

CfBT Education Trust Trading As Include

Independent school light-touch inspection report

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Reporting inspector	Declan McCarthy

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

This was a light touch educational inspection which focused principally on the quality of education provided by the school; its provision for the students' spiritual, moral, social and cultural development; the arrangements for safeguarding students and the improvements the school has made since its last inspection.

Information about the school

The Include School consists of three sites; two in Norwich, known as the Norwich Include School and one in Kings Lynn, known as the Kings Lynn Include School. Students at the Norwich Include School, which opened in 2003, and the Kings Lynn Include School, which opened in 2008, are referred to by the local authority. Each site provides full time education known as Pre-16 Bridge Projects, so called because of the aim to build bridges in students' lives between their education and personal development when they arrive, and their potential. Students arrive having been permanently excluded from mainstream schools, special schools or pupil referral units. They have a history of disruption to their learning and many students manifest challenging behaviours. Most students have a statement of special educational needs, mainly arising from behavioural emotional and/or social difficulties. A few of these students have additional needs due to moderate learning difficulties, dyslexia, attention deficit hyperactivity disorder (ADHD) or varying degrees of autism.

There have been some material changes in registration, since the last inspection in 2008, which were duly notified by the school to the Department for Education. The school has increased its registration from 26 places to 47 places and now provides for boys and girls aged 11 to 16 years. There are currently 40 students on roll. The school now operates from three sites, as opposed to the two at the last inspection. A new site at Kings Lynn utilises a unit on the North Lynn industrial estate and shares its accommodation with the company's post-16 provision. There has also been a change of site in Norwich, where students learn in St Barnabas' Church hall, which offers spacious accommodation and a dedicated computer suite. This is a considerable improvement in accommodation and resources since the last inspection. All three sites, situated within the communities which they serve, are within easy reach of local shops, parks and amenities with good access to local transport.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

Evaluation of the school

The Include School continues to provide a good education for its students as it did at the last inspection. It has made good improvement since then, particularly in meeting all outstanding regulations and in its accommodation. At the time of the last inspection there were no facilities for students who were ill, no designated outside space for students to play, and no three year plan to improve access under the Disability Discrimination Act. At all three sites there are now designated areas for students who are ill, although one of these areas is currently also used for storage. A three year plan to improve accessibility is in place and the school makes good use of the local parks and leisure facilities to ensure students have recreational space.

The school was also asked to consider implementing schemes of work for science, technology and music, to continue with encouraging and monitoring attendance and to make self-evaluation a feature of every lesson. Schemes of work are now in place for all subjects. Attendance is rigorously monitored, resulting in continuous improvement in attendance since the last inspection. Opportunities for students' self-evaluation are now a feature of nearly all lessons. The curriculum, which was satisfactory at the time of the last inspection, is now good and highly personalised to meet each student's needs. Teaching continues to be good, enabling all students to make good academic progress and enjoy their learning. Good welfare, support and guidance, including arrangements for safeguarding, are provided for all students ensuring good progress in their personal development.

Quality of education

The good curriculum impacts positively on students' learning and progress. There are clear schemes of work and planning in place for all subjects. The curriculum offers a broad range of subjects which are highly relevant to students' needs. These include a strong emphasis on functional literacy, numeracy and computer skills, a personalised programme of vocational and work related learning, personal, social and health education (PSHE) and citizenship, expressive arts, cookery and physical education. A wide range of courses are available for students. These include the Accreditation Scheme Development and Assessment Network (ASDAN) Certificate of Personal Effectiveness (COPE), Certificates of Achievement and Foundation GCSEs where appropriate. Good partnerships within the community considerably enrich learning. For example, strong links with the fire service provide opportunities for students to learn about fire prevention and safety, which contribute to credits within the ASDAN COPE award. Other links in the community enable students to learn construction, brickwork, carpentry, health and social care and hairdressing. The Zone For Learning offers City and Guilds in carpentry and the school provides cookery and horticulture on site. This is good improvement in the curriculum since the previous inspection

Provision for PSHE is well conceived and permeates the school. There is a good policy for sex and relationship education which promotes healthy living and prepare students for the responsibilities of adult life. It focuses on an understanding of the importance of marriage and family life, stable and loving relationships, respect love

and care, the teaching of safe sex, sexuality and sexual health. Good provision is also in place for work related learning, which makes a positive contribution to preparing students for life beyond school. There is good provision for students with statements of special educational needs, through well-conceived individual education plans (IEP) which are based on provision as specified in each student's statement. Individual support for learning is provided where necessary.

Teaching is good and teachers make good use of assessment to promote good learning and progress. In lessons seen, teachers demonstrated good subject knowledge so that students acquired new skills quickly. Teachers made good use of resources in all lessons. For example, in a literacy lesson, teacher-made prompt sheets and colourful cards for making posters were used to good effect to generate ideas for designing a poster for fundraising. This stimulated students' enjoyment and interest in learning, promoting personal development and literacy skills well. The new information and communication technology (ICT) suite was used effectively by students practising the correct use of email. In most lessons, expectations were high and the lessons pace was brisk so that students clearly focused on learning. For example, in the appropriately planned ICT lesson on email, students were asked to generate a list of the meanings of functional keys. Students greatly enjoyed the challenge and worked well together to arrive at 23 features, far exceeding the target of 10 for their accreditation.

Teachers usually match work to different abilities, interests and aptitudes of students. However, where teaching is satisfactory this is not always the case. For example, on a few occasions, work is too easy for higher attaining students. Nevertheless, the school's clear policy for teaching and learning, with performance targets set for teaching, has resulted in sustained improvements in the quality of teaching.

Good assessment systems are generally used effectively to ensure students of all abilities learn and make good progress. Statutory requirements for assessment of students with special educational needs provide good opportunities for involving parents. Termly targets are set in IEPs for learning and behaviour. These are monitored every two weeks. Regular reports are sent to parents on their children's progress. A clear marking policy is in place and students' work shows this is adhered to. Students now have good opportunities to evaluate their own work by completing an evaluation sheet at the end of each lesson.

Students make good progress in learning, especially those who attend regularly. They make good progress in the wide range of examination courses they study and the good progress reported at the last inspection has been maintained. Most students, and those parents who responded to questionnaires, acknowledged this. Students make good progress in their personal development, especially in attendance and behaviour. Students' progress in work-related learning and vocational skills is also good and facilitates a smooth transition to college and/or employment.

Spiritual, moral, social and cultural development of the students

Students' spiritual, moral social and cultural development is good. Students say they feel safe and they develop a keen sense of right from wrong through well thought out PSHE topics, such as drugs awareness and the dangers of smoking. Behaviour is good and students generally abide by the school's code of conduct. Good behaviour was seen in nearly all lessons and around the school; students take responsibility for their behaviour and develop positive attitudes. Students' enjoyment of school is seen in their engagement in lesson activities with high levels of concentration. In some lessons where work is not matched to abilities, students lose concentration and low level minor disruption occurs. However, students re-engage as behaviour is managed well. Students are encouraged and rewarded through the points system, through the student of the month award and through regular home visits. Students develop a good understanding of institutions and services through the ASDAN COPE award, PSHE and citizenship, together with a well conceived programme of visits to promote independence. They gain respect for their own and other cultures through activities associated with the school's Calendar of Culture, as part of the citizenship programme where they learn about diversity in society.

Safeguarding students' welfare, health and safety

Students' welfare, health and safety are given a high priority within the school. Arrangements for safeguarding the welfare and interests of students are good and fully comply with statutory guidance. Safeguarding is clearly enshrined within the overarching CfBT Corporate Safeguarding Policy. This clearly defines roles and responsibilities, safer recruitment procedures, and arrangements for training and induction. It also clarifies procedures for dealing with any potential allegations made against staff, and monitoring arrangements for any child protection cases. It makes clear references to associated policies such as anti-bullying and the use of physical intervention and includes key guidance documents such as the recognition of abuse and neglect. All staff training in safeguarding is up to date, including that for safer recruitment, which was booked online for new senior staff. A designated person for child protection is in place with strong links established with the local safeguarding board.

Good procedures are in place for ensuring health and safety within each of the three sites. Each site is secure and operates safely in all areas. All risks are assessed and any potential risk quickly remedied. Risk assessments are reviewed quarterly and there is a detailed annual health and safety audit. Extensive risk assessment procedures for trips and visits are consistently implemented prior to visits, trips or

sporting activities. Project workers, in Norwich and Kings Lynn, provide key pastoral support for those students whose circumstances make them vulnerable to ensure they are safe and their emotional and social needs are met. For example, the rigorous monitoring of attendance, with prompt same day action in the event of unauthorised absence, has led to improving attendance. All fire safety precautions are in place with regular checking of appliances and full risk assessments for each of the three sites. Strong links with a wide range of outside professionals such as CAMHS, Connexions, and Attendance Improvement Officers provide sustained and ongoing support for students who are most vulnerable and their families.

The school's thorough procedures for vetting the suitability of all staff, visitors and members of the proprietorial body are fully recorded in its single central register, which fully meets requirements.

The school has a clear policy and plan to improve access for disabled people and fulfils its duties under the Disability Discrimination Act

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- ensure greater consistency in matching lesson activities, teaching methods and/or resources to the aptitudes, interests and abilities of different groups of students.

Inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of students		✓		
How effective teaching and assessment are in meeting the full range of students' needs		✓		
How well students make progress in their learning		✓		

Students' spiritual, moral, social and cultural development

Quality of provision for students' spiritual, moral, social and cultural development		✓		
The behaviour of students		✓		

Welfare, health and safety of students

The overall welfare, health and safety of students		✓		
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School details

School status	Independent		
Type of school	Day School		
Date school opened	29 August 2003		
Age range of students	14-16		
Gender of students	Mixed		
Number on roll (full-time students)	Boys: 27	Girls: 13	Total: 40
Number on roll (part-time students)	Boys: 0	Girls: 0	Total: 0
Number of students with a statement of special educational needs	Boys: 20	Girls: 5	Total: 25
Annual fees (day students)	£14,526		
Address of school	First Floor, 29 Woodcock Road, Norwich, NR3 3UA		
Telephone number	01603 401515		
Email address	awaldron@cftb.com		
Headteacher	Alan Waldron		
Proprietor	Centre for British Teachers Education Trust		