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Mrs H Huntley
Executive Headteacher
Haybrook College
112 Burnham Lane
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Dear Mrs Huntley

Ofsted subject survey: good practice in promoting equality of opportunity

Thank you for your hospitality and co-operation, and that of your staff during my visit on Monday and Tuesday 3 and 4 November 2008 to look at work promoting equality of opportunity.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included meetings with:

- yourself and Heads of Centres
- staff responsible for curriculum provision and support
- local authority partners
- key stakeholders within the business community
- students - current and past
- Complementary Therapist
- Chair of Governors
- parents
- the Assistant Director for Inclusion, Slough

In addition, brief observations were made of each programme including a number of lessons: Key Stage 3 PSHE at Herschel Training Centre; Year 11 Business Studies (Marketing) at Activate, Year 11 Art at the Virtual School and Year 10 Junior Sports Leader Award at Millside School. In addition, breakfast club and lunch at Millside were also attended.

A short review of documentation for each programme was also carried out.

The quality of provision to promote equalities is outstanding.

Features of good practice observed

- There is clear evidence of a commitment to equalities in the behaviour and attitudes modelled by staff, the visual stimuli displayed throughout the different programmes and the choices made in texts, poetry, artists etc for curriculum delivery and learning. Pupils' responses to these stimuli are positive and their work demonstrates a clear understanding of the issues relating to equalities. This is recognised and acknowledged by students who consider that the positive approach to equalities has assisted them in overcoming some of their difficulties and in raising their achievement.
- The range of programmes and accreditation available provides excellent opportunities to meet and successfully address the very different needs of young people who have difficulty in behaving appropriately, in attending school, or who are vulnerable due to their social circumstances, mental health or medical needs. As a result, participation and enthusiasm for full-time education has increased. Students value the opportunities given to them.
- The care taken to assess and interview students for the different programmes enables optimum opportunity for students to flourish and develop appropriate behaviour, educational and social skills. This is evidenced in increased attendance, academic achievement, self-esteem and the high success in their subsequent entry to college and the world of work.
- The support programme for the students with mental health needs is very good as it is tailored to meet their changing needs as their emotional well-being improves. This enables a significant number of pupils to return to full-time education or college. Likewise the hospital provision for those with long term medical needs effectively enables young people to keep abreast of their education in an ethos which is positive and also supports emotional well-being. Parents speak highly of the good liaison work with schools and of the efficacy of the provision in meeting individual needs.
- There are excellent relationships between staff, and staff and pupils across the different programmes. These relationships enable young people to develop trust and confidence, to relate to others in a positive manner and to develop a better sense of self-esteem and self-worth. Past pupils are very appreciative of the opportunities given to them and many are now successfully pursuing careers or enrolled on further and higher education courses.
- The role and concept of Sports Coach Mentors is outstanding. The range of mentoring and motivational skills, together with the commitment to developing appropriate co-operative and team skills is exceptional. Their professionalism and interpersonal skills provide a good role model for students who look up to them and see ways and means of changing their behaviours and life choices.
- Teachers provide well planned and prepared lessons across the different programmes which enable students to make good progress. Their flexibility in meeting student needs provides maximum

opportunity for success. The regular academic and personal development assessments, the setting of targets and subsequent tracking, are very good. Students enjoy their work and consider that they make good progress. Parents echo these views and consider that Haybrook College has been instrumental in changing their young person's life.

- The support from stakeholders is excellent. The relationships and support from headteachers and the local authority has enabled Haybrook College to develop in an innovative manner in order to meet the needs of vulnerable young people. The business community has been instrumental in providing excellent experiences and routes into the world of work.

Areas for development

- Continue to work on developing opportunities for work experience for Year 10 students with statements for special educational needs.

I hope these observations are useful as you continue to develop promoting equalities in Haybrook College.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Morag Bowden
Her Majesty's Inspector