

William Perkin Church of England High School

Oldfield Lane North, Greenford, UB6 8PR

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- William Perkin is an exceptional school. Leaders at all levels have laid a strong foundation for providing students with an outstanding education.
- Students enter the school with average standards, but achieve extremely well.
- The quality of leadership and management at all levels is exemplary. The executive headteacher works very well with the associate headteacher. They are highly proficient at maintaining the vision for high achievement and planning for the school's future development.
- Behaviour and safety are outstanding. Students feel safe and respond positively to the strong work ethic.
- Students are deeply involved in their learning, and apply themselves with tenacity during the long school day. They are determined to achieve well.
- The quality of teaching is outstanding. Teachers are highly skilled; they plan activities to stretch students' knowledge and understanding and develop their critical thinking.
- The school's approach to evaluating and monitoring students' progress is exemplary.
- The curriculum is innovative and exciting. Students are appropriately stretched academically and socially. Ample opportunities are available to develop students' spiritual, moral, social and cultural development. As a result, their personal development is outstanding.
- Provision for disabled students and those who have special educational needs is highly effective.
- The academic achievement of students is exceptionally high. The high level of challenge drives the most-able students to excel. Disadvantaged students exceed expectations. Differences in the progress students make are marginal. The school ensures that no child is left behind.
- Partnership work with parents and other schools and a teacher training provider, is excellent. Parents are highly positive about their children's achievement. Partnership work is used extremely well to spread the benefits of the school's ethos and ethic to others.

Information about this inspection

- The inspectors observed 17 lessons, 12 of which were visited together with three senior members of staff. Inspectors also visited tutorial sessions and attended an assembly. The inspectors carried out an analysis of students' work in all subjects. This enabled them to gather evidence about teaching and students' progress over time.
- Meetings were held with the executive and associate headteachers, other senior and middle leaders, and other staff who hold specific responsibilities. Inspectors also met with six members of the governing body, including a member of the Twyford Academies Trust who is the incoming Chair of the Governing Body. A meeting was also held with a representative of the local authority.
- The inspectors considered the 142 responses to the school-based questionnaire, which included all questions found in the Ofsted online questionnaire, Parent View. They spoke with six parents who shared their views about the school's work. The inspectors also considered the 35 questionnaires completed by staff.
- Inspectors observed the school's work and looked at a range of documentation. This included the school's self-evaluation and development plan, information on students' previous and current attainment and their progress. Records of their behaviour and attendance, and evidence of systems for protecting and safeguarding students were examined. Other documents relating to performance management and a range of policies were taken into consideration.

Inspection team

Carmen Rodney, Lead inspector

Her Majesty's Inspector

John Lambern

Her Majesty's Inspector

Full report

Information about this school

- William Perkin opened as a new free school in September 2013. It is one of two schools within the Twyford Church of England Academies Trust. The school opened as a result of local demand for more school places. The school is housed in a new building.
- The school is presently much smaller than most secondary schools. Since opening, it has been heavily oversubscribed. Two year groups, Year 7 and Year 8, are on roll. Each year, a new year group comprising of 190 students is expected to join, until the school reaches capacity of 1,330 including the sixth form students.
- Twyford Church of England High School is the main school in the trust which William Perkin uses to model and benchmark the quality of its work.
- The student population is ethnically diverse and drawn from different faiths and cultures. The four largest groups include White British, other Asian, White Eastern European and students of Indian heritage.
- The proportion of students who are of a minority ethnic heritage is high, as is the proportion of those who speak English as an additional language. However, few are at the early stage of learning English.
- The proportion of disabled students and those who have special educational needs is low.
- The proportion of students eligible for the additional government funding provided for students known to be eligible for free school meals or looked after by the local authority is below average.
- The school will be opening an additional resource provision (ARC) in September 2015 for students with Autism. The ARC provision expects to have a maximum of 30 students. The new intake in September 2015 is expected to have a large number of students with special educational needs.
- The school does not have any links with alternative providers.
- A special school uses the second floor of the building during the refurbishment of their own school. The shared arrangement will end in September 2015.
- The school's main specialisms are science and languages. The school has developed curricula links with three local primary schools, Horsenden, Oldfield and Edward Betham in relation to the specialisms.
- All key appointments have been made. Further staff will be appointed as the number of students on roll increases each year.
- As a new school with the first group of students in Year 7 and Year 8, it is too soon to report on students' attaining the minimum standard expected by the government in the GCSE examinations. These will be taken in three years' time.

What does the school need to do to improve further?

- Ensure that strategic planning is fully in place for the Key Stage 4 curriculum and the sixth form as the school expands each year.

Inspection judgements

The leadership and management are outstanding

- Senior leaders at all levels are committed to pursuing outstanding achievement for all learners. Consequently, there is a relentless drive for excellence in all areas of the school's work.
- In the pursuit of excellence, senior leaders and the governing body have drawn on the educational experiences of two exceptional, local schools, The Twyford Church of England High School, an outstanding school within the Trust and a school from the independent sector. The school has adopted and refined practices from these links to develop the vision of high achievement for all students. The Christian ethos and ethics are the bedrock on which the school is founded, supporting a model of continual improvement.
- Senior leaders and staff are very knowledgeable of the community the school serves. They have used the well-known story of William Perkin to show students that they can, with a strong work ethic, achieve similar success. Parents and carers and staff are committed to the vision of high achievement. The school's very positive ethos and values, which underpin the motto, extend to the local community. As a result, community cohesion work is promoted very well.
- Priorities for improvement are carefully deliberated and linked to high academic and personal outcomes. The drive to sustain high outcomes is unremitting. This includes clear short, medium and long-term milestones to measure what students are expected to achieve in the GCSE and A-level examinations.
- Systems for assessing, monitoring and evaluating students' achievement are exemplary. Senior leaders use quarterly reviews and forensically analyse assessment information. The effectiveness of teaching is kept under review, with leaders continuously identifying where improvements can be made. This ensures that all students have appropriate access to additional support regardless of ability.
- Parents know that the school implements the 2010 Equality Act rigorously. They also recognise that the most able are not exempt from receiving extra support.
- The quality of teaching is monitored regularly and nothing less than good is expected. Senior and middle leaders use the Teachers' Standards when carrying out checks. Consequently, staff are in no doubt that students' progress is given the highest priority at all times. As a result, there is much that is excellent. Professional development is pivotal to sustaining the outstanding practices which middle leaders share regularly.
- Performance management is highly effective. Staff know the criteria for achieving a pay award. The standards for success are high and non-negotiable. There are clear links between highly effective teaching and students making rapid academic progress.
- The school has exceptionally good systems of accountability. They permeate from the Academies Trust, through to the local governing body, senior and middle leaders, staff, students and parents. This corporate responsibility means that everyone is accountable within the chain of command so all can report accurately on students' progress. Evaluation at all levels is constant. Additionally, the school's self-evaluation is concise and accurate.
- Middle leaders are outstanding practitioners. As energetic and creative thinkers, they command respect and carry out their responsibilities with tenacity. They work very well with senior leaders and play a key role in supporting them with the smooth day-to-day running of the school.
- The school is a busy place; it offers students ample opportunities to take part in purposeful activities. The curriculum offered is not only broad and balanced but it is innovative and layered into three tiers to meet the needs of students. Conceptual and critical thinking are key features of planning to support high standards. The strong mix of academic and creative subjects offered supports students in recognising their strengths. The curriculum is thoroughly planned, with emphasis on core academic subjects for the first five hours each day. Extended, elective activities in the afternoon, followed by a high level of participation in sport and other activities, are used very well to stretch and stimulate students.
- Curriculum design is far sighted and takes into consideration the skills students will need to succeed in the future. Subjects taught in Key Stage 3 incorporate GCSE and A-level skills that students are expected to acquire for higher education. As a result, they are fulfilling the school ethic and their personal goals. There is, therefore, a strong emphasis on students acquiring a good knowledge of literacy and numeracy skills. For instance, students are working on the junior extended project qualification (EPQ) in preparation for more advanced work in the sixth form. There is determination that students will enter the best universities. Students are inspired to aim high. Excellent careers advice and guidance are contributing to students' thinking about future pathways.
- The school's three specialisms in music, languages and science are central to students' academic and creative development. Students are supported to play a musical instrument in Year 7 and there is a high take up of the languages offered, both modern and classical, as there is with the science EPQ projects.

The specialist status extends to working with other schools and the local community.

- Students' spiritual, moral, social and cultural development is outstanding. The school has created an environment where students are confident, feel valued and part of the community, regardless of their religious or cultural heritage. Students state strongly that the Christian ethos embraces everyone. Each aspect of students' development is promoted very well. British values are enshrined in the curriculum. Workshop sessions provide in-depth insight into living in modern Britain. As a result students can reflect on and evaluate concepts on democracy and voting, tolerance, charity and various institutional practices and historical events that have shaped the country. Students gain important information about identity and what it means to be living in modern Britain, as part of a diverse community. Their interest and involvement in charities also enhances their understanding.
- The evaluation of the additional funding for disadvantaged students is used very well. Intensive additional literacy and numeracy support contributes to these students making rapid progress in acquiring the skills needed to keep up with their peers.
- The overwhelming majority of parents are committed to the ideals of the school. They appreciate all that the school is providing for their children.
- The school has exceptionally rigorous measures for safeguarding and protecting students; all statutory requirements are fully in place. Senior staff and governors are appropriately trained. Checks on staff are thorough and the trust is supported by a specialist team to ensure that requirements are robust.
- **The governance of the school:**
 - The local governing body makes an outstanding contribution to overseeing the day-to-day development of the school, while the academies trust deals with the broader strategic management.
 - Governors are highly effective in using their skills to hold the school to account for students' performance. They have been a formidable force when setting goals and, because they are ambitious for the school, they constantly challenge senior leaders to set realistic, but aspirational, targets. Their ambition is to see the school in the top 5% of schools nationally. Targets are therefore kept under review and the governors make very good use of their expertise to maintain a sharp focus on driving improvement.
 - The governors know the strengths of the school very well and seek to ensure that emerging weaknesses, if any, are dealt with swiftly. Governors visit the school often and seek out evidence through talking to students, meeting staff and collating information, for example, on safeguarding or spiritual, moral, social and cultural development. They are uncompromising when assessing the school's effectiveness. Consequently, they make sure that the appraisal systems work efficiently, with only highly proficient practitioners receiving a pay award.
 - They keep the progress of all students under review, in particular the disadvantaged students. They make sure that financial management is strong and that their duties, in relation to safeguarding requirements, are robust and met.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. The mutual respect between students and staff is excellent, as is the mature and harmonious relationship among the diverse groups.
- Students radiate confidence, and present themselves with pride as members of a single school community. The William Perkin badge is worn with honour because they know and understand the ethos and believe in the ethics.
- Behaviour is impeccable and students respond positively to their learning and display extremely high standards of behaviour in lessons and during unstructured time. Without exception, students keep to the code of conduct. Incidences of low-level disruption are rare; students know that this is not acceptable. All of this supports their learning very well.
- Students are highly motivated and seize every opportunity to improve their future learning. They readily accept the lengthy school day with all that it offers in relation to the extended elective and enrichment activities. Their interest in learning is seen in their intense concentration throughout their time in the school. Rarely are they seen to veer from their work.
- The above average attendance, low level of detention and rare exclusions, in comparison to national averages, confirm students' love for learning and attachment to their school.

Safety

- The school's work to keep pupils safe and secure is outstanding. The school practices a highly efficient approach to keeping students safe and, as a result, students from all groups say they feel safe and know

how to seek support if necessary.

- Students are knowledgeable about different types of bullying including e-safety, cyber bullying, and bullying linked to those who are seen as different. Students recognise that bullying is rare. They skilfully evaluate all work undertaken on safety measures in the pastoral programme workshops, which includes coverage of topics on, for example, substance misuse and radicalisation.
- Effective systems are used to monitor those at risk of harm, in particular those identified as vulnerable.

The quality of teaching

is outstanding

- Teaching is highly effective in supporting students to learn very well and make rapid progress. Teachers work energetically and use their expertise to create learning environments where students are inspired to achieve very well.
- Teachers, in keeping with William Perkin expectations, demonstrate to students a strong work ethic. As a result, students in discussion consistently reported that teachers do their best for them. Talented teachers are one of the key features of the school because they skilfully provide support, engage students very well and, as a Year 8 student said, 'They design lessons to accommodate everyone.'
- All teachers therefore have high expectations of students; they plan thoroughly and present activities for students imaginatively. Students rise to the challenges because they are pushed beyond the set boundaries of the tiered planned lessons. This consistency in practice is sustained because staff know their students very well and use information effectively to plan lessons. This reflects their attentiveness to developing and promoting the achievement of all groups of students.
- The attention given to professional development, in particular the regular sharing of outstanding practices, means that the teaching is not static. Rather, heads of department habitually review practices.
- There is a consistent focus on developing students' literacy and numeracy skills in all subjects. Subject vocabulary is reinforced constantly, as is students' ability to read, interpret and represent dense text accurately.
- The teaching of disabled students and those who have specialist educational needs is of excellent quality. Regular feedback and monitoring checks, to review students' achievement, mean that they are enabled to make rapid progress. Teachers skilfully adapt schemes of work to meet the needs of these students by breaking down barriers to learning. Teaching assistants are deployed very well to work with different students in these small, but manageable classes. Teaching is intensive and skills are taught in bite-size chunks. As a result of the strong emphasis on literacy and numeracy interventions, students quickly master these basic skills so they can access the work. Students at the early stage of learning English are also given very good levels of support.
- Teachers use demonstrations, skilful questioning, graduated tasks and regular feedback to assess how well students are learning. Errors are quickly identified and corrected and, where necessary, the direction of lessons is changed to deal with misconceptions.
- Marking is thorough and enables students to know how well they are achieving and areas of work requiring improvement. Detailed running and summative commentaries and students' written responses are key features of marking. Peer-to-peer marking also increases students' evaluative skills.

The achievement of pupils

is outstanding

- Students join the school with skills that are broadly average in English and mathematics, although more students enter with higher levels in mathematics than in English. Reading and spelling ages are not, however, strong for a minority of students when they enter the school in Year 7.
- The school sets demanding targets for each student. Those who enter with low Key Stage 2 test results are expected to reach at least the national average in both English and mathematics rapidly. These students make tremendous progress in a short time, and assessment information indicates that there is no group underachieving. Indicators show that students strive very well and improvement in outcomes increases over time based on excellent support and high quality teaching.
- Students' achievement in languages, one of the specialist subjects, increases over time. Although progress is initially slower because of the lower starting points of students, by the end of the third, fourth and final tests, their progress is rapid.
- All students make outstanding progress and exceed the rates of progress expected for their respective ethnic or ability group. Students are being prepared extremely well for the next stage of their education when they enter Key Stage 4 and beyond.

- Standards of work seen in books shows that students are well ahead of the attainment and rates of progress typical for their age and key stage. This is because expectations are high. The standardised tests use the GCSE format and are moderated against those taken at Twyford Church of England High School, the outstanding 'sister' school. Consequently, students strive to achieve very well. For example, in a Year 8 science lesson, students successfully grappled with understanding the concepts of genetics as they revised for the internal tests.
- The achievement of disabled students and those who have special educational needs is exceptionally strong. They make substantial progress over time from their starting points, with the majority entering the school in Year 7 with low chronological reading ages. Despite lower starting points, students acquire new knowledge and develop effective literacy and numeracy skills over time. Their achievement in English is strong, with all achieving their goals. In mathematics, the large majority of them make the progress expected. Work scrutiny identified substantial gains since students joined the school in Year 7. Projection indicates that, over time, this group of students is expected to gain GCSE grades across all subjects.
- The strong emphasis on literacy, particularly in reading, has contributed to students learning English as an additional language expanding their knowledge of the subject well. Evidence of work across subjects taught shows rapid progress during the school year.
- The achievement of disadvantaged students is outstanding in mathematics and English. In both Year 7 and Year 8, assessment information indicates that their progress increases at the point of taking the set standardised tests each quarter. Their rates of progress are in line with their peers across all subjects. Work in books confirms that, regardless of the set students are in, their achievement is on par with their peers in the school.
- In many instances, scrutiny of work completed by the most-able students indicates that they are surpassing expectations. For example, in English, Year 8 students' work on Gothic genre typifies their sophisticated use of language when commenting on the Shelley's use of symbolism in Frankenstein.
- The most-able students are knowledgeable about planning, editing, structuring and using evidence to defend their view point. Editing is also a common feature of their work. These writing skills are replicated across subject areas. In mathematics, work on algebra and equations shows work pitched at GCSE level.
- In all sets across the subjects taught, students are shown how to attain highly and write cogently. Consequently, students do not stumble when faced with difficult concepts. They have a very sound knowledge of the skills needed to tackle examination questions and manage complex tasks.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139725
Local authority	Ealing
Inspection number	450292

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

Type of school	Secondary
School category	Academy free school
Age range of pupils	11–19
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Reverend Christopher Ramsay
Executive Headteacher	Ms Alice Hudson
Associate Headteacher	Mr Keir Smith
Date of previous school inspection	N/A
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