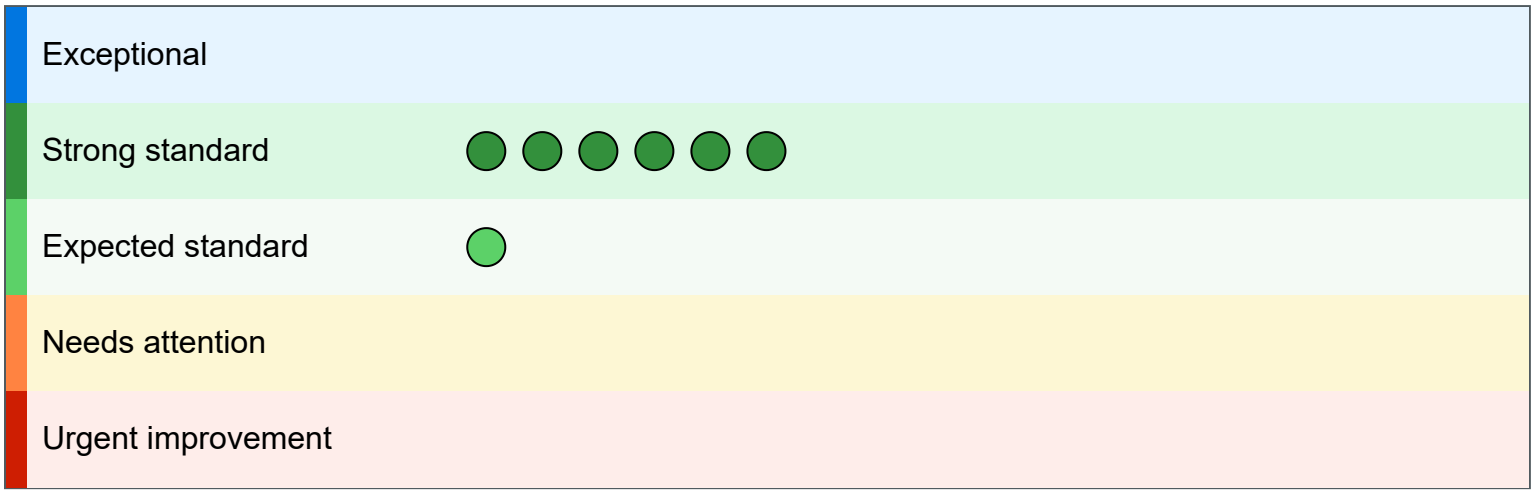
Alperton Community School

Address: Stanley Avenue, Wembley, Middlesex, HA0 4JE

Unique reference number (URN): 138610

Inspection report: 24 March 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

Achievement

Strong standard

Pupils achieve very well across the curriculum. They build up their knowledge and skills across subjects because the curriculum is well organised and teaching helps them remember important ideas. This is reflected in their above-average achievement in national examinations, which has been sustained over time. Pupils talk confidently about what they have learned and how their teachers help them improve.

Disadvantaged pupils achieve outcomes that are consistently above the national average. Pupils with special educational needs and/or disabilities achieve well from their starting points. Leaders ensure that these pupils, and other vulnerable pupils, receive the support that they need to develop their knowledge, skills and understanding. Leaders review the impact of this support frequently to ensure it is making a difference. Pupils across the school produce work of a high quality. The school ensures that they are well prepared for their next steps.

Attendance and behaviour

Strong standard

Pupils attend school regularly and understand why high attendance matters. Leaders track attendance closely each day. They follow up concerns quickly and work with families to remove barriers. Staff use clear systems to review pupils whose attendance declines and agree plans that help them improve. When more complex issues arise, leaders work with outside agencies to make sure pupils get the help they need. The attendance team has supportive, but challenging conversations with parents of pupils who are persistently absent to bring about improvement. As a result, pupils' attendance is significantly above the national average.

Pupils behave very well in lessons and around the school. Classrooms are calm and purposeful, and pupils settle to work quickly. Staff apply the behaviour policy consistently. Pupils understand the school’s expectations and say that rules are fair. They act with integrity, responsibility and independence.

Pupils demonstrate consistently positive attitudes to their learning. They do not worry about bullying and they support their peers. At breaktimes, pupils mix well and use the school grounds sensibly. Leaders make reasonable adjustments for pupils with additional needs so that they can meet the same expectations as their peers. Staff know pupils well and use this knowledge to guide and encourage them. The positive culture, warm relationships and strong routines help pupils focus on their learning every day.

Inclusion

Strong standard

Leaders are rightly proud of this highly inclusive school. They consistently ensure that staff have the necessary expertise to identify pupils’ needs early and evaluate carefully any changes over time. Teachers receive detailed information about the needs of pupils who may be vulnerable so that everyone working with a pupil knows how to support them.

Pupils with special educational needs and/or disabilities benefit from strategies such as clear routines and targeted adult support when needed. Staff provide extra support such as mentoring, social skills groups and counselling, with care and attention to detail. Leaders use accurate assessment to check the impact of this support. They work closely with families and external professionals. This means that help for pupils builds over time and changes when their needs change. Pupils who speak English as an additional language receive expert support from the school's inclusion team. This helps them develop their language quickly and settle into school life.

Pupils who qualify for pupil premium funding receive targeted help. As a result, they achieve very highly in their national examinations. Across the school, pupils feel included, valued and understood. Leaders make appropriate use of alternative provision. They ensure that any pupils who attend alternative provision continue to make progress and remain safe.

Leadership and governance

Strong standard

Leaders provide a clear strategic direction for the school. They have a strong, shared understanding of the school's strengths and the areas they want to improve further. Their decisions focus on what is best for pupils, including those who are disadvantaged and those who face other barriers to their learning. Leaders are role models for the dedication and care they expect their school community to show one another. Throughout their work, there is a visible determination to help pupils achieve highly.

Leaders check the quality of education closely. They draw on expertise from a variety of external networks to strengthen their work. The professional development programme is carefully tailored to the specific needs of staff. It helps staff improve their practice, build expertise and feel valued. Early career teachers and support staff say they receive strong guidance and feel well supported.

Leaders think carefully about staff workload and wellbeing. Staff explain that leaders listen to their views and act when needed. This helps create a strong, collegiate atmosphere where staff enjoy working and feel trusted. Those responsible for governance, know the school well. They are robust in their scrutiny of leaders' work and ask informed questions. They check how well leaders use resources and whether decisions are having the intended impact. They provide constructive support and challenge to school leaders, with a focus on helping the school community to succeed. Across the school, leadership at all levels, promotes high ambition, fairness and inclusion. This ensures pupils learn well, feel safe and have access to the opportunities they need to thrive.

Personal development and wellbeing

Strong standard

Pupils benefit from a personal development programme that helps them grow as confident, responsible and thoughtful young people. Leaders think carefully about the knowledge pupils need to live safe, healthy and fulfilling lives. They organise this learning across tutor time, assemblies, dedicated teaching days and wider activities so that pupils revisit important ideas as they get older.

Pupils learn about how to stay safe, including online. Staff handle sensitive topics with care. Pupils say they feel able to ask questions and take part in discussions. They talk maturely

about issues such as discrimination, tolerance, rights and responsibility.

Leaders place a strong emphasis on pupils' character and wellbeing. Pupils understand the importance of the school's values of respect and resilience. They see these reflected in the way staff and their peers behave. Pupils learn how to manage challenges, build positive friendships and look after their physical and emotional health.

Staff notice pupils who may be struggling and make sure they get help, including mentoring, counselling or support from the inclusion and safeguarding teams. The pastoral care of pupils is a strength of this school.

Pupils enjoy a wide range of sports, arts, cultural societies, academic clubs and leadership opportunities. All pupils are encouraged and supported to take part. Leaders have removed barriers to participation, including those faced by disadvantaged pupils. Many pupils develop new interests and skills and value the sense of belonging that comes from joining in. Careers education and guidance are comprehensive. Pupils learn about different pathways from Year 7 onwards, including apprenticeships, university routes and employment. They receive impartial guidance, attend talks from employers and complete work experience placements.

Across the school, pupils feel safe, included and listened to. They trust staff to support them. As a result, pupils grow in confidence and are well prepared to thrive in later life.

Post 16 provision

Strong standard

Students in the sixth form benefit from a well designed and ambitious programme that prepares them securely for their next steps. Leaders think carefully about the mix of academic and vocational courses on offer so that it meets the needs and interests of all students. They review the curriculum regularly and adapt it when needed, drawing on students' views and aspirations.

Students achieve very well in national examinations. Teachers use their expert subject knowledge to help students make strong progress. They explain key ideas clearly and provide well structured resources. Students talk confidently about their learning and understand exactly what they need to do to improve. They work independently and make good use of supervised study. Relationships between staff and students are warm, respectful and focused on learning.

Leaders make sure that students receive tailored support. This includes mentoring, additional help for those with special educational needs and/or disabilities and practical assistance for disadvantaged students. Students take part in a rich offer of wider opportunities, including enrichment activities, leadership roles and careers events. They benefit from strong advice and guidance, including one-to-one careers meetings, help with university applications and visits from employers. Students have secured places at a wide range of universities, apprenticeships or employment. They leave the sixth form confident, mature and well prepared for adult life.

Expected standard

Curriculum and teaching

Expected standard

Leaders have designed an ambitious curriculum that helps pupils build up their understanding over time. Leaders have thought carefully about what pupils need to learn and when they need to learn it, so pupils revisit important ideas to reinforce their understanding. Leaders evaluate how well the curriculum is designed and taught and make improvements when necessary.

Teachers have secure subject knowledge. They explain new concepts clearly and use effective resources that help pupils connect new learning to what they already know. Teachers typically use a range of strategies to show pupils how to approach new tasks. They use questioning skilfully to check what pupils understand. This helps them address misconceptions. At times, there is some inconsistency in how teachers adapt their delivery of the curriculum for younger pupils. This means that occasionally some pupils are not challenged appropriately to deepen their learning.

Support staff work closely with teachers to provide the right help, especially for pupils who face barriers to their learning. Pupils read often, and leaders place a strong emphasis on spoken language. This supports pupils' confidence in using subject specific vocabulary. Staff share a clear focus on helping pupils secure the essential knowledge they need for future learning.

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

Pupils enjoy attending this diverse and inclusive school. They feel a strong sense of belonging, which is evident in the positive relationships they have with staff and with each other. Pupils are kept safe and they know whom to talk to if they have any concerns. They act maturely and value their education. On the rare occasions that pupils need help to meet expectations, staff act quickly and fairly. Pupils recognise this. The school supports them to make the correct choices and manage difficulties. Bullying is rare. When it does happen, pupils say that adults deal with it promptly and properly.

Pupils enjoy their learning and take pride in their work. Teachers explain new ideas clearly and help pupils to talk through their thinking. Pupils value the extra help teachers give them when they find learning difficult. Those who need additional support, including pupils with special educational needs and/or disabilities and pupils who speak English as an additional language, are included in all aspects of school life. Pupils achieve highly across a breadth of different subjects in the ambitious curriculum.

Pupils talk positively about the wide range of clubs and activities on offer. These experiences help them to develop confidence, leadership and resilience. Pupils' knowledge beyond the classroom is enhanced through visits to the theatre, museums, galleries and discussions on topical issues, such as racism. Older pupils contribute to the school community through mentoring younger pupils, supporting events and taking on leadership roles. Pupils understand the importance of being kind and respectful. They learn about

healthy relationships, online safety and how to look after their wellbeing. They discuss sensitive issues maturely. Pupils leave the school very well prepared for their future.

Next steps

- Leaders should ensure that teachers are confident in making adaptations to their implementation of the ambitious curriculum so that all groups of pupils are appropriately supported and challenged.
- Leaders should continue to ensure that the school's extensive personal development programme is carefully monitored so that pupils have even more opportunities to make a positive contribution to their community.

About this inspection

This school is part of the Alperton Community School trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Christopher Dixon and overseen by a board of trustees, chaired by Sasha Fleming.

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

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

Inspectors spoke with the headteacher, members of the Governing Board, senior leaders and other leaders and staff during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions which are registered.

Headteacher: Christopher Dixon

Lead inspector:
Susan Maguire, His Majesty's Inspector

Team inspectors:
Alison Moore, Ofsted Inspector
Ray Lau, Ofsted Inspector
Alan McDougall, Ofsted Inspector
Russell Bennett, Ofsted Inspector
Jonathan Newby, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 24 March 2026

School and pupil context

Total pupils

1,924
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: 1,067

School capacity

1,970
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: 1,153

Pupils eligible for free school meals (FSM)

23.57%
Close to average

What does this mean?

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

National average: 28.9%

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

1.09%
Well below 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: 3.09%

Pupils with special educational needs (SEN) support

8.52%
Below average

What does this mean?

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

National average: 13.4%

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)

No resourced provision

What does this mean?

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

All pupils' performance

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 (revised)	50.6%	45.4%	Close to average
2023/24 (final)	55.2%	45.9%	Above
2022/23 (final)	53.2%	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 (revised)	49.6	46.0	Close to average
2023/24 (final)	51.9	45.9	Above
2022/23 (final)	51.2	46.3	Above

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)	0.79	-0.03	Above
2022/23 (final)	0.82	-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.

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 (revised)	41.8%	25.8%	Above
2023/24 (final)	50.0%	25.8%	Above
2022/23 (final)	44.1%	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 (revised)	45.4	34.9	Above
2023/24 (final)	47.6	34.6	Above
2022/23 (final)	42.9	35.0	Above

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)	0.41	-0.57	Above
2022/23 (final)	0.14	-0.57	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' 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 (revised)	41.8%	53.1%	-11.3 pp
2023/24 (final)	50.0%	53.1%	-3.1 pp
2022/23 (final)	44.1%	52.4%	-8.4 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 (revised)	45.4	50.4	-5.0
2023/24 (final)	47.6	50.0	-2.5
2022/23 (final)	42.9	50.3	-7.4

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)	0.41	0.16	0.24
2022/23 (final)	0.14	0.17	-0.03

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 (provisional)	94%	91%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	99%	94%	Above

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 (revised)	39.12	34.99	Above
2023/24 (final)	36.26	34.38	Close to average
2022/23 (final)	38.38	34.16	Above

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 (revised)	0.3	0.0	Above
2023/24 (revised)	0.2	0.0	Above

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
2024/25 (2 term)	5.4%	8.1%	Below
2023/24 (3 term)	6.0%	8.9%	Below
2022/23 (3 term)	6.4%	9.0%	Below

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
2024/25 (2 term)	15.2%	21.9%	Below
2023/24 (3 term)	17.6%	25.6%	Below
2022/23 (3 term)	19.2%	26.5%	Below

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.

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