, including teaching, behaviour and inclusion, leaders make decisions which are in the best interest of pupils. Leaders understand the school’s context and are aware of the areas which need further development, including in early years and the sixth form. Professional learning and support for staff are responsive to their needs and school priorities. This means that any areas for development are addressed quickly and in a meaningful way. Staff speak extremely positively about the school's leadership, including how leaders ensure that staff know how to safeguard pupils and report any concerns if they have them. Teachers also feel that leaders support their workload and wellbeing effectively.

Post-16 provision

Expected standard

Leaders have designed a broad and ambitious curriculum offer for the sixth form. It has been tailored to meet students' needs, incorporating both A level subjects and vocational courses as well as opportunities, for example, to study for the extended project qualification.

In the main, teaching is effective at developing pupils' understanding of subject content. It includes approaches which help students to demonstrate their learning, explain their understanding and use subject-specific terminology with fluency and precision. However, there are instances when subject content is not explained with clarity and teaching approaches do not support students to grasp ideas as effectively as they could. This means that students then struggle to fully secure or recall knowledge.

Staff are skilled at supporting students to be ready for the next stage of their education. They typically know what students have learned and what work they need to do to fill gaps in knowledge. Students also learn what careers are open to them and how to be ready for these opportunities. For example, students benefit from practising interviews as well as

participating in work experience. This includes those students with special educational needs and/or disabilities and those who are disadvantaged.

Overall, students achieve well. From their starting points on entry to the sixth form, they make clear progress in their learning. This is because leaders ensure that all are supported to be successful no matter what their previous experiences were. The positive progress that students make is, at times, not fully reflected in the school's published attainment measures. Leaders have appropriate priorities for developing the sixth form, including work to strengthen teaching and raise attainment.

What it's like to be a pupil at this school

Pupils feel happy and safe at Preston Manor School. They appreciate being part of an incredibly supportive community where pupils look after and cheer-lead for each other. Pupils value the close working relationships that they have with one another and staff. They say that these support them to make the most of all of the opportunities on offer to them at school. Such opportunities range, for example, from being a librarian to supporting younger pupils with reading or serving the community as part of the Duke of Edinburgh award. Pupils speak with real pride when they describe how they live out the 'ARE' values at Preston Manor. For instance, they are ambitious for their academic outcomes, they take responsibility for their local environment and ensure that they aim for excellence in all that they do. Pupils are also keen to learn from their peers and grow their appreciation of different lived experiences, for example, by teaching each other about their cultures and beliefs.

Pupils enjoy their learning in lessons and knowing more about the individual subjects that they study. They feel that this prepares them well for the next stages of education. For example, pupils make clear links between what they have learned in previous years to what they are currently studying. Pupils typically achieve well across the curriculum.

Pupils behave well and do not disrupt their learning in lessons. Pupils recognise and value the positive conduct and attitudes of their peers. Breaktimes are opportunities for pupils across the school to socialise together and this works well. Bullying is rare and swiftly dealt with when it does occur.

Whether they join in the Reception Year or later on in their schooling, pupils consistently benefit from and appreciate the extensive pastoral care and support that the school provides. This makes a considerable contribution to pupils' wider development, helping them to become confident and aspirational young adults. Pupils would strongly recommend this school.

Next steps

- Leaders should continue their work to raise pupils' achievement over time, including pupils' achievement in national tests and examinations.

- Leaders should continue to use their accurate evaluation of the school's work to embed further improvements, particularly in relation to the intended improvement work in the early years and sixth form.

About this inspection

This school is part of the Preston Manor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Russell Denial, and overseen by a board of trustees, chaired by Sarah Venables.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher, the headteachers and other leaders during the inspection.

This inspection took place on 6 and 7 October 2026.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for 24 pupils with special educational needs and/or disabilities related to autism and/or speech, language and communication needs.

The school currently makes use of 2 alternative provisions.

Executive Headteacher: Russell Denial

Lead inspector:
Luke Stubbles, His Majesty's Inspector

Team inspectors:
Alison Moore, Ofsted Inspector
David Bryant, Ofsted Inspector
Katerina Christodoulou, Ofsted Inspector
James Shapland, Ofsted Inspector
Matt Dineen, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

1,902
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,980
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

33.58%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

4.99%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

8.57%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Key stage 2

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	62%	Above
2023/24 (final)	60%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	75%	Above
2023/24 (final)	68%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	75%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	80%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Key stage 4

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	40.4%	45.4%	Close to average
2023/24 (final)	43.5%	45.9%	Close to average
2022/23 (final)	44.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	46.2	46.1	Close to average
2023/24 (final)	47.3	45.9	Close to average
2022/23 (final)	44.0	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.25	-0.03	Above
2022/23 (final)	0.02	-0.03	Close to average
2021/22 (final)	0.43	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Key stage 2

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	47%	Above
2023/24 (final)	53%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	63%	Above
2023/24 (final)	63%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	68%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	61%	Close to average
2023/24 (final)	68%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Key stage 4

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	26.6%	25.8%	Close to average
2023/24 (final)	32.8%	25.8%	Close to average
2022/23 (final)	35.7%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	36.8	34.9	Close to average
2023/24 (final)	43.8	34.6	Above
2022/23 (final)	39.6	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.13	-0.57	Above
2022/23 (final)	-0.25	-0.57	Above
2021/22 (final)	-0.09	-0.55	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	53%	67%	-15 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	63%	80%	-17 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	68%	78%	-9 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	81%	-10 pp
2023/24 (final)	68%	79%	-11 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	26.6%	53.1%	-26.6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	32.8%	53.1%	-20.3 pp
2022/23 (final)	35.7%	52.4%	-16.7 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	36.8	50.4	-13.6
2023/24 (final)	43.8	50.0	-6.2
2022/23 (final)	39.6	50.3	-10.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.13	0.16	-0.04
2022/23 (final)	-0.25	0.17	-0.41
2021/22 (final)	-0.09	0.15	-0.24

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	91%	92%	Average
2022 leavers (revised)	96%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	28.28	35.00	Below
2023/24 (final)	30.16	34.38	Below
2022/23 (final)	28.45	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.2	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	7.0%	7.8%	Close to average
2024/25 (3 term)	8.2%	8.4%	Close to average
2023/24 (3 term)	7.8%	8.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	22.4%	21.5%	Close to average
2024/25 (3 term)	27.9%	23.4%	Above
2023/24 (3 term)	27.4%	25.6%	Close to average

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

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
© Crown copyright 2026

© Crown copyright