

Include Bristol

150–154 East Street, Bristol, BS3 4EW

Inspection dates	4–6 March 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

- It is well led and managed. The proprietor and senior leaders have successfully led improvements in all areas of provision since the last inspection, particularly the quality of teaching and in accelerating students' achievement.
- Students make good progress academically and in their personal development. Their attendance has improved significantly and they achieve well in nationally accredited qualifications. Almost all make good transitions into further education or work.
- Teaching is good. Effective assessments and suitably high expectations enable students to make good gains in their learning and to improve their behaviour and attitude to learning.
- Good arrangements are made to safeguard students' welfare, health and safety. Students feel safe and secure and are free from intimidation and harassment.

It is not yet outstanding because

- Not all premises and accommodation regulations are met. Appropriate facilities for those who are unwell or injured are not provided on both school sites.
- Some lessons do not fully engage the interest of all students and on a small number of occasions misbehaviour was not quickly stopped.
- Some aspects of the facilities require further improvement, in particular the classrooms at the Bedminster site do not provide a stimulating enough environment for learning.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet 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 carried out with half a day's notice.
- The inspector observed six lessons taught by six different teachers, looked at students' work, and held meetings with the representatives of the proprietor, staff and students. He spoke to some of the school's external stakeholders including a representative from the local authority with whom the school holds a contract.
- The inspector looked at the school's documentation including schemes of work, teachers' planning, records of students' progress, monitoring reports of teaching and learning, and staff training records.
- No parents or carers, pupils or local authority representatives responded to the on-line Ofsted questionnaires. The inspector took account of the school's own questionnaire of students' and parents' views. Seven questionnaire responses from staff were evaluated.

Inspection team

John Gush, Lead inspector

Additional Inspector

Full report

Information about this school

- Include Bristol is an independent special school that is part of a charitable trust managed by the CfBT Education Trust. It provides education for boys and girls aged from 14 to 16 years, who have been excluded from their previous schools or pupil referral units.
- The school holds a contract with Bristol City Council to provide education at the school and other local authorities also commission places.
- The school has recently expanded, within its registered age limit, and there are currently 52 students on roll. They have all been persistent non-attenders or excluded from their previous schools and have varying levels of disaffection with education and all have challenging behaviour.
- 24 students have a statement of special educational needs relating to their behavioural, emotional and social difficulties. Five are in the care of a local authority.
- The school was established in 1996 and was registered in 2005. It is located in two premises, in the Bedminster and St Paul's areas of Bristol. New and bigger premises have recently been acquired for one of the sites and modifications are planned for the other. Outreach provision has recently been developed, where education is provided in local facilities such as public libraries, or in the students' own homes. Some alternative provision is used to broaden the range of opportunities provided.
- The aims of the school include the provision of a broad curriculum that develops personal and social skills and academic achievement and which enables students to return to positive destinations post-16. The school was last inspected in September 2009.

What does the school need to do to improve further?

- Ensure students properly engage in all learning activities and that activities are suitably matched to students' interests.
- Ensure that any instances of misbehaviour are quickly stopped so learning is not slowed.
- Ensure that all classrooms provide a stimulating environment for learning, including producing displays that effectively support learning and recognise students' achievements and successes.
- The school must meet the following regulations:
 - provide accommodation for the medical examination and treatment of students who are ill (paragraph 23B(1)(a))
 - provide accommodation for the short-term care of sick and injured students, which includes a washing facility and is near to a toilet facility (paragraph 23B(1)(b)).

Inspection judgements

Pupils' achievement

Good

Students' achievement is good as a result of effective teaching and the successful efforts made by staff to enable individuals to successfully re-engage with education, and to make up ground lost arising from their previous disrupted education. Their achievement is not outstanding because there is still room for the students to improve their level of engagement during lessons and to behave consistently well at all times, so that learning is never disrupted or slowed. Very effective encouragement and support from teachers and learning support workers, together with good use of a flexible and responsive curriculum, enable all students to make good gains in learning over time and to improve their attitude to learning and their behaviour. The students acquire a broad range of knowledge, skills and understanding in all of the subjects taught, particularly literacy and numeracy, where they achieve well.

Most students report that they enjoy lessons and this is reflected in the high quality of the presentation of their work. An example of their improved attitude to their work was the impressive way that examination conditions were maintained during the Functional Skills examination that took place during the inspection. Their achievements in school enable a very large proportion of the students to make very good progression into further education or into work when they leave school.

The good progress that they make in academic subjects represents a significant achievement given their very low starting point on entry to the school. Students do well in nationally recognised accreditation, including the Entry Level Certificates and Functional Skills Awards, and many students gain passes in their GCSEs. Provision is making a good impact on developing students' personal skills and qualities, particularly their motivation, confidence and ability to form good relationships with staff and their peers.

Pupils' behaviour and personal development

Good

Students' behaviour and the outcomes from pastoral work are good. Provision is not outstanding because there continue to be some instances of misbehaviour in a small number of lessons and the learning is sometimes disrupted, which slows progress. On occasions this could be 'nipped in the bud' even more quickly. This said, staff adopt consistent behaviour management strategies and students know what is expected of them. Consequently, most of the time learning is conducted in a positive climate. Staff provide effective support and encouragement and as a result students improve their relationships and social interactions with staff and their classmates. For the great majority of students, attendance is very much improved on their previous school attendance rate. Most attend school regularly and on time. School records, together with comments from parents and carers, indicate an overall improvement in the behaviour of the vast majority of students and a marked improvement in their self-esteem and self-confidence. Students in both the school and the outreach settings say that they feel safe and secure and are well supported by the staff. Students say bullying is rare and that they are free from intimidation and harassment. When incidents of bullying or inappropriate behaviour occur outside of lessons, they are dealt with effectively.

The school makes good provision for students' spiritual, moral, social and cultural development. Staff consistently model respectful relationships and the school's code of conduct and, as a result, students learn how to appropriately respond when they experience social, emotional or behavioural difficulties. A wide range of agencies works in close collaboration with the school to provide effective support in relation to issues such as substance misuse, sexual health, offending behaviour and mental health. This, together with regular visits from the local police liaison team, helps the students to develop an improved awareness of right and wrong and to be aware of the impact of their behaviour on themselves and on others. Active engagement with a local multicultural

development group, religious education and good quality personal, social and health education help students gain an understanding of their own and other cultures represented in the local community. Provision promotes an attitude of respect and tolerance of cultural and religious difference. A good range of community involvement takes place as part of a Prince's Trust scheme and students effectively support a local hospice as well as other local charities. Students also develop good relationships with their local community through regular use of shops, libraries and leisure centres. This helps them acquire a suitable understanding of public services and institutions in the locality.

Students' effort and attainment are recorded daily as part of a 'voucher-based' scheme. This helps them to be more aware of their personal successes, and areas for development, and provides a valuable incentive for further academic and personal development. A useful arrangement, for a student representative to be elected in each of the centres, enhances opportunities for students to learn to express their views, and to take responsibility, and be involved in decision-making in school.

Quality of teaching

Good

The quality of teaching is good and it enables students to make good progress in their lessons and over time. It is not outstanding because, although lessons are well planned and take account of students' capabilities, some lessons do not fully engage the interests of all students. Teachers regularly demonstrate appropriate expectations as to what students must achieve and manage individual behaviour well, most of the time. Teachers are good at helping students overcome specific barriers to learning, particularly improving each individual's low self-confidence and poor self-esteem that most have when they start at the school.

Students' abilities are assessed at the beginning of their placement and regularly thereafter. These assessments are used to prepare effective and useful individual education plans for all students, including those with statements of special educational needs. Activities are well matched to the specific objectives outlined in their statements, particularly behaviour modification recommendations. Plans take account of personal development as well as academic targets and most students achieve the targets set for them. Mock examinations are well used to help students understand the requirements of their courses and the particular areas where they have to make additional efforts.

Teachers make good use of their subject knowledge to enthuse and inspire students, although there are times when activities could be better matched to individuals' interests, to increase engagement. They mark students' work regularly using a consistent marking policy that praises effort and pinpoints strategies for individual improvement. Teachers make excellent use of enthusiastic learning support workers, whose tasks are effectively directed in lesson plans. Support workers often take the initiative to help the students engage in learning and to move students' learning on at a good rate so lesson objectives are achieved.

Quality of curriculum

Good

The school has developed a good curriculum that effectively motivates the students to achieve nationally accredited qualifications as well as providing a flexible range of opportunities to meet their individual needs. One student commented on how much he appreciated the broad range of curriculum options, which were better than he had experienced in previous schools. This said, the interests of individuals could be considered more when drawing up curriculum plans. The curriculum is based on the National Curriculum, covers all of the required areas of learning and offers GCSE courses in English, mathematics, citizenship and religious education. Use of the Entry Level Certificate and the Functional Skills awards supplement GCSEs and ensure that all students have opportunities to develop their basic skills in a way that suits them best. Effective use is made of alternative provision to extend the range of opportunities for some students and includes

activities such as car mechanics, hair and beauty and horse riding. The curriculum and the way it is implemented ensure that, where students have statements of special educational needs, the requirements are fully met.

Physical education takes place at local leisure centres and follows the curriculum of the Sports Leadership Awards. This high-quality provision is supplemented by other outdoor education activities, such as football and basketball in the local park, climbing and horse riding, which students thoroughly enjoy. The provision has a good impact on improving individuals' health and fitness. Regular outings, such as to museums and theatres, extend the students' knowledge and interest in the world at large.

Students learn how to keep safe and to recognise threats and dangers through the well-designed personal, social and health education programme. Cross-curricular links support learning well and make it more meaningful. For example, students have recently learned in science about the impact that drugs and alcohol can have on their health as well as learning about the benefits of a healthy diet.

Students benefit from the wide range of work experience that the school provides. The experiences that they gain, coupled to the very effective careers advice provided, ensure that all students follow appropriate courses, linked to their aspirations, when they leave the school.

Pupils' welfare, health and safety

Good

Provision for students' welfare, health and safety is good. Safeguarding arrangements are robust and all health and safety regulations are met. Staff demonstrate a high level of commitment to students' well-being and care. A broad range of effective policies to promote the safety and health of students has been devised by the school's parent company and these are implemented effectively. For example, the behaviour management and anti-bullying policies are clear and their implementation ensures that students are free from harassment and are generally well behaved. Bullying is uncommon because of the consistent and effective support and guidance provided by the staff.

With the valuable assistance of head office staff, robust attention is paid to all aspects of staff recruitment and the required single central register is carefully maintained. Staff training, in child protection and first aid, is thorough and is regularly updated within the recommended timescales. This includes suitable training, at the appropriate level, for both of the designated safeguarding officers. Fire safety is good. Fire drills are routinely carried out and fire-fighting equipment at both sites is subject to regular inspection. Portable equipment is suitably checked by a competent person and outcomes of the checks are formally recorded.

Daily staff meetings and regular meetings with local authority staff, parents and carers provide excellent opportunities for continuous awareness of students' issues. One parent/carer commented about how much she valued the frequency of contact from the school, not only in relation to any difficulties that arose, but also to inform her about her child's progress and achievements. The school makes a valuable contribution by taking the role of 'lead professional' for a number of students where multiple agencies are involved, with the result that students benefit from a 'joined-up' response from those professionals working with them.

Supervision in school is provided in a good-humoured manner, which students appreciate. This is demonstrated in the respectful relationships between students and staff and in the confidence the students have in the support and guidance that they receive. Risk assessments, including those for visits outside school, are thorough. Assessments are formally recorded and appropriate action is taken where necessary.

Leadership and management**Good**

Leadership and management are good. They are not outstanding because outcomes are not outstanding and not all regulatory requirements are met. The headteacher and her team are very well supported by representatives of the proprietor, whose regular visits and contributions are valued and appreciated. Conversations with staff, and responses to the staff questionnaire, indicate that the vision of high expectations and ambition for development and improvement of the students' outcomes are thoroughly shared throughout the school community.

Effective self-evaluation carried out by the headteacher is backed up by annual quality assurance visits from the proprietor, which together inform effective school improvement planning. This has led to consistently improving student outcomes and also to the school extending its provision, especially the outreach provision, and acquiring new premises.

Performance management of staff, and in particular the effective observation of teaching and learning, has been central to improved student performance. This process is currently being extended to include staff taking part in the new outreach provision. The safe operation and effectiveness of the alternative provision placements are carefully monitored.

The headteacher and her team have set up a very effective schedule of meetings with local authorities, parents and carers, and other relevant agencies where issues concerning individuals' progress and well-being are carefully considered. The meetings are productive and beneficial. A commissioning officer from one local authority commented on the excellent liaison with parents and carers and on the 'enormous' improvement in attendance and outcomes. She said that the local authority relied on the provision made by the school.

The proprietor is in the process of improving the school's accommodation. Neither site currently has the required provision for students who are unwell. The current buildings provide adequate facilities and classroom resources; however, classroom environments are not particularly stimulating. The new premises in St Paul's benefits from large, light and airy classrooms with specialist facilities for cooking and art and design. New premises of a similar quality for the Bedminster site have recently been identified and the proprietor plans a move during the current year, subject to approval from the Department of Education.

All of the required information is provided, or is made available, to parents, carers and others through the proprietor's website and the school's brochures and extensive parent information pack. The complaints procedure meets regulatory requirements.

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	134441
Inspection number	408730
DfE registration number	801/6023

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	Secondary special school
School status	Independent day
Age range of pupils	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	52
Number of part time pupils	0
Proprietor	CfBT Education Trust
Chair	Steve Munby
Headteacher	Julie Catanach
Date of previous school inspection	September 2009
Annual fees (day pupils)	£13,500
Telephone number	0117 966 5427
Email address	jcatanach@cfbt.com

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