

# Inspection of a good school: Preston Park Primary School

College Road, Preston Park Primary School, Wembley HA9 8RJ

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Inspection dates:

23 and 24 January 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils love being part of this happy, safe and kind community. There is a strong, caring and nurturing ethos that permeates through the school's values. Pupils are taught to be respectful, resourceful, reflective, responsible, resilient and reciprocal learners. The school has developed a clear behaviour policy and charter that are understood and realised by all. Well-established routines begin in early years and, as a result, pupils' behaviour is exemplary around the school, playground and in each classroom.

Leaders have high expectations for pupils' achievement. The curriculum is very well supported by the broader experiences that pupils access. This includes a comprehensive and bespoke personal, social and health education programme, as well as a programme of educational visits. Pupils are rightly proud of their school and the additional responsibilities they can take on. These include roles that are designed to help them understand children's rights and responsibilities. Pupils know their opinions will be valued and listened to. Pupils enjoy attending a variety of additional activities and representing the school in many sporting and music competitions.

Parents and carers are very positive about the school. Many shared how well the school has helped their children academically and with their well-being.

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

All pupils follow an ambitious curriculum that matches, and in some subjects exceeds, what is expected nationally. The curriculum sets out the knowledge, skills and vocabulary that pupils need to know in each subject. This is sequenced in a logical order so that pupils build their knowledge and understanding cumulatively over time. As a result, pupils develop a secure body of knowledge and produce work of high quality in different subjects. This means they are well prepared for the next stage of their education.

Staff accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). Tasks and activities are adapted appropriately so that pupils, wherever possible, access the same curriculum as their peers. Pupils in the additional specialist provision are extremely well supported and receive a curriculum tailored to their specific needs. These pupils are included fully in the wider life of the school.

Staff typically check pupils' understanding and address any errors or misconceptions before moving on to more complex ideas. For example, in mathematics, systematic teaching in early years supports children to develop their confidence and fluency in number. This helps older pupils to tackle more complex problem-solving and reasoning.

Early reading is prioritised from when pupils first join the school. Reading books are carefully matched to the sounds pupils know. Regular assessments allow leaders and teachers to have a clear idea of how well all pupils are progressing through the phonics programme. Staff use consistent strategies if pupils have gaps in their knowledge and need help to catch up. Leaders have prioritised reading through developing a culture of reading for pleasure. Pupils develop a love of reading. They enjoy going to book clubs, attending reading assemblies, and reading the high-quality texts that form the foundations of the curriculum.

Routines for learning and behaviour around the school are well embedded and consistently applied. Pupils know what is expected, and they rise to this. As a result, behaviour in lessons is excellent. Pupils are kind to each other and treat each other with respect. They know they can tell their trusted adults if they have a worry. Pupils' attitudes to learning are excellent because leaders have provided exciting opportunities across the curriculum, and lessons are interesting. Pupils enjoy school and attend regularly.

Leaders and those responsible for governance know the school well. They ensure that staff have regular opportunities for professional development, including, for example, through regular coaching. Governors understand their statutory duties. They maintain an accurate picture of the school through regular visits. Staff appreciate the consideration leaders give to well-being, professional development and workload. Staff are well supported by leaders and are very proud to work in this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns

about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

## **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>	101510
<b>Local authority</b>	Brent
<b>Inspection number</b>	10293218
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	624
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ketan Sheth
<b>Headteacher</b>	Georgina Nutton (Executive Headteacher)
<b>Website</b>	<a href="http://www.prestonparkschool.co.uk/">www.prestonparkschool.co.uk/</a>
<b>Date of previous inspection</b>	19 June 2018

## Information about this school

- The school has additional specialist provision for pupils with SEND. The provision is for pupils with speech, language and communication needs, including autism.
- The school does not make use of any alternative provision.
- The headteacher is currently acting as executive headteacher at another local school.

## Information about this inspection

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the interim executive headteacher, interim head of school and other school leaders. They also met with members of the local governing body and the local authority school effectiveness lead professional.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Inspectors also 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 leaders, staff and pupils; and considered the extent to which the school has created an open and positive cultural around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's surveys for parents, staff and pupils.

### **Inspection team**

Sabrina Edwards, lead inspector

His Majesty's Inspector

Rekha Bhakoo

Ofsted Inspector

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