



# Slated Row School

**Address:** Old Wolverton Road, Wolverton, Milton Keynes, Buckinghamshire, MK12 5NJ

**Unique reference number (URN):** 110587

## Inspection report: 10 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Exceptional ●

## Attendance and behaviour

Exceptional ●

Leaders prioritise attendance for all pupils. Many arrive having attended little or no education in the past. This school provides support which is carefully designed to dismantle any barriers to pupils attending. Leaders continually review this support to ensure that it is making a difference for pupils. Staff build highly effective relationships with pupils and their families. This underpins the school's work to ensure that pupils feel like they belong here. Pupils do not want to miss a single day at school. They value their time learning and being with friends. Pupils begin to improve their attendance from their first week in school and sustain this improvement throughout their time here.

Leaders have established a culture that enables all pupils to experience learning without disruption. Pupils demonstrate consistently high levels of respect for those around them. Bullying is not tolerated by pupils or staff. Older pupils act as a positive role models for their younger peers. Social times are a joyful celebration of positivity and inclusion. Leaders and staff encourage and inspire pupils to believe in themselves. Pupils are highly motivated. They learn to manage their own emotions and communicate their feelings. Staff rarely have to remind pupils of the school's expectations for their conduct. Overall, the school's highly positive culture of attendance and behaviour has a transformational impact on pupils and their families.

## Inclusion

Exceptional ●

Highly effective inclusive practice lies at the heart of the school's work. Leaders have an in depth understanding of pupils' needs and vulnerabilities. Skilled staff expertly apply leaders' carefully designed systems and processes. These ensure that pupils' needs are identified quickly and accurately. Barriers to their learning are successfully removed. Staff provide high-quality support and precisely monitor the impact of their actions on pupils' progress. Staff carefully adapt this support so that different groups of pupils learn effectively and are successful. Leaders ensure that the school's pupil premium strategy is highly effective in enhancing the experiences of disadvantaged pupils. These carefully considered systems are constantly refined. By implementing them over time, leaders and staff have raised aspirations and outcomes for pupils, enabling them to flourish.

There is a palpable sense of community and belonging for all members of the school. Staff benefit from highly effective training which supports them to understand pupils' needs. Pupils celebrate one another and are proud of themselves. The school works collaboratively with other schools and external agencies to support inclusion across the locality. Staff's belief in all pupils' potential transforms their feeling of self-worth. Pupils attend regularly, build friendships and make progress, sometimes for the first time in their lives, due to the deliberate decisions and inclusive culture created by leaders.

## Personal development and wellbeing

Exceptional ●

Leaders have embedded a highly personalised and holistic approach to pupils' personal development. Pastoral care and support for pupils' wellbeing sits at the heart of this school.

There is a tangible culture of care. Leaders are determined for pupils to have experiences, aspirations and a future that they may once have thought was not possible. Leaders and staff make certain that pupils' achievements are celebrated and valued. Opportunities to take on responsibilities, such as being a kindness ambassador or school councillor, are genuinely meaningful in the way that they support pupils to learn about the rule of law and democracy. Pupils swell with pride when they talk about these experiences. This, alongside the school's highly inclusive ethos, ensures that pupils feel valued and that they have a place in the school and community.

Leaders have ensured that the curriculum for personal, social, health and economic education is ambitious and focused on pupils' needs. Life skills and preparation for adulthood run through the curriculum. This includes topics such as self-care, independent travel, managing money and preparing meals. The relationships and sex education curriculum is highly effective in providing pupils with the knowledge that they need. Pupils develop detailed knowledge across this curriculum. They are particularly secure in their understanding of the aspects the school has rightly prioritised, such as how to keep themselves safe and form healthy relationships.

The highly effective impact of the school's focus on personal development can be seen in how well pupils' independence and self-confidence flourish. This combination of knowledge and personal skills prepares them very well to take their next steps into the wider world. Careers education and work experience are an integral part of the curriculum. These extensive and carefully designed experiences reflect leaders' high aspirations and deep understanding of their pupils' needs. They positively change the lives and future opportunities for all pupils.

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## **Strong standard** ●

### **Achievement**

**Strong standard** ●

From very varied starting points, pupils achieve well and make sound progress through the curriculum. For many pupils, this is the first time they have successfully engaged with education. They develop their communication, language and social skills particularly well. Pupils, regardless of the difficulties that they face, consistently achieve highly. They develop detailed knowledge and skills and produce high-quality work across curriculum subjects.

Progress is regularly tracked to ensure that leaders and staff are aware of both gaps and successes in pupils' learning. They act on this information quickly, to celebrate achievement and to ensure that any missed or misunderstood knowledge is cemented in place.

Older pupils successfully gain accreditation in a range of qualifications. These are highly tailored to pupils' individual needs. This helps to ensure that each pupil is well prepared for their next step, whether in further education, training or work.

## Curriculum and teaching

Strong standard 

Leaders are highly ambitious for pupils. They have an in-depth understanding of the quality of the curriculum and teaching across the school. This helps leaders to make astute decisions about how to refine the curriculum around pupils' changing needs. This ensures that pupils benefit from exactly the input that they need, when they need it. The curriculum is thoughtfully sequenced. It builds pupils' skills and knowledge over time, with gaps being filled as swiftly as possible. Pupils who may have missing foundations in their reading, writing and number knowledge are supported to catch up. Skilled staff make sure that they do so as soon as they can through well-taught phonics and numeracy programmes.

Teachers receive high-quality training to ensure they can implement the curriculum well. This leads to a high level of consistency in the quality of teaching across the school. Teachers make highly effective choices about what to teach. They explain important concepts well and carefully check whether pupils have understood. Teachers provide many opportunities for pupils to revisit, revise and practise their learning. This helps pupils remember and build on the important information and language that they need for their future learning.

## Leadership and governance

Strong standard 

Leaders' actions are guided by their very high expectations for pupils and staff. They have set an ambitious strategic direction that secures pupils' learning and wellbeing. Leaders rigorously monitor the school's provision to make sure there is a positive impact for all pupils. Their decisions are well informed, precise and deliberate. This ensures that highly targeted help and support is available for all pupils. Leaders advocate passionately for pupils. This ensures that pupils achieve the best possible outcomes in their learning and their personal development.

Leaders are highly committed to ensuring that the school is inclusive and welcoming to all. Staff morale is high. They are proud to work at the school and feel valued and supported. Staff's expertise grows through the opportunities leaders provide to network, share best practice and learn from colleagues. This reflects a strong, supportive and purposeful culture of continuous improvement.

Leaders and those responsible for governance are absolutely passionate about their work. They are determined to make a positive difference to the lives of pupils at the school. Governors know the school very well and provide the necessary support and challenge to leaders. They check that safeguarding is effective and are well trained to fulfil their statutory duties. They have created a culture of collaboration across the school. Leaders model courtesy, kindness and respect that results in respectful relationships across the school. Leaders work hard to engage parents and work in partnership with families. They are highly compassionate and understand the challenges that parents of their pupils can experience. Their work is having a highly positive impact on their pupils' lives.

## Post 16 provision

Strong standard 

Leaders have ensured students access study programmes that are carefully planned and highly relevant to their needs and aspirations. Teachers skilfully deliver the post-16

curriculum. This enables students to progress through it well. Students work towards a range of appropriate qualifications alongside learning to take their place as independent adults in modern society. Students' positive attitudes to learning are impressive. This results in a calm environment in which everyone can learn. A comprehensive careers programme ensures that pupils build the skills and knowledge that they will need in the workplace, in college or in an apprenticeship. All students in the sixth form benefit from meaningful work experience, supported at a level appropriate to their needs. Their successes in these placements demonstrate the impact of the school's work to prepare them for their next steps.

Students speak confidently and articulately about their learning and their enjoyment of the sixth form. They are clear about their ambitions for what comes next, and they know that their experiences at school have readied them well. Without exception, students move on successfully to further education, employment or training when they leave.

## **What it's like to be a pupil at this school**

Pupils are genuinely valued at this caring school. Leaders ensure their voices are heard. They feel a deep sense of belonging in this highly inclusive school. Pupils build positive, trusting relationships with skilled and nurturing staff. They attend regularly and want to be in school. Pupils know that they are safe at school. Their behaviour is extremely positive as a result of the deliberate actions of leaders and staff to help pupils be the best versions of themselves. Bullying is extremely rare and dealt with promptly. Pupils demonstrate the school's values of 'hope, dignity and respect' throughout the day with everyone they meet.

Pupils enjoy learning. The school celebrates their achievements. Pupils benefit from a very carefully considered, broad and enriching curriculum. Teaching equips them with the knowledge and skills to thrive. Staff ensure barriers to pupils' learning are successfully removed. Over time, pupils achieve well from their wide range of starting points. Pupils are aspirational for their futures. Leaders and staff are determined to fulfil the school's vision that 'every student will see that they are a valued member of our community'.

Pupils build and demonstrate confidence, resilience, independence and teamwork during their time at school. They enjoy supporting others and take immense pride in their responsibility as kindness ambassadors, student councillors and peer mentors. Pupils demonstrate strong social and moral understanding. They actively contribute to the work of the school. Pupils learn how to regulate their emotions and to manage challenging situations very effectively.

Staff hold exceptionally high ambitions for all pupils. Pupils rise to meet these ambitions due to the personalised support they receive. They achieve highly in a wide range of qualifications. The school's work has a lasting impact on pupils. They are incredibly well prepared for their future lives.

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## Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work, ensuring that plans to refine assessment processes are rolled out across the school to inform curriculum implementation to a greater degree. This is in order to further enhance pupils' learning and achievement.
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## About this inspection

This school is part of a federation called The Aspire Federation, which includes one other school.

The chair of the board of governors is Amanda Farr.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with leaders, governors, staff, pupils and parents during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

All pupils at the school have an education, health and care plan. The school predominantly caters for pupils with complex learning needs and autism.

The school uses no alternative provision.

Headteacher: Zoë Baines

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### Lead inspector:

Simon Graydon, His Majesty's Inspector

### Team inspectors:

Martin Dyer, His Majesty's Inspector

Sue Cox, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

## School and pupil context

### Total pupils

**237**

#### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

### School capacity

**228**

#### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

### Pupils eligible for free school meals (FSM)

**42.86%**

#### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

### Pupils with an education, health and care (EHC) plan

**100.00%**

#### What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

## **Pupils with special educational needs (SEN) support**

**0.00%**

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

## **Location deprivation**

**Close to average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **Type of specialist provision (if applicable)**

**SpLD - Specific Learning Difficulty, VI - Visual Impairment, OTH - Other Difficulty/Disability, HI - Hearing Impairment, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, PD - Physical Disability, MLD - Moderate Learning Difficulty, SLD - Severe Learning Difficulty**

### **What does this mean?**

The type of Special Educational Needs provision provided at the school (if applicable).

## **Destinations after 16**

### **Destinations after 16**

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school
2023 leavers (provisional)	100%
2022 leavers (revised)	96%
2021 leavers (revised)	100%

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school
2024/25 (2 term)	10.6%
2023/24 (3 term)	9.7%
2022/23 (3 term)	10.1%

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (2 term)	29.0%
2023/24 (3 term)	31.8%
2022/23 (3 term)	33.5%

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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