



SCHOOL REPORT FORM

This School Report Form is intended for school leaders and governing bodies. It summarises information on schools available to the School Improvement Service (SIS). The SIS category and recommendations are on the last page.

Reports draw on the evidence available to us which may include:

- School self-evaluation form (SEF) and other documents produced by the school
- Performance data
- Latest Ofsted report
- Judgements by SIS from: Review of Standards, SIP visits, other contacts with the school

School	Wembley High
Date	June 2009
Headteacher	Gill Bal
Chair of Governors	Ruth Moher
SIP	Rose Ive

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SCHOOL REPORT FORM

Wembley High Technology College

Context

This is a larger than average comprehensive school, with well above average proportion of students entitled to free school meals and a high percentage of pupils with English as an additional language (EAL). The school serves an area of high economic and social deprivation. The school is over-subscribed for September 09, receiving 1043 applications for 210 places. The school is widely respected in the local community as an outstanding place of education and care for local children. The school has grown in size in recent years: the Year 11 group sitting external examinations in 2008 was the first year group of 210 coming through the school. Previous year groups were 160. The school has been re-designated as a specialist school for technology and last year was awarded the additional designation as training school.

Approximately a third of students are of Asian heritage and a third are Black African and Black Caribbean. The remaining third come from a wide range of ethnicities including 12% belonging to the OoEG (Other Ethnic Group category). About one quarter of the students are refugees/asylum seekers. On entry, the profile of prior attainment of students is lower than the national picture. Inward mobility is higher than the Brent average, although higher numbers of first choice applicants to the school are beginning to make for a more stable student population.

Last updated: June 09

Ofsted Inspection	
Date of last inspection	September 2008
Overall judgment	Grade 1 Outstanding 'Wembley High is a really outstanding place to be'
What the school should do to improve further: 'Share the very best practice and raise the overall quality of teaching from good to outstanding so that all lessons match the quality of the best.'	Progress: 'Improvement since the last inspection has been excellent' Ofsted 2008 During this academic year, the school has continued to focus very successfully on raising the overall quality of teaching. See comments below.
Likely date of next inspection	2011

Attendance, punctuality and exclusions

Overall: Excellent

Attendance procedures have been strengthened and this has had a significant impact on attendance. Attendance was rated as outstanding by Ofsted (September 2008).

Attendance for the two terms autumn 2007 and spring 2008 was 94%, well above the national average of 92.73%. Persistent absence for the same two terms was 3.1%, well below the national average of 6.4%. Permanent exclusion figures are a slight improvement on the previous year from six to five in 2007/8.

Last updated: October 2008

Achievement and standards

Overall judgement: very good, with outstanding progress

The Ofsted report (September 2008) noted that standards overall are significantly above average and all indicators point to a year on year rise in standards. GCSE results are impressive and considering the below average, and sometimes low starting points, pupils' achievement is outstanding. The students who finished Year 13 in 2008 entered the sixth form with broadly average standards. However, by the time they left, their standards overall were above average because of the good progress they had made.

In 2008, this excellent year on year rise in standards has been maintained at both Key Stages 3 and 4. Although the matched data that is available in terms of progress is affected by the historic pattern of pupil mobility in the school, the school's own data, which is both thorough and consistent, shows an excellent picture.

2008**Key Stage3**

At Key Stage 3, provisional results in English, mathematics and science have again improved and are very close to FFT D estimates.

Key Stage4

Validated results at Key Stage 4 show that 85% of students have achieved five or more A*-C GCSE grades and 51% with English and mathematics. The average GCSE point score of 486.4 was the highest in any Brent school. These results exceed targets and FFT 'D' estimates. Trends overall are upwards, with the results for 5+ A*-C grades (any subjects) and 5+ A*-C grades including English and mathematics being the best ever for the school. The Specialist Schools and Academies trust commended the school for a JVA score of 39: the highest in London.

Contextual value-added exceptions reports Key Stages 3-4 showed above average progress for almost all groups of pupils and no progress below. Almost all groups of pupils made better than expected progress, including Indian, Pakistani, any other Asian, Black African and any other ethnic groups. Key Stage 2-4 reports showed progress above national expectation for almost all groups of students. All groups were at least in line with national rates of progress.

Key Stage5

A2 results in 2008 at a 96% pass rate A-E and 24% A-B grades were in line with national indicators. The ALPS report for 2008, although still showing a very good score, was not as strong as last year. English literature, physics, psychology, sociology and travel and tourism all achieved 100% A-E and very strong value-added scores. Results in one-year courses improved significantly.

Progress towards 2009 targets.

Careful and thorough analysis of results was presented for the review of standards and target setting process. Targets are always aspirational, backed up with good quality data and a range of well-planned interventions. The inspection report (Ofsted September 2008) noted that excellent use of data ensures that any potential underachievement is identified quickly and effective steps are taken to combat it.

The school is on track to meet or exceed its very challenging targets for 2009. Early entry results are very pleasing.

Last updated: June 2009

Partnership with learners, parents, other schools and the community

Overall: Excellent

Outstanding partnerships with students, parents and carers and the community continue to be key features of the improvements at Wembley High. The school has very good consultative structures in place with their students: students are given wide opportunities to play a full part in decisions about their learning and know that they will be listened to. Partnership with parents has improved and strong relationships are forged. Pupils' and parents' views are now sought regularly internally and through an external agency.

The school has worked hard to forge close links with feeder primary schools and this year has developed close and profitable partnerships with two main feeder schools. The headteacher plays an active role in the North Brent Improvement Partnership. Links with outside agencies are strong and of particular note is the partnership with the Teach First Scheme. The College is now the North West London hub and training centre for Teach First. The inspection report (Ofsted September 2008) notes excellent teamwork and superb partnerships, ensuring no pupil is left behind.

Last updated: June 2009

Personal development and well-being

Overall: Excellent

All students are encouraged to develop healthy lifestyles and provision for extra-curricular physical education is outstanding. The school was reaffirmed as a Sportsmark school in 2008 and also awarded an Artsmark in 2009. Over 90% of pupils now receive two or more quality hours of PE per week.

From September 2006 to date, incidents of bullying have reduced dramatically. Bullying is now very rare. This is as a result of the high profile given to tackling bullying which has

raised pupils' awareness. In a survey of 80 pupils carried out during departmental reviews, at least 85% of pupils said that they were confident to report any incidents of bullying or racism and that their teacher would deal with any incident appropriately

Behaviour throughout the school is very good and departmental reviews evidence very good behaviour in almost all lessons. The inspection report (Ofsted September 2008) notes impeccable behaviour in lessons and around the school.

Learners are encouraged to play a positive part in the community and participation rates in activities are high. The active college council has been instrumental in leading change in many areas of the college, ranging from the provision of drinking fountains to a proposal for Year 9 representatives to act as "buddies" for their peers who are experiencing difficulties.

Relations are harmonious and equality of opportunity is promoted relentlessly. Respect of others' religion, culture and values is a strong feature of the school. Care, guidance and support for students are strengths of the school.

Last updated: June 2009

Teaching and Learning

Overall: Very good

The headteacher has continued, creatively and successfully, to focus on improving the quality of teaching and learning. There is no doubt that this leadership has transformed the core business of teaching and learning in and beyond the classroom.

A close focus on the quality of teaching and learning, including regular monitoring programmes led by the senior team, the use of external consultants, the LA and the development of accelerated learning approaches, has continued to be a priority. The Ofsted report judged teaching and learning to be good overall, contributing well to the excellent progress that students make.

During the last two years, the timescales and format of the teaching and learning reviews have been adjusted to ensure consistency and this has had a very positive impact. All subject departments are now reviewed in a one year cycle and the reviews are led by the head or a deputy, minimising the time taken and ensuring reviews are as consistent and accurate as possible. The reviews now broadly mirror the SEF format providing valuable information about all aspects of the school's work and reflecting the Every Child Matters agenda. In an excellent school such as this, systems for improvement never stand still, and plans are in place to refine these processes even further for 2009/10.

Lesson observation records show that 64% of teaching and learning is good or outstanding with over 90% satisfactory or better. The College has excellent systems in place to reduce the quantity of inadequate teaching.

Strengths in teaching and learning are in English, science, languages, citizenship, RE, PE and music. Strengths in tracking and assessing pupils' progress are in mathematics, science, ICT, art, business, and travel and tourism. In these subjects there are strong systems in place to ensure pupils make very good progress.

The Ofsted report noted the great improvement in teachers' practice since the last inspection and there is no doubt that the strong focus on review and development has contributed to this. The training school developments too, have ensured that this year, every teacher is undertaking a learning focused piece of research with the possibility of accreditation. This innovative development is one example of the way the school thrives and develops as a learning community. The Ofsted report notes that at the start of every year, the school has a number of enthusiastic, motivated but inexperienced young teachers, and commends the school's work in developing the vast majority into successful practitioners.

Last updated: June 2009

Curriculum

Overall: Excellent

In line with the drive to raise standards, the school has had a close focus on targeted interventions, on curriculum innovation and on providing personalised learning packages for students throughout the school. The school makes very good use of on-line testing packages.

At Key Stage 3 there has been focus on basic skills. An accelerated reading programme is in place during the year. Test results are improving and more students are seen reading around the school. All students were interviewed during the year and letters sent home describing progress. Additional targeted teaching is provided in literacy, mathematics and science, which is reviewed on a half termly basis. Ofsted particularly noted the excellent impact of the accelerated reader programme in school, and the excellent progress made by students with EAL as a result of additional support and activities.

At Key Stage 4, the well established early entry policy both encourages achievement and allows for additional courses to be taken, for example GCSE Psychology, GCSE additional mathematics.

There is an excellent, varied range of academic and vocational courses on offer at Key Stages 4 and 5, and the range of extra-curricular opportunities in the sixth form is excellent. The ICT and study resources for the growing sixth form have been enhanced to ensure maximum development of independent study. It is due to the guidance given at transition that the curriculum matches the students' needs and allows them to succeed.

The Ofsted report noted the outstanding curriculum extremely well geared to the needs and aspirations of its students. Accelerated courses exist in an increasing number of subjects and groups in Year 9 are being prepared for GCSE entry in mathematics, science and English this year.

The Technology College status has had a significant impact on student outcomes in mathematics and science.

Last updated: March 2009

Leadership and management

Overall: Excellent

The leadership of the headteacher is outstanding. Many schools manage gradual improvement, but the sustained and exceptional upward trends against all key indicators make this school, in Ofsted terms, 'a really outstanding place to be'. Her relentless determination to maximise the life chances of all students in the school is underpinned by innovation and creativity, and by an exceptional ability to develop analytical systems and processes that have maximum input on outcomes for students. Ofsted (September 2008) noted that students have only praise and admiration for their headteacher. They like the fact that she is approachable and friendly, highly visible, and never too busy for them.

The headteacher is well supported in her relentless drive to tackle areas of underachievement and raise standards by the leadership team. She has developed quality assurance systems and training plans that ensure consistency and accountability. Leadership in the school is clearly focused on whole school priorities. The inspection report (Ofsted September 2008) comments that the highly talented headteacher and her creative team of senior leaders ensure their vision is shared. It also notes that the work of subject leaders and year co-ordinators is exemplary.

The leadership team work well together, know the school well and give a clear sense of direction for the school. There is a shared and ambitious sense of purpose in terms of raising standards and promoting personal development for all.

Middle leadership has improved with strong recent appointments in English, science and music. Ofsted commented that the work of departmental leaders and year co-ordinators is exemplary. Staff development is well planned and the Training College development plan is a thorough and well-structured document. The Training School plans have been progressing well. AASTs are contributing well to improving teaching, and have benefited from training with an external consultant. Two members of staff have recently been awarded AST status.

Arrangements for performance management are very good with strong links to student progress. The leadership team members also benefit from regular reviews of their progress with support from external consultants.

The governing body works well to provide challenge and support. Their pride in the school is well founded. (Ofsted September 2008) The headteacher has introduced a range of measures to ensure the governing body effectively meets all current safety and safeguarding legislation.

The promotion of community cohesion is outstanding both within the curriculum and in the wider life of the school.

The school's approach to self-evaluation continues to be thorough and well researched, and is exemplary. A detailed annual self-evaluation framework has been produced that links all planning into a clear framework for school improvement. Middle leaders play an important part in the process. They produce self-evaluation forms for their own areas of responsibility which are reviewed by an external consultant. The school makes very good use of internal

data for self-evaluation, as well as using external views. Self-evaluation is systematic, self-critical and thorough. The views of pupils and parents are embedded in the process. The self-evaluation form (SEF) is updated on a regular basis. The SEF is well written, comprehensively evidenced, self critical and perceptive.

Many improvements in the physical environment of the school and in resources in recent years have resulted in a well-maintained, clean and welcoming school.

Last updated: June 2009

Capacity to improve

Overall: Excellent

The school has an impressive track record of improvements under the leadership of the headteacher. There are many examples of improvements in the school: rapidly rising standards, strong and effective leadership and excellent care for students. The capacity for improvement is excellent.

Last updated: June 2009

SIS and other support

The school has a strong partnership with the School Improvement Partner (SIP) and benefits from very good support from an external consultant. The school received 159.5 hours of support from the School Improvement Service from September 2007 to July 2008. This included support for Behaviour Support, Ethnic Minority Achievement and SEN.

SIS category

Excellent and very good schools.
Wembley High is an excellent school.

Recommendations for action

In line with the Ofsted report: to raise the overall quality of teaching from good to outstanding.