



# Inclusion Quality Mark (UK) Ltd

6<sup>th</sup> July 2015

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Slough  
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**Assessment Date: 2<sup>nd</sup> and 3<sup>rd</sup> July 2015**

## Summary

Slough and Eton Church of England Business and Enterprise College is an inclusive, mixed school in Slough. It is situated in one of the most deprived areas in the south-east with 41% of students qualifying for FSM. There are over 1000 students on roll of ages 11-16 as well as over 250 students in the 6<sup>th</sup> form. Over 97% of students come from a range of ethnic minorities, with many different nationalities represented, including Polish, Romanian, Somali and Pakistani families. 72% of students have EAL, with significant numbers at the early stages of learning English. 25% of students have SEND and 29 students have statements, 20 of whom spend around 40% of their time in one of two SEND resource bases, one for students with complex needs and the other for students with speech and language needs.

The ethos of the school is characterised by high expectations and clearly defined boundaries along with a very supportive, friendly, happy, calm and caring approach. The school's values, which include forgiveness, justice, respect, honesty and equality are evident throughout the school and are lived and breathed by the inspirational head teacher, SLT and all the staff of this school. The head teacher sets the inclusive framework and, along with his senior team, he expects his staff to focus on the needs of all students. A tour of the school highlights the school's focus on high aspirations with inspirational displays, beautiful photographs of students and wonderful examples of students' work. The 8 characteristics of the Slough and Eton learner – planning, risk taking, engaging, persevering, attentive, reflective, eloquent and discovering are embedded throughout the school. In all classrooms students are happily engaged in learning and the school applies its inclusive principles to every aspect of its work. As a result, the school is an energetic, happy and harmonious place to learn. Students are expected to make excellent progress during their time at the school and staff go to great lengths to help them to achieve the best possible results. Students are encouraged to try hard in order to build their self-confidence and, as a consequence of this consistent, hard work students' progress, from low starting points, is outstanding. The school is warm and welcoming with a very calm, positive, focused atmosphere. Inclusion is at the heart of the school's purpose and the Assistant Headteacher Pupil Support is relentless in ensuring that everything that can be done will be done to meet the diverse needs of students.

Students are very happy, articulate and positive and behave very well around the school and in lessons. They speak very highly of their school and its staff, for whom they have great

respect and they know that they are listened to. Students spoken to explained confidently, eloquently, and with enthusiasm, the many ways in which they are provided with opportunities to develop their individual skills and talents and the support given to them whatever their needs. There are a number of roles and responsibilities for students in the school and these include the school council, prefects and head boy/head girl. Students spoken to commented, “The teachers try their best to make sure you understand and feel good about yourself.” “Other students will also help you. It’s a big community in a lesson where everyone will help you”. One student explained how she likes the way you can contact a member of staff by email to ask for further help and clarification and you will always get this help. Another explained how excellent the support is for students with needs, including one in a wheelchair who is always included in trips and events as a matter of course. Students are also proud of the way students views are respected, “We are culturally diverse and we come together as a community. The school will listen, take your opinions and see what can be done.” “The school council gives us a way of expressing ourselves. We have to go through a democratic process to get elected, which is very fair and gives you an equal chance.” Student representatives are also proud of their role in interviewing new staff and, once again, they know their views are taken seriously.

The school’s senior deputy head teacher leads on teaching and learning and there is a very clear policy, which outlines the 8 characteristics teachers are expected to instill through their teaching. This, along with excellent CPD, opportunities to observe and share good practice and thorough monitoring mean that there is consistency in teaching and learning across subjects. Staff speak very highly of inclusive practices in the school. They share the inclusive vision and they feel they are listened to, consulted and supported in their work. They are encouraged and enabled to develop their skills through a range of CPD opportunities, including individual training linked to performance management targets, which allows staff to further develop their skills and to move onto more senior positions as appropriate. Middle leaders play a crucial role in ensuring that the high expectations filter through into classroom teaching and that whole school strategies are implemented consistently in all areas. Assessment for learning, including feedback marking and a whole school approach to literacy, including ‘Talk for Writing’ are key features of current developments in teaching and learning. A robust performance management system ensures that standards of teaching and learning are high and that teachers receive support to improve their skills where necessary. The induction of NQTs, the training of teachers on the ‘Teach First’ programme and the inclusion of support staff are also important strengths of the school. Teaching and support staff are valued and their hard work is recognized within the school.

Detailed tracking of progress, attendance, punctuality and behaviour helps to ensure that issues re individual students are picked up very quickly. Provision for Gifted and Talented students is very strong and provides these students with challenge and support to further develop their skills. Students have demonstrated superb debating, art and sporting skills and their achievements are highlighted and recognized. Behaviour for Learning is also a very positive feature of the school: expectations of students are very clear and the system of rewards and sanctions is fair and well understood by all. Student progress is rigorously monitored and there is a very thorough system of data analysis, which is well understood and consistently applied by all staff. Targets are set for students every term and an ongoing tracking system ensures that students, who are not progressing well enough towards the aspirational targets, are targeted for a range of different interventions according to need. These include many after school booster and revision sessions to enable students to catch up on, or improve, their work. The school’s dedicated staff work extremely hard well beyond the

school day for their students. As a result of this systematic approach and excellent teamwork by staff, students' achieve well at the school. Data shows that students with EAL and those with SEND achieve very well at the school and there is no achievement gap between students on FSM and those who are not. The excellent rewards' system provides a variety of rewards and awards for students, ensuring that their broad range of achievements and talents are valued and recognized by the whole school community.

Support for EAL learners is a priority due to the large numbers of students at early stages of learning English, who can also arrive mid-term. Students are supported from arrival and are placed in a specialist EAL induction group for their first half term or term for some of their curriculum time. Support in mainstream classes is also provided by the EAL team, which comprises a coordinator, three EAL teachers and two specialist support staff.

There is a wide range of support mechanisms in place for students with SEND, led by the Assistant Headteacher Pupil Support and the Pupil Support Team, comprising the SENCO and the heads of the two specialist resource bases. They lead a team of LSAs, who provide a range of different types of support to meet the diverse needs of students. LSAs deployed to subject areas provide support in lessons, specialist support for students with SEND, small group work and individual work on speech and language, phonics, pre-teaching and vocabulary enrichment. There is a range of provision to support students via the pupil premium, including 1 to 1 and small group tuition, after school clubs, breakfast, in class support, revision sessions and resources, trips and a learning mentor. A KS3 transition group provides excellent support for needy children to enable them to manage in mainstream classes. There is also a personalized learning unit with a separate timetable for students at risk of exclusion, which achieves excellent results with its targeted students.

The school has fostered strong relationships with parents and the school finds various ways to communicate with them and to involve them in the life of the school. These include, parents' evenings; support for parents of children transferring to secondary school; information sessions for parents, strengthening families coffee mornings, workshops run by Community Liaison Workers and information sessions. Parents spoken to were delighted by the support they have received from the school and the way in which their children are able to enjoy and thrive at school. One parent, for example, explained how invaluable the support given to her by the school had been when she transferred her two children here following very difficult family problems. Both daughters, who had lost all self-confidence are now thriving and are moving onto university. Another parent of a year 10 boy explained how his son used to be shy and lacking self-confidence but now is a different boy, taking a lead in school productions and enjoying Music and Drama – talents his parents had not previously realized he possessed. Other parents commented, "My daughter with special needs is becoming more independent and now attends an after school club. She is happy and is making friends for the first time." "My son used to be very shy but now he is so happy at school that he wants to come even when he is ill". All parents agreed that if ever you have a problem you can come in for help and will get a very quick response. They also explained the excellent support received from the Assistant Headteacher Pupil Support and how she has helped children to make friends. Parents describe the school as having very high standards for everyone and communication is excellent. "The children put so much effort in and the staff push them. There is empathy as well. They don't make you feel bad – they respect you, no matter what". The role of the school in the local community is also excellent and students make a very positive contribution to it, for example, through charitable projects to help local people. There are regular pupil support meetings and ongoing communication with parents to ensure that

agreed action to support students can be taken without delay. The governing body is also fully committed to the school's vision and plays a very positive, active and supportive role in the school. They are aware of all aspects of the inclusion agenda and are active participants in the school's efforts to include and to care for all students.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. The areas for development outlined in this report are taken from the school's own development priorities. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Pauline Roberts**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd