

Inspection of William Perkin Church of England High School

Oldfield Lane North, Greenford, Middlesex UB6 8PR

Inspection dates: 7 and 8 May 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Sixth-form provision **Outstanding**

Previous inspection grade Outstanding

The associate headteacher of this school is Amy Newman. This school is part of Twyford Church of England Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dame Alice Hudson, and overseen by a board of trustees, chaired by Peter Broadbent.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2015. The school received an urgent inspection under section 8 of the Act on 5 and 6 February 2019. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school provides excellent academic and pastoral care. Leaders have high expectations of pupils' behaviour. This helps to ensure that they take pride in their school, go on to have 'agency' and develop into well-rounded human beings. Routines are well understood, for example listening when others are talking and adopting the 'Perkin Posture'. Pupils consistently rise to the high ambitions staff have of them.

Pupils are taught about respect and tolerance through the programme of personal development. This is further exemplified through the school's ethos, referred to as the '10:10 ethic', and its motto, 'Life in all its fullness'. For example, as part of their music provision, Year 7 pupils receive a singing lesson each week. Pupils discuss songs such as 'Lean on Me', including why the chorus relates to them in school. Through this, pupils learn the benefits of collective effort and collaboration alongside developing their musicality.

All pupils in each year have access to a residential experience, such as visits to Malaga, Normandy and Edinburgh. Pupils have extensive opportunities for leadership as prefects, house captains and mentors. Pupils fundraise for local charities through, for example, 'pyjama days', bake sales and sponsored walks. Relationships between pupils and staff are rooted in mutual respect. As a result, pupils are kept safe and feel happy at school.

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

Across a range of subjects, pupils achieve exceptionally well. They are thoroughly prepared for future study and their next steps. The curriculum is ambitious and supports pupils to deepen their knowledge, skills and understanding. For example, in physical education, pupils throwing the javelin for the first time draw on their prior knowledge and vocabulary from different sporting activities in relation to posture, upper body strength, speed and power. Their previous knowledge and skills had been practised, which helped them to grasp the physical skills needed to be successful to approach new learning.

Teachers use their specialist subject knowledge skilfully. This supports pupils to develop their skills and knowledge within and between subjects. Assessment is used consistently across the school and in collaboration with others in the trust. This supports teachers to identify and address any gaps in knowledge. This helps to support pupils, including those who are disadvantaged, make strong progress through the curriculum.

Pupils with special education needs and/or disabilities (SEND) are appropriately identified and well supported. Pupils are proud to talk about their needs openly and the support they receive. Staff are trained and resources adapted accordingly to ensure that pupils can access their learning alongside their peers, whenever possible. Pupils in the specially resourced provision are at the heart of the school. They receive bespoke lessons when needed. Pupils who require further support with their reading are known to staff and are helped to catch up so that they can access the wider curriculum.

Sixth-form lessons are rigorous and consistent with the school's chosen teaching strategies. For example, the approaches to 'oracy' and 'structured talk' are used to rehearse important debates and theories ahead of extended written responses. Students receive excellent support and have high expectations of themselves.

There is an exceptional programme for wider personal development. This is underpinned by the school values and weaved through the tutor sessions, assemblies and workshops. Pupils learn about protected characteristics, including, for example, those in the LGBTQ+ community, in a way that complements the various religious beliefs that some pupils hold.

Pupils benefit from a comprehensive careers programme. Pupils with SEND and those who are disadvantaged are prioritised to secure careers advice and experiences. Staff have developed a growing database of local employers, alumni, and parents and carers to help support with placements and careers opportunities.

Pupils have high levels of respect for each other and are deliberately taught about how to behave well, and how to show kindness and care for one another. Pupils are encouraged to outweigh 'sanction points' with 'reward points'. There are established routines to promote strong attitudes to learning. These are applied consistently across the school. Pastoral support is a strength. This contributes to pupils attending regularly and on time to benefit from all the school has to offer.

The school is actively involved in research and adapts staff training in response to identified needs. Leaders continually seek to further improve on the exceptional offer that is already provided. Centralised trust systems have helped reduce workload. Staff also feel supported through the school's coaching programme. Those responsible for governance have an accurate view of the school's work. They fulfil their statutory duties and work alongside staff strategically to continue to maintain high standards to benefit pupils at the school.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	139725
Local authority	Ealing
Inspection number	10377507
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,386
Of which, number on roll in the sixth form	357
Appropriate authority	Board of trustees
Chair of trust	Peter Broadbent
CEO of the trust	Dame Alice Hudson
Headteacher	Amy Newman (Associate headteacher)
Website	www.williamperkin.org.uk
Dates of previous inspection	5 and 6 February 2019, under section 8 of the Education Act 2005

Information about this school

- William Perkin Church of England High School has a religious designation and is part of the Diocese of London. The last section 48 inspection for schools of a religious character was in January 2024.
- The school has a specially resourced provision for pupils with Autism Spectrum Disorder. The provision has capacity for 30 pupils.
- The school is part of the Twyford Church of England Academies Trust.
- The school currently uses one registered alternative provider.
- The school runs its own after-school clubs.

- 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 education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The inspectors held meetings with the CEO of the Twyford Church of England Academies Trust, associate headteacher, senior leaders, teachers and support staff.
- The lead inspector met with a group of local governors and trustees, including the chair of the trust and the chair of the local governing body. The lead inspector also spoke with the diocesan school improvement partner and the local authority adviser.
- Inspectors carried out deep dives in these subjects: English, physical education, history, music, computing and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, 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 culture around safeguarding that puts pupils' interests first.
- The inspectors scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspectors considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

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