



17<sup>th</sup> December 2009

Mr Peter Lang  
 Uxbridge High School  
 The Greenway  
 UXBRIDGE  
 Middlesex  
 UB8 2PR

**Summary**

Uxbridge High is a fully inclusive school which champions the needs of all stakeholders and learners. The overt inclusion agenda is undoubtedly driven by the Head with the full support of the staff within the school. This robust and uncompromising approach is supported by empathic systems developed within the school. This is reinforced through a clear pathway of open dialogue, which encourages innovation to provide routes to engage all stakeholders. This proactive process was evidenced throughout the assessment in every aspect of the school.

Students and staff were friendly, welcoming and proud of the achievements of their colleagues as the ethos of 'you can achieve' coloured each decision and action.

Uxbridge High School has actively undertaken the difficult quest to provide an Inclusive school for the students and the community, sometimes at great cost, both financially and in terms of staffing.

The school values all stakeholders who are well cared for and supported in all aspects of their academic and pastoral development.

The committed Head is supported by a strong Inclusion Team and Senior Leadership Team who manages the inclusion process in a focused and student centred way which places the learner's needs at the centre of decision making and planning.

The school has worked hard to promote the inclusive agenda and it is evidenced throughout the school. For example, while informally observing a PE lesson, without the students' knowledge, one observed the body language and obvious fellowship within a mixed ability, mixed gender and mixed cultural group. This experience of inclusion of all was reflected throughout the school assessment.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Derek Coe**

**Findings confirmed by Inclusion Quality Mark Ltd:**



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 Joe McCann MBA NPQH  
 Director of Inclusion Quality Mark

<b>Name of School:</b>	Uxbridge High School
<b>Headteacher:</b>	Mr Peter Lang
<b>Date of assessment:</b>	9 <sup>th</sup> – 11 <sup>th</sup> December 2009
<b>Final assessor/s:</b>	Mr D Coe
<b>Successful:</b>	Yes

### Context of the School and Sources of Data

Uxbridge High School is a Foundation, Specialist Technology, Extended School Collaboration leader, 'International Status', 11- 19 comprehensive school, serving a culturally diverse community with some significant social deprivation and a higher than average mobility pattern in the southern area of Hillingdon, an area recognised by LSC as one with a high degree of social deprivation and one of the highest in West London.

It is a popular school with an oversubscribed Year 7 with an increasing number of the students drawn from ethnic minority backgrounds (approximately 45% of the school, over 55 languages) with a significant proportion speaking English as a second language.

It was seen by Ofsted in 2008 as a school that was “good, with outstanding features” and one that had “made significant strides forward”. The key driver in this process was seen as the “much respected and highly effective Headteacher” who had supporting his vision a “dedicated team of staff and governors”. This, in turn, had supported the development of “a very caring school where inclusion is given high priority”.

It has actively pursued national awards that support its diversity and achievements such as the Inclusion Quality Mark and International school award.

The school celebrates the diversity of all stakeholders and throughout the **assessment** evidence to support this aspiration was witnessed in all aspects of the school’s delivery and underpinned the school’s stated aim “Making Success Happen”.

### Portfolio and Other Supporting Evidence

In addition to the portfolio, I collected supporting evidence from the Ofsted report (2008), the School Development Plan, School Self Evaluation Form (November 2009), and a wide range of documentation provided by the school. This documentation included policies and practice, attainment analysis, attendance analysis, intervention strategies, Staff Handbook, files of school achievements, survey summaries, Club activities, A,G & T data, CPD and induction, SEN, Performance Management, Roles and responsibilities, Year data, FFT, exam analysis, Options, EAL, Student Committee meetings, school ephemera and Prospectus.

The assessment process had been initially organised by the SENCO who unfortunately was taken ill immediately prior to the assessment. Mr Richard Smith (Deputy Headteacher) took over the management and organisation and a comprehensive cycle of formal assessment meetings, interviews and visits were effectively structured which enabled the assessor to experience all areas of the school.

The formal meeting cycle included Headteacher, Senior Deputy Headteacher, Deputy Headteachers, Chair of Governors, Parent Governors, Learning Centre Manager, EAL Co-ordinator, Assistant Headteacher, Senior Guidance Leader, Extended Schools' Co-ordinator, Gifted and Talented Co-ordinator, Head of House, Curriculum Leaders (Mathematics, History, PE and Art), Director of Specialist Schools, Business Manager, Senior Guidance Leader, Guidance Leaders, Learning Mentors, Student Support Assistants, Inclusion Officer, Admissions, PC Ian Woodbridge (Safer Schools Officer), new and recently appointed members of staff, Connexions, Partnership Manager, Work Related Co-ordinator, Local Authority partners, Behaviour Support Team, Educational Psychologist, Traveller Team, Educational Welfare Officer, MASS and the Hillingdon Improvement Partnership Co-ordinator, School's Council, students representing SEN, EAL, GAT, Travellers, COPE students, recently arrived in United Kingdom students, parents of SEN and disaffected students and Friends of Uxbridge High. In addition to the formal interviews, telephone interviews also took place with Primary Partner Headteachers.

I toured the school throughout the assessment and spoke to staff and students around the school, both formally and informally. I met with a number of groups of students including vulnerable students, re-engaged students, EAL students, students from the SEN register, EAL, GAT, Travellers and Somali speakers. I attended a PE Primary School activity and Textiles group, observed the SEN withdrawal and student movement in and outside the school buildings. Visited lunchtime activities, shared lunch with students and staff and had access throughout the assessment to students and staff.

I observed students arriving and leaving the school throughout the assessment period. I had the opportunity to speak to stakeholder users of the school's facilities and local residents and business people.

## Element 1 - Pupil Progress

### Strengths:-

- The school had continually improved the overall GCSE (or equivalent) outturn over a number of years achieving 71% (see note 1 below) 5+ A\* - C 2009; which represents a rise of 21% from the 2006 results. With an achievement of 41% 5+ A\* - C, including English and Maths, an increase of 17.1% from the 2006 results.
- Students engaged on the alternative programmes offered through the school's BTEC provision achieved the equivalent of 156 passes, with BTEC Sport achieving a 100% pass rate.
- There is a clear and unambiguous vision that priorities for raising achievement are through providing personalised curriculum for all students. This has resulted in a wide raft of additional educational opportunities both on the site and with partners.
- The school carries out a detailed analysis on students' abilities and achievements which are effectively used to inform, direct and impact on the students' aspirations and ultimately their performance.
- Detailed evidence supports the impact of the school's 'academic tracking systems' on all groups of students regardless of their ethnic or educational disadvantage.
- The school uses the challenging level D pupil-level data from FFT and the additional targets as a Specialist School.
- The school actively promotes alternative academic programmes to provide the students with courses which "provide the widest possible choice for their ability" such as BTEC qualifications.
- Progress is monitored regularly to identify whether students are off/on targets which is then reported to parents and progress discussed.
- The school has driven the COPE programme which engages those students who require alternative approaches while providing them with a measurable academic output.
- All of the students interviewed about their targets were aware of these and how they could improve in their subjects.

### Areas for development:-

- There are no significant areas for development.
- Continue to enact the key priorities and action points outlined in the SIP.

Note 1: Forvus data missing courses and included 4 students who are not included in overall results. Final results available 13.01.2010.

### Element 2 - Pupil Attitude, Values & Personal Development

#### Strengths:-

- All students questioned felt the school encouraged them to be part of a community where they were valued.
- All the students questioned were appreciative of the work the school staff put into their welfare and development. In discussion they were enthusiastic and appreciative of the work teachers and support staff provided, both in curriculum time and in after school activities.
- The majority of students questioned stated that they could approach at least one or two members of the school staff if they needed help or advice.
- Students on the SEN register and 'at risk' students were adamant that they felt safe and secure in school.
- The introduction of the Bio-metric system has had a positive effect on the students, in particular those on 'free school meals' felt it did not alienate them from others.
- Under the 'protection' and support of the headteacher the school has actively embraced programmes that engage the students both academically and pastorally in order to engage 'all who can access'.
- The perceived successes of the school's inclusion agenda are seen as a direct result of the total commitment of the SMT, Governors and the Inclusion Team.
- The School's Council provides a forum for the 'student voice' which appears positive and focussed, receiving information and requests from each and every form within the school.
- Uxbridge High has clear policies which demonstrate the commitment to the inclusive agenda. All students and staff questioned understood the importance of, and the impact on, the future development of all stakeholders.
- The School is proud of the number of measures it puts into place to 'retain' students who often require individual programmes and help, in order to reduce the need for exclusions. This approach is recognised by other agencies as a strength of the school.
- All the students felt that behaviour in the school was good and improving.
- Observation of the behaviour on the corridors and between buildings, at lesson changes was calm and orderly. On discussion with students they felt comfortable and safe when travelling between classrooms and buildings.

- The students displayed a pride in achievements of other students. This was clearly demonstrated during an assembly in which a student performed a potentially difficult, singing and oratory session. All the students present spontaneously applauded the student before and after the performance and while she performed all students observed were listening intently without any notion of negativity.
- While informally observing a PE lesson, without the students' knowledge, one observed the open body language and obvious fellowship within a mixed ability, mixed gender and mixed cultural group which was reflected throughout the school assessment.
- A peer mentoring scheme is established and was seen by the mentors as providing them with further skills for the future and the mentees as a 'trusted' friend to whom they could turn.
- Students questioned in both formal and informal settings, felt the school positively included them.
- Students are well supported by the school's house system while the remodelling agenda/ programme embraced and encouraged by the Head, is seen as positive and proactive by all questioned.
- A great respect for the work of the Curriculum Heads and Guidance Leaders was expressed by all staff members interviewed. Students continually praised the Guidance staff for their help and support, this included students who were, or had been, disengaged and disruptive.
- The school easily links into multi-agency provision and is positively supported by all questioned.
- The School uses targeted intervention strategies as part of their inclusion programmes. These include anger management, self-esteem, mentoring, bullying awareness, emotional literacy as well as well established academic interventions.
- Students recognised and appreciated the number of 'extra curricular' activities that were available throughout the year.
- Transition arrangements are well-developed with a clear dialogue between the school and the partner primaries. Early identification of needs in Year 6 and the use of intervention programmes to support them, plus strong subject links and induction arrangements ensure a secure start for Year 7 entrants.
- The transition between KS4 and the school sixth form is well managed and provides the students with the mechanics to make reasoned choices dependant upon their individual needs. Those questioned did not feel 'pressured' or 'restricted' by the school advice and valued the comments. As one student indicated "They (the school) did not care if I stayed at Uxbridge High sixth form. They only wanted to know I had chosen the best way forward for me and my future!"

### Areas for development:-

- There are no significant areas for development.
- Accelerate the development of the student voice within the school to provide a robust platform by valid and meaningful dialogue.
- Continue to enact the key elements and action points in the SIP.
- Continue to develop the positive steps already taken in tackling bullying.

### Element 3 - Leadership & Management

#### Strengths:-

- The Headteacher has a very clear vision for the school and has been the principal driver for change. He sees inclusion not only at the heart of everything that it does, but as the key for academic and pastoral improvement while also raising aspirations in the community.
- All the strategic development is centred on the learner and the absolute conviction that academic and pastoral cannot be separated, the whole child must be considered to enable progress to be achieved.
- The established lesson observations are seen as ensuring quality control and enabling the cascading of good practice. This, in turn, is used to inform and improve the school's CPD programme.
- The school actively encourages all staff in the quest to learn. Visits to other schools, purchasing of speakers and course attendance were some of the vehicles effectively used.
- The SLT are seen by all interviewed as having developed into an effective team that leads the inclusion agenda.
- There is a clear commitment to inclusion from all elements of the school's leadership. It is implicit within the school's aims and manifested through its action.
- The school provides a comprehensive and tailored middle management programme. The success of the leadership model can be demonstrated by the competent, confident and positive curriculum leaders that have emerged.
- Delivery systems are built around the comprehensive portfolio of policy documents that support its inclusive ethos.
- The School's Improvement Plan (SIP) demonstrates the commitment of the school leadership to the inclusion agenda.
- The positive communication between subject deliverers and support staff is central to the effective implementation of the school's aspirations to provide an inclusive agenda.
- Regular departmental focused meetings take place to evaluate performance and implement policies.
- The SENCO distributes and maintains the SEN register to all staff and information on any pupil with concern is available to teaching staff.
- The Governing Body is fully involved in, and is committed to, the inclusion agenda



## Assessment Report by IQM



### Areas for development:-

- There are no significant areas of development.
- Continue to enact the key elements and action points in the SIP.

### Element 4 - Staffing System & Organisation

#### Strengths:-

- The inclusion agenda is a central feature of the recruitment and selection process. This was demonstrated repeatedly in both formal and informal meetings with teaching and support staff.
- The organisation structure underpins the school's commitment to inclusion for all stakeholders and is seen by all interviewed as being in direct response to the Headteacher's lead.
- The school makes effective use of external staffing resources and when questioned the external staff expressed the view that they were welcomed and regarded as effective professionals.
- Evidence supported that the school's teaching teams are constantly reviewing and evaluating the processes that they manage.
- All the meetings of staff within the school are seen as professional development opportunities with inclusion being a keystone.
- Student-level data is used to assist in identifying needs, adjusting schemes and developing new approaches to engage all.
- The CPD within the school is comprehensive and well understood. It is seen as responding to individual and school needs and proactive in its approach.
- The CPD programme is extensive, well documented and evaluated. Evidence supports the assumption that it supports all academic and support members of staff, without differentiation.
- A well-developed and understood, Performance Management (PM) process is in place with clear objectives understood by all interviewed.
- It is seen by all interviewed that the school enjoyed an effective core team of HLTA and TAs provides focused support for all students on the register.
- Induction training for all new staff was seen as a positive and productive process. The central theme throughout this process was the inclusion of all members of the school as important, unique and special.

#### Areas for development:-

- There are no significant areas for development.
- Continue to drive forward the changes recently introduced.

### Element 5 - The Learning Environment

#### Strengths:-

- The vehicular entrance to the school can be seen as difficult, with limited signage for direction to the school and car park. However, once on the site the signage to the reception and other areas is clear and well directed.
- The school main reception is open and welcoming. Signs indicating accepted behaviour are well placed and polite in their construction, such as a sign requesting visitors to respect that the reception area is also a working area and use of mobile phones could create difficulties.
- The assessor was made welcome by the reception staff as were all visitors observed arriving at the school.
- The 'new build' building is seen by all interviewed as a concrete expression of the school commitment to provide the best learning environment available for all who use the facilities. This building has provided the school with areas of learning which complement the pedagogy being developed within the school.
- Older buildings have been refurbished effectively, to enable greater access and provide further learning spaces. The inclusion of lifts has enhanced access.
- The attitude and approach of the students was observed to be very welcoming, open and they were eager to help visitors and younger students when the need arose. This created a 'safe environment' for the uninitiated and one that made the assessor feel valued and welcome.
- A considerable amount of attention has been given to creating a calm and comfortable environment throughout the school site and areas between the buildings. There is clear evidence that providing adequate space for the students for 'leisure time' has been a principal driver for the school. All questioned believed that this was a crucial factor in student behaviour and 'self worth'.
- Professionally prepared and subject based displays were found in all areas of the school. These reinforced the school's motto, gave 'sound bites' to the key foci and reflected the inclusion agenda.
- The school is proud of the Healthy Schools Status and has actively pursued a meals' system that reflects those ideals.
- All the classrooms observed were calm and focused.
- The Inclusion areas were open, and welcoming with all students engaged on their individual tasks. The school has continued to use innovative approaches to expand the facilities available and upgrades and refurbishes when finances permit.

- The Inclusion areas were comfortable and inviting, with a quiet calm atmosphere which reflected the ethos of the school's inclusive agenda.
- The school has been pro-active in providing students and the community with the space and environment that includes them in all aspects of school life.

Areas for development:-

- There are no significant areas for development.
- Consideration to wheelchair access in areas of the original building (the school leadership is aware of these issues).

### Element 6 - Teaching & Learning

#### Strengths:-

- The Head's vision for the inclusion of all learners in the 'joy of learning' is seen as the principal platform to drive change in the pedagogy of Uxbridge High. Throughout the assessment this enthusiasm to provide for all was evidenced by all interviewed, either formally or informally.
- All individual students and student groups are regularly reviewed by the Leadership Group and Curriculum Leaders.
- All teachers are required to plan lessons using an agreed format that includes how work will be differentiated.
- It is seen that the school's use of IEPs are effective and were rigorous in their individual focus.
- The school was seen by all interviewed as being a positive partner in promoting programmes that enhance and improve the T & L environment.
- Students interviewed demonstrated they knew where they were with their learning and that they got helpful feedback from teachers in order to improve their academic position.
- The school uses lesson observations to highlight effective good practice which is then shared as part of a comprehensive CPD programme.
- All departments have direct access to computers, and a number of ICT independent learning suites are provided for pupils to access learning.
- SEN staff often receive lesson plans in advance of lessons and/or curriculum subjects discuss with SEN staff aspects of delivery to enhance the learning.
- SEN staff attend all teaching and learning professional development and attend department meetings where they are linked. Each department has a designated SEN link member.
- The transition arrangements are well embedded and are seen by the school leadership as a crucial element in the inclusion process. It is committed to early intervention and induction which begins before students arrive at Uxbridge High.

#### Areas for development:-

- There are no significant areas for development.
- Continue to develop the tracking programmes to inform student performance.

### Element 7 - Resources & ICT

#### Strengths:-

- Use of ICT in classrooms is extensive and is seen as an important tool in the school's armoury to include all students in the learning process.
- There was a high level of ICT support observed and documented throughout the school assessment and this assumption was supported by those interviewed.
- Teachers, support staff and leaders use ICT as a key element in their delivery, development and exchange of information. The augmentation of the school's increasingly effective behaviour practice owes a great deal to the innovative use of information technology.
- Those questioned expressed a clear view that the school's ICT platform is used effectively by staff and students for academic and pastoral exchanges. This was further supported by student feedback, especially KS4 and 5 students.
- The use of electronic communication is seen as being effectively used to improve inclusion, academic and pastoral. However, the importance of a 'corporate' message was recognised and seen as important in an effective inclusion programme.
- ICT to support learning (e.g. for coursework) and develop independent learning skills was demonstrated throughout the assessment in each key stage.
- All curriculum areas consult the SENCO with regard to all resources appertaining to students with needs and are positive in their engagement of 'new' ideas and resources.
- The school has effectively used all the buildings on site as a positive resource to aid in helping the learner. Innovative use of corridors and partitions, have created space that enhances the opportunities for the learners.
- Dedicated rooms are used as school resources to help in the inclusion process.
- All questioned expressed the view that the support staff, administration and classroom based, were an invaluable resource for supporting the aims and aspirations of Uxbridge High.

#### Areas for development:-

- There are no significant areas for development.

### Element 8 - Parents & Carers

#### Strengths:-

- The parents questioned were very supportive of the school and the support mechanisms Uxbridge High employed to help include their children in the learning experience.
- Throughout, parents continually highlighted the school's commitment to seeing them as active, positive partners in their child's progress.
- The school encourages parents/carers to be involved in decisions regarding their children's personal development and access to the comprehensive raft of alternative programmes.
- The proactive Safer Schools' Officer was seen as a benefit to the school.
- Parents feel they are kept well-informed by telephone, letters, home visits, school meetings, parents' evenings, ephemera and school reports.
- Parents/carers felt they were treated sympathetically, efficiently and with professionalism. Most of all they felt their views mattered to the staff of the school.
- Both parents and students questioned were very appreciative of the support they had received from the inclusion team and the other services within the school, including advice and support in dealing with their children at home.
- All parents questioned expressed the view that each and every issue as important to the school and that when brought to the school's attention they were dealt with promptly and with empathy.
- The school was seen as promoting an inclusive climate, one where all the students were valued, even those who had displayed effective disengaging tactics.

#### Areas for development:-

- No significant areas for development.

### Element 9 - Governors, External Partners & Local Authority

#### Strengths:-

- The governing body is fully involved in all aspects of the school and are seen as an active and positive influence on the school.
- The Headteacher's report is seen as detailed and constructive in a language that was understood and accessible to all members of the Governing Body. This approach was seen as keeping the Governing body well informed and involved.
- The Chair of Governors and Headteacher had regular meetings, at which the inclusion agenda was a principal focus.
- The encouragement by the school and chair of governors, for governors to take an active part in the decision making process, is demonstrated by the well managed committee structure. The structure adopted at Uxbridge; of committee chairs and vice chairs, enables governors to 'prepare for office' and reflects the Leadership model within the school.
- All the external agency representatives expressed their support for the school unreservedly throughout the assessment and have highlighted its effectiveness and commitment to inclusion for all.
- All the representatives of the LA felt they were welcomed and valued and that their views were respected and acted upon.
- Communication levels were seen as good by all interviewed which was supported with evidence indicating well informed debate.
- The school encourages Governor access and the evidence supports the view that they take advantage of this whenever possible. The school sees the Governors as another vital pathway to their inclusion agenda.
- All questioned felt the school enjoyed excellent support from all governors and that their insight, especially the Chair of Governors, was a key driver in their development.
- The school has extremely well-developed relations with a multitude of external agencies which is evidenced throughout this report.

#### Areas for development:-

- There are no significant areas for development.

### Element 10 - The Community

#### Strengths:-

- The school is proactive in its involvement with and in the community. It attempts to extend its facilities and expertise to all stakeholders whenever possible.
- The school actively encourages all community members to access their facilities regardless of the user's affiliation to the school. This approach is evidenced by the large number of activities provided by the school for pupils in primary schools who will not enter the school in Year 7, extended schools' programmes and 'open door usage'.
- The school embraces an inter agency approach as a proactive process in providing a platform of positive partnerships to ensure the continued development and success of the inclusion agenda.
- Observation of pupils arriving and leaving school emphasised the orderly, calm and positive attitude of the pupils to the school, many of whom travel considerable distances to the school.
- Throughout the assessment students were observed closely and no indication of pressure towards any group or individual was seen to have taken place. This was reinforced by students in both the formal and informal interviews.
- Evidence supported the belief that the school is increasingly been seen as a source of strength for continued community development. This focus was attributed to the innovative work the school supports and encourages.
- There is a wide range of links with local businesses, several of which provide alternative work-related provision off-site.

#### Areas for development:-

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