



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

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

Please address queries/concerns about this document to:

Faira Ellks
Head of School Improvement

Tel: 020 8937 3366
Fax: 020 8937 3368

Email: faira.ellks@brent.gov.uk

SCHOOL REPORT FORM

Wembley High Technology College

Context

This is a larger than average comprehensive school, with a 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 2009

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| 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 The school has continued to focus very successfully on raising the overall quality of teaching. See comments below. |
| Last updated: December 2009 | |

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 2009

Overall: Very good, with outstanding progress

The results this year continued the school's impressive upward trend in performance and were the best yet. Starting points for students are well below national averages. The school undertakes a coherent and consistent analysis of data and identification of trends. Outstanding systems are in place to track and monitor individuals and groups of students.

KS3

Results at the end of Key Stage 3 at Level 5+ were above target and above last year's results in English, mathematics and science. The school has very high expectations, planning for two level-progress at each key stage, and rigorously monitors outcomes five times a year by individual, subject and groups of students.

KS4

The percentage of students achieving 5+ A*-C GCSE grades including English and mathematics (63%) was well above last year's result, target and national figures. The average point score (capped) per student was 347. 88% students achieved 5+ A*-C GCSE grades overall: again significantly above last year's result and national figures. Overall, girls outperformed boys although results in mathematics are similar. Results for Somali and Nepalese students are below school averages in English and results for Somali and Black Caribbean students are below school averages in mathematics.

Students on the SEN register achieved well overall, with all students achieving at least one GCSE grade, over two thirds attaining 5 plus A*-C grades and a third attaining 5 plus A*- C grades with English and mathematics.

From the RAISEonline data, A*-C results in biology, chemistry, communication studies, English, English literature, French, history, mathematics, music, other languages, other sciences, physics and religious education were all above national averages.

Students make exceptional progress at Wembley High. 86% made three levels progress in English and 89% in mathematics. The RAISEonline progress measures show exceptional progress for almost all groups of students. The three-year average CVA by subject, 2007-9

is significantly above average for all groups of students.

KS5

Results in the sixth form were again an improvement this year. There is a rising three-year trend for the average point score per subject and per learner. There was 100% success rate at Level 1 and Level 2, 98% at A2 and 70% at AS. The average point score per student was 597.2 and per entry, 186.4. The ALPs value-added scores at grade 2 overall were very strong, and a significant improvement on last year.

Last updated: December 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 its 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: June 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. Ambitious targets are sustained for all students. 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 history, R.E. and citizenship. 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 work 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.

Morale is very high throughout the staff and whole school community, with a strong sense of optimism and pride in the school and in the students' achievements.

Last updated: September 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: December 2009

SIS and other support

The school received 41 hours of monitoring, support and challenge from the School Improvement Service from September 2008 to July 2009. This included support for 14-19 Education and Training, SEN and Inclusive Education and Ethnic Minority Traveller Achievement.

Last updated: September 2009

SIS category

Excellent and very good schools.

Wembley High is an excellent school.

Last updated: September 2009

Recommendations for action

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

Last updated: September 2009