

Inclusion Quality Mark-: Leadership of Inclusion

Visit carried out on 16.06.2021

Accreditation Panel Report

Overview

Eton Porny is an Ofsted rated 'good school, with outstanding elements' based in the centre of Eton. Despite its idyllic location the cohort has wide ranging diversity and need which is celebrated prominently. It is a popular, oversubscribed school. There are 3% EHCP (above national average) and 8% SEND (slightly lower than average). This is a result of an impressively wide universal offer with a high threshold for pupils to be put on the SEND K register. It is an extremely inclusive school with no PEX or FTE in the last 4 years.

Website

The school's website is very informative and it emphasises their passion for inclusion and how this fits with their school aims "*we are all created unique and special*" as well as demonstrates their commitment to co-production and working closely with their families. The SEND information report is up-to-date and very detailed. The SEND policy sets out the rationale for support '*we have a consistent whole school approach to meeting the educational needs of our children. All teachers are teachers of pupils with special educational needs*' There are clear links to the local offer, Inclusion Charter and Collaborative Responsibility document. It also signposts to PaCiP and IAS.

The Headteacher's welcome describes the schools as '*an inclusive school and strive(s) to provide the very best education and opportunities for all of our pupils to enable them to achieve a true reflection of their capabilities and support our children to be prepared for the next stage of their learning journey with confidence*' This was evident during our visit.

Their website highlights a focus on 'pupil leadership' giving pupils the opportunity to be involved as: school council, eco team, vice and house captains, library monitors, reading buddies, play leaders and well-being champions, as well as the chance to lead collective worship and various responsibilities within their classroom.

The curriculum offer is innovative and creative with a holistic focus to develop the whole child.

Governors

The school has a passionate and dedicated SEND governor who not only has a wealth of knowledge and experience of SEND but also knows the school extremely well. This provides the school with the opportunity to be challenged in a robust way and continually strive for improvements.

'Governors and directors know the school well and visit often to check that leaders' actions are having the desired impact'. (Ofsted 2018) This was evident when talking to the SEND governor who was knowledgeable about the inclusive practice and SEND provision in the school. She meets the SENCo regularly, more often than the expected amount, often for 'long' meetings – this demonstrates their commitment to supporting the school and developing pupils experience.

Governor monitoring visits are embedded and used to keep all governors informed about what is happening in the school. This helps them to ask questions about SEND and inclusion in other areas they lead, fostering a holistic approach to SEND provision. There is a recognition that the school's vision is 'lived' and tangible when being in the school.

The spending of the notional funding is scrutinised to make sure it is being spent where the 'need' is as well as being spent in an effective way that results in positive outcomes. There is a significant focus on developing and quality assuring quality first teaching as well as staff CPD and external support being accessed where needed. The SEND governor is also the vice chair and on the finance committee for the SEBMAT trust.

Headteacher

The headteacher along with the head of school are strong leaders that have the ability to exact change and bring their staff with them. Whilst they passionately drive the inclusive vision of the school with the governors, they are clear that the vision is owned by all the staff and has a distributed approach to leadership. The school have been on a journey of recovery since 2017. It is worth noting the impressive changes that have been made and embedded in such a short period of time which speaks of the strong leadership and their conviction that the direction of travel is the right one. The headteacher, along with the wider leadership team have great skill in identifying and nurturing talents and strengths to have the right people in the right place to provide the best for the children.

All of the leadership team share their good practice with wider schools in the trust as well as with colleagues in the wider local area.

SENCO

'The special educational needs coordinator identifies and understands pupils' needs well. She works with staff, parents and external agencies to diminish barriers to pupils' learning, developing bespoke plans that utilise the school's resources well. Pupils who have special educational needs (SEN) and/or disabilities make strong progress from their relative starting points'. (Ofsted 2018)

The school has an experienced, qualified, and knowledgeable SENCo who is integral to the leadership team. She has adequate time to do conduct her role and be strategic when thinking about developments. The staff feel very supported by her and the parents speak highly of the support that they have received.

Due to the high aspirational expectations and extensive training offer; staff can talk confidently about QFT and RAs. The SENCo fosters a communication-based approach so the staff know their SEND children well but also all the SEND pupils thought the school. This provides 'continuity of care' this means the pupils receive high quality targeted support and interventions regardless of who delivers it to them however there are TAs with 'specialisms' i.e. ELKLAN, ELSA, home-school link worker. There is an embedded community feel which has been built and nurtured through the school's journey with parents and pupils at the centre.

There are clear and robust systems and paperwork in place to support the schools graduated response and ensure needs are identified 'early' and personalised interventions are put into place. The SENCo works alongside the teachers to monitor the effectiveness of these and review progress. As a result pupils with SEND make good progress from their starting points.

Teachers

Everyone at the school have high aspirational expectations and this is the same for the staff about their teaching as well as the pupils about their learning. In each class observed, the teaching was to a very high standard and there was clear evidence of reasonable adjustments being made. The teachers spoke confidently about the strategies used to adapt the curriculum for all learners and the support network available if they needed it.

All staff have an excellent understanding of the needs of **all** the pupils, including those with SEND (not just in their class) and this strengthens the provision on offer further. The teachers have the opportunity to plan/have PPA together while TAs lead the class which also facilitates their knowledge of the children and sharing good practice on how to meet needs.

Progress is carefully monitored, and bespoke interventions are in place to remove barriers to learning. The interventions are targeted with the aim to ensure that pupils with SEND learn as much as possible alongside their peers in the mainstream classroom. The TAs are deployed effectively as 'roaming' support.

Support Staff

The support staff are well trained and the SENCo has developed specialists roles to ensure that there is expertise within the team to deliver specific interventions and therapies (SALT ELSA etc).

The deployment of support staff is a real strength of the school, the staff reported that everyone was treated with the same level of respect and this was clear in the classroom as it was difficult to identify who was the teacher or TA in any class that was visited. The high-quality training around the deployment of support staff as 'roaming TAs' has resulted in outstanding additional support for pupils. The support is seamless and the 'roaming' approach facilitates the building of pupils' independence, confidence and resilience whilst encouraging them to ask for help when they need it. This was seen in the younger pupils as well as further up the school.

All staff accept responsibility for all pupils all the time, particularly those with SEND. This leads to a solution focused approach which particularly benefits pupils with SEND.

Parents/ Carers

Parents were overwhelming positive about the experiences they have had with the SEND provision particularly longer standing families who had experienced the school prior to the leadership change - they commented that the turnaround has been 'incredible'.

The parents feel welcomed into the school and agreed that the staff know all their children individually. The parents feel the school go 'above and beyond' for them and their children, one parent explained that they felt they 'couldn't have coped without them'.

They spoke highly of the support they have received from all staff including the time taken by the headteacher to have active involvement in their child's school experiences. The parents were confident that they were involved in all decision-making processes around their child and felt listened to and explained the communication was excellent. They were easily able to request meetings with staff as often as they felt was necessary and were able to speak openly and honestly in those meetings which demonstrates the level of trust built.

The parents described the TA support as good as it was the 'class' TA that would support their child when needed (not their child's 1:1 TA) and they felt this model gave their children opportunities to learn independent skills appropriately. They also appreciated that the bespoke interventions were less often and 'discreet' - children were not made to feel different by leaving class for groups etc.

Pupils

The pupils at Eton Porny are polite and well-mannered with excellent behaviour. They were confident and happy to speak with us openly as visitors to the school and take us on our tour to show the school from their perspective.

They reported that they felt happy and safe in the school and when things were challenging could articulate who they would go to for help and what support was available to them. They could also give numerous examples of when their achievements had been celebrated.

The pupils were able to discuss support coming from the staff as well as give examples of the reasonable adjustments they had access to in their class such as 'tents/ear defenders' etc.

The school makes great efforts to develop the whole child. There are lots of opportunities for extra-curricular clubs, accessed by all children. In addition, opportunities that developing them as leaders in school council and as house captains.

Has the school achieved the Inclusion mark and why / why not?

We feel the school **has met** the required standard to be awarded the Inclusion Quality Mark award for the following reasons:

- 1) The school has cultivated a strong vision centred around their Christian ethos that all people are unique and different as well as an evidenced based approach to pedagogy. The leadership team work hard to ensure that all staff are on-board with this and as a result the inclusive nature of the school is evident from the second you walk in as the Governor said, the ethos is 'lived'. This has been successful due to the leaders driving that vision and supporting staff to come with them. There is a high aspiration for all pupils to achieve and these achievements are celebrated regularly. The school did manage to make a significant turn around in a short period of time and the changes have been embedded and sustained. The school is now sought after with large waiting lists.
- 2) The school have an impressive aspirational approach to their universal offer. Quality first teaching is seen as the key approach to supporting the needs of all but particularly the needs of pupils with SEN. Reasonable adjustments are part and parcel of the offer and children speak confidently about what they access and why (even tents!). There is a culture of building interventions into whole school teaching (funky fingers) and these are monitored to ensure progress and impact. The high-quality training around the deployment of support staff as 'roaming TAs' has resulted in seamless additional support for pupils. It encourages staff to support pupils to ask for help and develop their resilience and independence skills.
- 3) The school has an experienced, qualified, and knowledgeable SENCo who is integral to the leadership team. The staff feel very supported by her and the parents speak highly of the support that they have received. Due to the high aspirational expectations and extensive training offer; staff can talk confidently about QFT and RAs. The SENCo fosters a communication-based approach so the staff know their SEND children well but also all the SEND pupils thought the school. This provides 'continuity of care' this means the pupils receive high quality targeted support and interventions regardless of who delivers it to them however there are TAs with 'specialisms' i.e. ELKLAN, ELSA, home-school link worker. There is an embedded community feel which has been built and nurtured through the school's journey with parents and pupils at the centre.

Areas for consideration.

- The school evidently has great inclusive practice which is fully embedded as a result it would be important for the leadership team to continue to plan strategically for: Succession planning, innovation and continual improvement and developing/seeking opportunities for the good practice to be shared with wider schools outside of the trust.
- There is a slight discord between the impressive universal offer provided and SEND knowledge of the staff and the teachers being aware and referring to themselves as leaders of SEND. They still refer to the responsibility and accountability sitting with the SENCo when it was demonstrated to the panel this was not the case.

Fiona Hayes

Kelly Nash

SENCo, Courthouse

Area SENCo, RBWM.