

# Alperton Community School

Stanley Avenue, Wembley, Middlesex HA0 4JE

## Inspection dates

14–15 July 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has led highly effective and sustained improvements in the school's performance since the last inspection. This has resulted in markedly better outcomes for pupils across the school.
- The governing body is exceptionally well informed, highly ambitious and uncompromising in its support and challenge for improving outcomes that further pupils' achievement and personal development.
- The quality of teaching, learning and assessment is consistently good or better across year groups and subjects. Teachers use questioning with skill to explore ideas and quickly identify potential underperformance or misconceptions.
- Teachers plan to meet pupils' needs well, effectively using their strong subject knowledge to enthuse pupils and accelerate their learning.
- Outcomes at GCSE have rapidly improved since the last inspection. Pupils make strong progress towards better grades across subjects, including English and mathematics. As a result, pupils are now much better prepared for their subsequent education, training and employment.
- Pupils who have special educational needs and/or disabilities make good progress towards their aspirational targets. Pupils with education, health and care plans, including those who attend the on-site resourced unit, are well supported by expert staff.
- Systems for assessment are used consistently well to accelerate pupils' progress. Consequently, pupils make excellent progress towards rapidly improving outcomes at GCSE and in 16 to 19 study programmes.
- Lower-attaining pupils make rapid progress in their literacy and numeracy because of the school's effective catch-up programme.
- The school's 16 to 19 study programmes are well led and managed. Students follow programmes of study that are well suited to their starting points and they receive effective advice and guidance.
- Pupils' spiritual, moral, social and cultural development is a key strength of the school. Pupils are well prepared for life in modern Britain and engage with topical issues. They celebrate the diversity within the school well.

- Leaders and governors have ensured that teachers' professional development is targeted so that school priorities are achieved while supporting individual ambitions. Pay progression is closely linked to pupils' performance and appraisal helps to identify specific training that teachers, including those new to the profession, value strongly. As a result, the quality of teaching, learning and assessment is good and continues to improve.
- In mathematics and English, leaders have ensured that pupils develop and enhance key skills quickly. Across subjects, pupils' numeracy and literacy are enhanced as a result of the whole-school approach which is the focus of effective professional development sessions. Teachers all treat the teaching of numeracy and literacy as their responsibility, further strengthening progress in these areas.
- From low starting points pupils make rapid progress towards stronger outcomes. In English and mathematics a larger than average proportion of pupils make the progress expected of them and more pupils than average now achieve at least five GCSEs, including English and mathematics, which was not the case at the time of the last inspection.
- Most students go on to apply to university and are successful in their applications. Students who need to retake GCSE English or mathematics are increasingly achieving at least the grade that they need in order to move on in their development.