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Mr Amit Hathi
Headteacher
Wembley High Technology College
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Dear Mr Hathi

No formal designation inspection of Wembley High Technology College

Following my visit to your academy on 25 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the academy as concerns had been raised with Ofsted.

Evidence

I scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. During the inspection I met with you, the chief executive officer of the multi-academy trust, two of the school's designated safeguarding leaders and a consultant from the Brent Schools Partnership. I also spoke on the telephone with the chair of governors and a representative from the local authority.

I held formal and informal discussions with pupils from all key stages. I listened to their views on how safe they feel and discussed how well the school helps them to stay safe.

I undertook a 'learning walk' with you to observe pupils in their lessons. I reviewed responses to the school's parent questionnaires. Attendance records, minutes of

governing body meetings and records of the management of reported incidents of bullying were also reviewed.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

Wembley High Technology College has academy status and is a member of Wembley Multi Academy Trust. The school has an above-average number of pupils on roll, with 1,062 in Years 7 to 11 and 279 students in the sixth form. The school is heavily oversubscribed.

Most pupils are from minority ethnic groups. The proportion of pupils who speak English as an additional language is significantly above average, while the proportion who are entitled to free school meals is in line with the national average. The proportion of pupils who have special educational needs and/or disabilities is below average. The school's population is stable, with relatively few pupils joining or leaving mid-year. The school is fully staffed.

Leaders and governors ensure that safeguarding and child protection arrangements are in place. School leaders are knowledgeable about the latest safeguarding requirements and the potential risks to their pupils. The single central register of staff vetting checks meets requirements. Systems to keep pupils safe are embedded throughout the school. Leaders are meticulous in their monitoring of pupils' safety and well-being. Staff are well trained and are consistent in their application of school procedures. Where necessary, referrals to external agencies are swift and records show that follow-up procedures are thorough.

Governors take an active role in scrutinising the school's processes relating to safeguarding. Minutes of governors' meetings show that leaders regularly report safeguarding matters to governors and that governors hold leaders to account.

Pupils say that they feel safe and can explain how the school helps to keep them safe. For example, they told inspectors that the school uses assemblies and the personal development curriculum to inform them how to keep safe from extremism and radicalisation. Pupils are confident and proud of their school. They value the consistent presence of senior and year leaders at break and lunchtime as well as in the surrounding area before and after school. The school is a diverse community in which pupils and staff actively promote the importance of respect and tolerance. This was a common thread in discussions with pupils and was evident in observations of pupils' behaviour. Neither pupils nor staff accept discriminatory behaviour. Pupils report that bullying is rare. The school records show that any incidents of bullying are followed up promptly and appropriate action is taken.

Sixth-form students are effective role models for younger pupils. They mentor younger pupils both academically and pastorally. Students in the sixth form are very aware of their responsibilities both within the school and to the local community.

During my discussion with students, they reported that the leadership development programme and the independent careers advice and guidance they receive help them prepare for their next steps. However, students also reported that they would benefit from a greater balance in the advice given regarding career routes. Currently, information and guidance about apprenticeship opportunities is not as available as the information received in relation to higher education.

External support

The school works closely with Brent local authority and the Brent Schools Partnership. The school uses the services of Brent Schools Partnership to assist in the evaluation of all aspects of the school's provision.

Priorities for further improvement

- Further improve the careers information and guidance to pupils so they receive comprehensive information about all career routes, including apprenticeship and employment with training.

I am copying this letter to the chair of the governing body and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Brent. This letter will be published on the Ofsted website.

Yours sincerely

Carolyn Dickinson

Her Majesty's Inspector