

Include – Oxfordshire

East Oxford Community Centre, Princess Road, Oxford, OX4 1DD

Inspection dates	20–21 February 2013
-------------------------	---------------------

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Leaders and managers have a very good view of the strengths of the school and areas for development. They also monitor the quality of teaching and learning carefully. This ensures effective teaching and rising levels of achievement.
- Teaching is good because students who were at risk of exclusion in their previous school are engaged in learning and adopting a far more positive approach. As a result, they are now making good progress.
- Students' personal development including their behaviour and attitudes to learning has improved significantly since they joined the school.
- The curriculum enables students to focus on developing the core skills in reading, writing and mathematics while also promoting wider learning, including personal and social skills that help prepare them for adult life after school.
- Care is taken to ensure the good welfare, health and safety of students. This includes creating an environment free from bullying. Adults provide positive role models and give strong support to students.

It is not yet outstanding because

- Students generally join the school at the start of Year 11. This limits the time available to best prepare students for GCSE and other examinations.
- While overall students' attendance has risen, and in some cases dramatically, a few students remain reluctant to attend or to arrive at school punctually every day.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was undertaken with half a day's notice. Three lessons taught by the school's teacher and other sessions led by support staff were observed by the inspector, and students' work was examined.
- Discussions were held with the headteacher and other Include and CfBT staff, including a telephone conversation with the Director of United Kingdom Contracts.
- Written evidence, including information on students' learning and progress, schemes of work, lesson planning, and individual education and behaviour plans were examined.
- The views of parents, carers, students and staff were taken into consideration.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Full report

Information about this school

- Include – Oxfordshire is an independent, day, secondary special school which admitted its first students in September 2011 after initial registration in June 2011 and this is its first inspection. It is registered to provide full-time education for up to 10 male or female students between the ages of 13 and 16 years. There are currently 12 students on roll; all of whom attend full time. So far, all students have been admitted at the start of Year 11.
- It is one of a group of similar schools in England and Wales run by Include, which is part of the CfBT Education Trust. It is, however, unique in that its students are taken from a single school, the Oxford Spires Academy, with whom it has a contract to provide education for a specified number of students who would otherwise have been at risk of exclusion as a result of their behavioural, social and emotional difficulties. However, none has a statement of special educational needs.
- Around a third of the students are from minority ethnic communities, although none is at an early stage of learning English.
- The registered headteacher is the operations manager for this and two other projects in the area. Day-to-day leadership of Include – Oxfordshire is undertaken by a project manager.
- The school does not make any additional provision.
- As a charitable trust the work of the CfBT Education Trust is overseen by a board of trustees, which operates across all the Trust's education projects.

What does the school need to do to improve further?

- Seek to admit students at the start of their GCSE courses in Year 10 so there is a more realistic opportunity for them to maximise their potential when they take these or other examinations.
- Continue to seek ways to encourage the decreasing numbers of persistent absentees to attend regularly, and those students with a tendency to arrive late to get in on time every morning.

Inspection judgements

Pupils' achievement

Good

Students' achievement is good overall. After years of failing to maximise their potential and putting themselves at serious risk of being excluded from school, they have now re-engaged with learning. Their standards in English, mathematics and other subjects are below those found generally among young people of their age because their behavioural, emotional and social difficulties previously stopped them learning effectively in their mainstream academy. However, there is clear evidence that, from their low starting points when they are first admitted to Include, students make good progress. This is true for all, irrespective of gender or ethnicity.

Individual education and behaviour plans focus effectively on enabling students to raise their standards, particularly in English and mathematics. The plans are followed well. Good teaching, as well as opportunities to participate in a broad curriculum, also supports the needs of all students.

Most students are entered for GCSE examinations, although the fact that they only enter the school when courses are halfway through means, in effect, that they have to do a two year course in one year. This has an adverse impact on final outcomes and prevents them from doing better. Other examination courses such as City and Guilds, or Entry Level qualifications are available, so that all students leave school with some external examination results.

A key achievement of the school in the short time it has been in operation is its ability to help students realise the importance of developing their social skills and the impact that this has on their academic skills. They develop more positive opinions and are able to defend them in class discussions. For example, in a science lesson on evolution and 'the survival of the fittest' they showed a good understanding of the concept of natural selection, how it has had an impact on evolution and possible consequences for human beings.

Pupils' behaviour and personal development

Good

Behaviour and personal development are good, being very well supported by the programme to support students' spiritual, moral, social and cultural development. The development of social skills, including giving students much greater self-confidence and self-awareness, is a strength of the provision. Students develop much better behaviour and personal attitudes, so that discriminatory language is rare. The students form a single group within the school and get on well together. It is a diverse group and the positive way in which they are encouraged to get on together has a strong impact on the development of positive social attitudes and a sense of responsibility.

Staff provide effective role models and so there is a positive atmosphere. This means that there is no bullying and students support each other effectively. They are aware of the different types of bullying including the dangers of cyber-bullying and the misuse of social networking sites. Staff seek to ensure that personal risks are minimised and that students keep themselves safe. Students understand right and wrong and their responsibilities to themselves, the wider society and the environment.

Trips and visitors, such as those to the magistrates' court and links to the police community support team, help develop an appreciation of the law and some of the public services that support society. An appreciation of the diverse nature of British society and the range of cultures is effectively promoted through the school's 'calendar of culture' which highlights key festivals and social events throughout the year in a positive way. Careful records of attendance are kept and these show that students' patterns of coming to school have improved, sometimes dramatically. However, a few students, despite improvement, are still too erratic in their overall attendance and

in their poor punctuality, which means they lose time for learning.

Quality of teaching

Good

The quality of teaching is good. It helps students to gain knowledge, skills and understanding, to re-engage in learning and to achieve well. Staff are supported very effectively by the headteacher and this ensures that the quality of teaching enables students to make rapid progress once they become re-engaged in learning.

Staff get to know the students and their needs very well and provide an effective range of learning opportunities that enable students to develop their skills in reading, writing, communication and mathematics. The individual strengths of each student are known and generally work is set that matches their needs and level of ability, although, occasionally, work is too worksheet based, lacking the flexibility to be fully challenging for the most able. Just as importantly, teachers act as positive role models and have successfully engaged and motivated the students so that they all respond well to the individual targets and learning challenges that are set.

Lessons are well planned with clear learning objectives. Work is assessed during the lesson and the verbal feedback provided leads to discussions on how work could be improved. At the end of each lesson a review of what each student has achieved reinforces learning and provides praise for each student's efforts. This rewarding of success has a positive impact and promotes students' belief that they can succeed in education. Lessons observed during the inspection all reflected this positive dialogue and students' active involvement in their own learning.

Each student has an individual education plan that they help to develop which includes not only targets that are monitored on a termly basis but also final aspirations in terms of external examination results. This helps students to develop the skills they need for effective learning and far higher expectations than they showed when they first joined the school.

When they first join the school an assessment is made of their attainment and this is followed up with termly checks on progress. This assessment system is effective so that a clear picture is gained of progress over time and reinforces the repeated message that students can succeed despite their earlier lack of academic achievement. Information gathered is used well to plan future work.

The single classroom has appropriate resources, including computers and an interactive whiteboard that students use confidently. This supports their learning and underpins their good progress.

Quality of curriculum

Good

The quality of the curriculum is good and, because it supports students' engagement in learning, it helps them to develop new skills and interests and to make good progress. What is provided takes full account of students' individual learning and other needs.

There are clear, comprehensive schemes of work for different subjects which cover all the required areas of learning. There is a strong emphasis on English and mathematics, with other subjects such as science, history and physical education given appropriate importance. There is an art project at the community centre and students contribute to this. There is a suitable programme of personal, social and health education.

Links are being developed with a range of post-16 provision and there is good support for students wanting to remain in education or join the world of work. This includes careers advice and the services of a dedicated careers adviser who visits the school. The visits to places of interest and

visitors to the school enrich the curriculum and help to promote students' interests.

Pupils' welfare, health and safety

Good

The provision for welfare, health and safety is good, including arrangements for child protection. Recruitment procedures are good. Nobody is allowed to take up a post until the checks are completed. Details of all checks on staff are maintained, as required, in a single central register, along with the dates on which they were carried out and the staff member responsible for undertaking the check. Staff have received appropriate training at the required level in safeguarding, including safe recruitment. Students say they feel safe and appreciate the support they get from staff who act as positive role models. All the required policies are in place including those for health and safety, bullying, discipline, first aid, the recruitment of staff and child protection. They are well written and are understood by staff. They are effectively applied. For example, the reason that behaviour is good is because it is supported by clear procedures based on a well-administered system of rewards and sanctions and the careful supervision of students.

The centrally employed facilities manager and the health and safety manager undertake regular risk assessments to ensure the safety of the premises. Fire safety certificates are in place and there are procedures for fire evacuations and the regular testing of equipment. Good links with other agencies, and with parents and carers support the care and welfare of students. The school meets the independent school standards.

Leadership and management

Good

The school's leadership and management are good and the regional and national support from the proprietor enhances expertise, good practice and positive outcomes. There are high expectations that, despite a history of underachievement, students can engage in learning and be successful. The data provide clear evidence of students' rising achievement from their low starting points, so the challenge and methodology provided by the school are effective.

The school is rigorous in its self-evaluation and, in turn, this enables school leaders to draw up priorities for development. The proprietor and the headteacher have a clear view of the effectiveness of the provision and the strengths of every member of staff. This ensures the effective deployment of staff and resources in meeting the individual needs of students. There is a rigorous system of performance management that includes the setting of relevant annual performance objectives for all staff. These objectives address the needs of the school as well as staff. This level of good professional practice coupled with the commitment of staff indicates that the school is capable of sustaining the effective start it has made over the past year.

The school makes available all the necessary information to parents, carers and others in its prospectus. An easily understood pamphlet is available which outlines the complaints procedure and this meets requirements. The single-storey premises are suitable for learning and fully accessible for young people with physical disabilities. Arrangements for students who are taken ill, including the maintenance of first aid boxes, are appropriate.

Effective leadership has ensured that all the independent school regulations are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of education has serious weaknesses.

School details

Unique reference number	138119
Inspection number	408691
DfE registration number	931/6006

This inspection was carried out 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.

Type of school	Special secondary day school for students with behavioural, emotional and social difficulties.
School status	Independent School
Age range of pupils	13–16 years
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part time pupils	0
Proprietor	CfBT trustees
Chair	Philip Graf
Headteacher	Fiona Prinzi
Date of previous school inspection	This is the school's first inspection.
Annual fees (day pupils)	£8,989 p.a.
Telephone number	01865 792484
Fax number	01865 792484
Email address	fprinzi@cftb.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

