

# Alperton Community School

Stanley Avenue, Wembley, Middlesex HA0 4JE

<b>Inspection dates</b>	14–15 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
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.

## **Effectiveness of leadership and management is outstanding**

- Leaders have a thorough and accurate understanding of their school, driving improvements rapidly where they identify need for improvement. Leaders are uncompromising in their ambition for pupils' outcomes and have shaped a culture within the school of high expectation and aspiration which is supported by robust and effective systems.

## **Quality of teaching, learning and assessment is good**

- Quality teaching and learning is at the heart of leaders' planning and has resulted in a very high degree of consistency in teachers' use of the assessment system to support pupils' progress. In the best examples, teachers identify pupils' needs while planning activities that build upon pupils' prior learning and rapidly develop it. This is commonly the case across the school.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. The comprehensive programme of curricular and extra-curricular activities and events creates ample opportunity for pupils to interact with one another. They develop friendly and effective relationships with people inside and outside of the school community and explore their personal interests.

## **Outcomes for pupils are good**

- 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.

## **16 to 19 study programmes are good**

- Students follow study programmes that they enjoy and are well suited to their abilities. Close monitoring and effective advice allow leaders to provide good support for students' decision-making, both when they apply to join the sixth form and when they are considering their subsequent education, training and employment.