

# Preston Manor All-Through Foundation School

## Inspection report

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<b>Unique reference number</b>	101567
<b>Local authority</b>	Brent
<b>Inspection number</b>	376593
<b>Inspection dates</b>	23–24 May 2012
<b>Lead inspector</b>	John Daniell HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	All-through
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1635
Of which, number on roll in the sixth form	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Collins
<b>Headteacher</b>	Matthew Lantos
<b>Date of previous school inspection</b>	13–14 May 2009
<b>School address</b>	Carlton Avenue East Wembley HA9 8NA
<b>Telephone number</b>	020 8385 4040
<b>Fax number</b>	020 8908 2607
<b>Email address</b>	info@pmanor.brent.sch.uk

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<b>Age group</b>	4–18
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## Introduction

### Inspection team

John Daniell	Her Majesty's Inspector
Samantha Morgan Price	Her Majesty's Inspector
Mary Erwin	Additional inspector
Brian Lester	Additional inspector
Veronica Young	Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 33 parts of lessons taught by 33 teachers and also visited a number of lessons for shorter periods of time with a specific focus in mind. For example, they monitored the progress of disabled students and those with special educational needs. Meetings took place with the Chair of the Governing Body, senior and middle leaders and students, including those students whose circumstances make them vulnerable to underachievement. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school improvement and self-evaluation documentation, performance data, lesson observation records, minutes of meetings and school policies, including for the safeguarding of children. The inspection team scrutinised responses to questionnaires from 217 parents and carers, 100 students and 35 members of staff.

## Information about the school

Preston Manor All-Through Foundation School is larger than the average-sized school. Due to a severe shortage of primary school places in Brent, the governing body agreed to the school becoming an all-through school with effect from September 2011, starting with two classes in Reception and two in Year 1. These classes are accommodated in a new building within the school grounds. Currently there are no pupils in Years 2 to 6 but this will change as pupils move through the school in future years. The school has additionally resourced provision for students on the autistic spectrum and with speech and language difficulties. There are more boys on the school roll than girls. The proportion of students known to be eligible for free school meals is well above the national average, and most students come from minority ethnic groups. Around half of the students speak English as an additional language. An above-average proportion of students who are disabled or who have special educational needs attend the school. Of these, the proportion of students supported at school action plus or with a statement of special educational needs is above the national average. The school meets the current floor standards which are the minimum standards set by the government for attainment and progress.

The school has specialisms in mathematics and science. It also holds the Healthy School and Sport England award and has achieved Investors in People status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has some outstanding features but is not outstanding overall because the proportion of good and outstanding teaching is not yet great enough to secure outstanding achievement. Pupils who started in Reception Year and in Year 1 in September 2011 as new cohorts of the all-through school have made good progress. Students' achievement is good over time and most groups make good progress based on their average starting points. The specialist provision for students with speech and language difficulties and for students with autism offers outstanding support.
- The sixth form is outstanding. Students make outstanding progress and benefit from high quality teaching. Leadership of the sixth form is strong and the curriculum is very well matched to students' needs. Support offered to sixth form students is exceptionally well targeted. Students make a very positive contribution to the life of the school.
- The great majority of teaching is good and some is outstanding. Most teachers plan lessons which contain a range of activities and, therefore, stimulate students' desire to deepen their knowledge. Where teaching remains satisfactory, teachers do not present sufficient challenge in lessons or make adequate use of data on students' reading ages. Consequently their planning over time does not match the needs of different groups of students. Some teachers' marking does not offer enough guidance to students on how to improve.
- Students are courteous to one another and they are welcoming to visitors. They behave well in the majority of lessons. Any incidents of low-level disruptive behaviour that occur in some lessons are linked to weaker teaching that does not fully engage all students in their learning. Attendance is now broadly average.

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- Senior leaders and managers demonstrate a good understanding of school improvement strategies and performance management, including for teaching. They communicate their high expectations effectively and have worked well with middle leaders to strengthen the school's capacity to improve. The school's promotion of students' spiritual, moral, social and cultural development is outstanding.

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

- Increase the proportion of teaching which is good and outstanding by:
  - ensuring that all teachers' planning matches the needs of different groups of students more precisely, particularly for boys, by providing them with an appropriate range of tasks in lessons
  - providing all students with an appropriate level of challenge, whatever their ability
  - maximising data available on students with low reading ages when planning for learning with a view to strengthening these students' comprehension skills
  - ensuring that the marking of students' work is consistently developmental in focus so that all students know how to improve and reach the next level of attainment.
  - eradicating any remaining low-level disruptive behaviour.

**Main report****Achievement of pupils**

Evidence gathered through observations and scrutiny of work indicates that children in Reception and Year 1 make good gains in their learning from their low starting points. Students' attainment is above average by the end of Key Stage 4 and most groups make good progress. Some groups of students, including Black Caribbean and some disabled students and those with special educational needs, do not make as accelerated a rate of progress as other groups of students. Current available data indicate that an increased proportion of students are set to gain five or more A\* to C grades at GCSE, including English and mathematics, in 2012, compared to 64% of students in 2011. Literacy skills are well developed which contributes to students enjoyment of reading. Students' achievement in the sixth form is outstanding.

Students' progress in lessons is good, particularly when teachers plan lessons that are well matched to their needs. A large proportion of parents and carers rightly believe that students make good progress at the school. In most lessons, teachers demonstrate an accurate understanding of how students learn and make progress. For example, in a good Year 7 food technology lesson on making shortbread, the

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planning for learning had correctly taken into account the needs of specific groups of students. Learning was developed through the use of visual materials for disabled students and those with special educational needs and for students who speak English as an additional language. Consequently, all students made at least good progress.

Gaps in performance between different groups of students are steadily narrowing but at a faster rate for some groups than for others. Data provided by the school show that girls outperform boys but that those students known to be eligible for free school meals are steadily gaining ground in achieving their targets.

### Quality of teaching

Students' steadily improving outcomes over time are secured through good and better teaching. Outstanding teaching in the sixth form secures rapid progress. Most parents and carers rightly believe that their child is taught well at the school. Lessons are characterised by positive relationships between teachers and learners, enthusiastically communicated subject knowledge, high expectations and good use of resources. Consequently, learners demonstrate good behaviour in lessons and engage in their learning. In a good Year 1 lesson on phonemes, the teacher made effective use of additional adults in the classroom to support disabled and those with special educational needs, as well as those who speak English as an additional language. Students in a Year 8 English lesson on the use of persuasive language made equally good progress because the teacher's effective use of open-ended questioning enabled them to justify their responses. Good and outstanding teaching makes the best use of students' prior attainment data and these teachers design activities which meet the needs of different groups of students, so that all students progress at a rate appropriate for them. In the remaining lessons where teaching is satisfactory, there is a tendency for teachers to speak too much from the front of the class and to deliver the same lesson to all, making no allowances for students' differing needs. Available data on students' reading ages are not always used to best effect. Consequently, progress slows and low-level disruptive behaviour may ensue as students fail to engage with the teaching.

Marking of students' work is regular and the best practice informs students clearly on how they can improve their work to reach the next level of attainment. There is some inconsistency in the quality of marking and the extent to which students respond to the comments made by teachers.

The spiritual, moral, social and cultural aspects of students' development are taught very well across the curriculum. Students welcome the opportunity to help shape the personal, health and social education sessions by making suggestions for topics. As a result, students learn about important issues such as equality and tolerance, and are prepared well as citizens of a culturally diverse society.

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## **Behaviour and safety of pupils**

The good behaviour modelled by learners in the vast majority of lessons has been a determining factor in improving the quality of teaching and has fostered positive relationships with teachers. Although the vast majority of students who responded to the questionnaire believed behaviour to be good in lessons, students told inspectors that some lessons are affected by low-level disruptive behaviour. A minority of parents and carers who responded to the questionnaire expressed a similar concern. Inspection evidence shows that in the great majority of lessons students are motivated and engaged in their learning. Students also reported a noticeable improvement in behaviour in lessons over time, as the revised behaviour policy has become embedded. The rewards and sanctions policy has had a positive effect on punctuality to lessons. The school sets high expectations for behaviour. Consequently, the proportion of fixed-term exclusions is slightly higher than the average for schools within the local authority.

Students report they feel safe in school and that any reported incidents of bullying are quickly resolved to their satisfaction. They speak knowledgeably about risk management, including e-safety, substance misuse and the negative aspects of peer pressure. Students' attendance over time has increased from below average to broadly in line with the national average. The school is particularly effective in working with students whose circumstances make them vulnerable to underachievement. One student who had a history of absenteeism at a previous school told inspectors, 'I have only been here for two months, but this school has changed my life.' Students in the resourced provision for speech and language difficulties and for autism receive expert guidance and support and consequently secure good outcomes.

## **Leadership and management**

The effective headteacher and his leadership team have established a vision for the school and have embedded systems to secure school improvement. Middle leaders express confidence in their line managers and report they feel both supported and challenged. Leadership at middle level is strong and many members of the governing body bring with them expertise in educational matters. All this, in addition to the rising trend in students' outcomes, reflects a strong capacity for further improvement. School improvement planning is well informed by established self-evaluation processes, and the performance management of staff is enhanced through well-targeted training. Leaders have successfully raised the profile of effective teaching in the school and its impact on improved outcomes. Good practice is shared on a weekly basis through staff briefings, and staff regularly contribute to a teaching and learning journal. Opportunities have been made available for staff to discuss aspects of teaching and learning in focus groups which are informed by observing each other's teaching in order to improve practice. Teachers are also expected to reflect on their practice following lesson observations, and advanced skills teachers are deployed well to support teachers in addressing their identified areas for development. The impact of this work is demonstrated by an increase in

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the proportion of good and outstanding teaching over time. However, leaders also recognise the need to minimise the amount of satisfactory teaching in the school, to secure high quality marking across all subject areas and to eradicate any remaining low-level disruptive behaviour in lessons. Inspectors agreed with the majority of senior leaders' judgements during jointly observed lesson observations.

The broad and balanced curriculum has been modified to address the needs of the changing profile of students moving through the school. A range of courses to suit different learning styles is provided and students can follow one of four identified pathways at Key Stage 4, which provides more students with an opportunity to continue their studies in the sixth form. The curriculum promotes students' spiritual, moral, social and cultural development well. Students benefit from a variety of projects and schemes and eagerly await the Cultural Olympiad activity week in the summer term. The curriculum is further enhanced by a wide range of extra-curricular activities, which students say they appreciate.

Leaders, managers and members of the governing body ensure that arrangements for safeguarding pupils and students are effective. The school is also effective in tackling discrimination and implements its equalities policy effectively through the monitoring of the progress of different groups of students. Members of the governing body in their drive to promote equal opportunities identified an opportunity to raise students' awareness of homophobic bullying which led to Sir Ian McKellen addressing students in an assembly. This generated a healthy debate on equality issues in today's society.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 May 2012

Dear Pupils and Students

**Inspection of Preston Manor All-Through Foundation School, Wembley HA9 8NA**

Thank you very much for making the inspection team feel so welcome when we visited your school recently. You were positive about your school both in responses to the questionnaires and in discussions with members of the inspection team.

- Preston Manor is a good school and some aspects are outstanding. Your achievement is good overall. Those of you who have joined the school in Reception class and Year 1 have made a good start. Achievement in the school is good because of the progress you make over time.
- The sixth form is outstanding. Students have a highly positive experience in the sixth form and make a positive contribution to the life of the school.
- Most teaching is good or outstanding. This is because teachers plan lessons that meet your needs well. Some teaching is still satisfactory because you sometimes all do the same work and you are not challenged enough to achieve your targets. This sometimes leads to low-level disruptive behaviour. Teachers' marking of your work helps you to improve, but the quality of marking is inconsistent.
- You speak proudly of your school and are polite to visitors. Your behaviour around school and in lessons is good. Your attendance has improved over time and is now broadly average.
- Your school's leaders, managers and members of the governing body know what they have to do to make the school even better. They have created a curriculum which is well suited to your needs. They are particularly good at promoting your spiritual, moral, social and cultural development.

We have asked leaders and managers to work with staff to increase the proportion of good and outstanding teaching you receive. We ask you to work hard in all of your lessons and to continue to improve your attendance.

Yours sincerely

John Daniell  
Her Majesty's Inspector

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