

Include Salisbury

18 Milford Street, Salisbury, Wiltshire SP1 2AP

Inspection dates	9–11 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The school has developed well as a result of strong leadership.
- Pupils are supported well to achieve academically and in their personal development.
- Pupils study a good range of academic subjects and most leave school with at least five passes in accredited courses. This shows that pupils make good progress from their starting points.
- Pupils become confident learners and concentrate in lessons because the teaching team works well together, ensuring that pupils' learning needs are met.
- There are good checks on all aspects of the school's work by leaders; this ensures that any weaknesses are dealt with quickly.
- Pupils say they like school. As a result, they attend more regularly than in their previous settings.
- Pupils and parents spoken to say that the school is a safe place. This is because safeguarding arrangements are effective.
- Pupils' spiritual, moral, social and cultural development and their understanding of British values are promoted well.

It is not yet an outstanding school because

- The school's marking policy does not provide teachers with sufficient guidance. As a result, pupils do not always know how well they are doing or what they need to do to improve and pass their examinations.
- Too many pupils arrive at school after registration and this slows their learning and that of others.
- Pupils do not have sufficient opportunities to extend their skills through studying vocational courses, where appropriate.

Compliance with regulatory requirements

- The school meets all the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the school's marking policy so that it gives clear guidance to staff in providing pupils with better information about how well they are doing and how they can improve their work further.
- Review the curriculum to ensure that it enables pupils to develop their skills fully, including through accredited vocational courses, where appropriate.
- Ensure that pupils arrive punctually to school each day.

Inspection judgements

Effectiveness of leadership and management is good

- A new leadership team was put in place in September 2015. This team has worked tirelessly to ensure that pupils are well supported both academically and in their personal development to make the best possible progress. There is a strong sense of 'team' among staff and they have a clear vision for the outcomes for pupils. As a result, pupils make good progress in their learning and improve their behaviour.
- The board of trustees provides high-quality support and this has enabled the school to develop at a rapid rate. Senior leaders have access to a range of expertise and share good practice across the 'Include' schools. The regular meetings of the headteachers in the group enable them to benefit from sharing the best working practices across the schools.
- Leaders and those responsible for governance know the school well; there are very rigorous systems for holding staff to account and checking the quality of their work. Any weaknesses are quickly identified and swift action taken to deal with concerns. Recent training for staff has improved aspects of teaching to ensure that it is consistently good.
- The arrangements for managing the performance of teachers and other staff are used effectively to develop their skills. There is detailed target setting and regular reviews. Good attention is paid to staff's training needs; the training programme ensures that all staff are updated on current initiatives. As a result, they are highly skilled, particularly in understanding the risks faced by their pupils.
- The curriculum enables pupils to study a range of subjects and achieve accreditation in GCSE, entry level and functional skills examinations. The most-able Year 11 pupils who are taking higher level GCSEs benefit from the well-organised extra tuition sessions provided for them after school.
- The school recognises that some pupils may make greater progress if able to select a more vocational route when they leave the school. Senior leaders are looking at providing opportunities for pupils to develop their skills through appropriate and accredited work-related courses. Staff are constantly developing links with local businesses to find relevant work experience placements for pupils. Impartial careers guidance is given to all pupils.
- Much thought has gone into providing activities for pupils that will extend their experiences and interests. These include visits to places of interest and culture that many pupils may not otherwise experience. The school promotes British values and pupils' spiritual, moral, social and cultural development well. As a result, pupils are well prepared for life in modern Britain.
- The school does not receive additional government funding for any pupils. However, staff ensure that the needs of all pupils are met and equality of opportunity is assured. For example, sporting activities are planned so that they meet the needs of girls equally as well as boys.
- The quality of information to parents is good. Termly reports to parents are detailed and focus well on how well their child is doing academically, as well as their improvements in behaviour and attendance.
- **The governance of the school**
 - Those responsible for governance have ensured that all the regulations for independent schools are met.
 - The proprietor and those responsible for governance have a clear understanding of the strengths of the school and what needs to be improved. The range of expertise within the Include group is used effectively to support school leaders. As a result, good practice is embedded across the school.
 - Those responsible for governance have ensured that there are appropriate plans in place to provide pupils with a good range of suitable resources.
- The arrangements for safeguarding are effective. There is a good level of training in child protection and safeguarding that ensures staff are well informed and pupils are safe. Records are checked regularly to ensure that staff training is up to date. All staff have received recent training on the required aspects of child protection, including the risks associated with radicalisation.

Quality of teaching, learning and assessment is good

- An effective staff team supports pupils' learning well. The team has a clear commitment to the pupils and 'goes the extra mile' to meet their needs. Pupils are aware of this and, over time, develop confidence in staff and conform to expectations.
- Staff use their knowledge and understanding of pupils well to encourage them to work. This was very evident in a lesson where pupils' good team work resulted in the completion of work that was initially met

with some resistance.

- Lessons in all subjects are planned well to make sure that what will be taught is invariably closely linked to the needs of each pupil. The work in pupils' mathematics books on using formulae, for example, shows that all pupils were working on tasks that were based on their individual needs. It is clear from their work that they focused on these tasks well and were able to complete the work set.
- Support staff are very skilled in working with the young people. They show considerable patience in dealing with pupils and do not hesitate to make good professional decisions, such as removing a pupil to work one-to-one in a different room where that is deemed appropriate.
- Teachers make good use of the local community and environment to enhance and engage pupils' in their learning. A recent field trip developed pupils' geographical knowledge well. On another occasion, pupils surveyed an area to investigate the best site for a festival. Pupils are enthusiastic about these activities. One young person described school as 'fun'.
- Pupils' work is marked in line with the school's policy. Teachers generally provide helpful feedback, to which pupils respond well, by correcting their spelling and grammatical errors. However, teachers do not always do enough to help pupils understand how well they are doing overall and how to improve their work. Pupils do not always have the information that they need to help them complete their courses and achieve the best grades possible.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. This is because pupils develop confidence in themselves and a belief that they can do well.
- Pupils know that they can talk to staff and that they will be listened to. They value the relationships with staff who spend time talking to them at break and lunchtimes. As a result, they start to trust adults and review their often negative ideas about teachers and school. In discussions with pupils, it was clear that they are keen to do well in their courses in order to move on to further education.
- Pupils are proud of their achievements and are happy to show off their folders and books. They take considerable care over the presentation of their work and their written work is neat and tidy.
- Pupils have a good understanding of how to keep themselves safe. They benefit from the school's personal and social programme which supports them to understand the dangers, for example, in taking drugs and alcohol. Pupils have a good understanding of online safety through regular visitors to the school and presentations by the local police community support officer.

Behaviour

- The behaviour of pupils is good.
- Pupils respond well to the high expectations of the school. They have contributed to writing the school rules and, on the whole, adhere to them well. They also understand the rewards system which is used effectively by staff to support pupils' good work and behaviour. Pupils have a good understanding of what is right and wrong. Pupils' work about prejudice, for example, shows how they have reviewed their ideas about different races and faiths and shows that they have a good understanding of the benefits of living in a multicultural society.
- Pupils say that they feel safe in school and that there is very little bullying. They say that they are confident to talk to staff if they have any concerns.
- Pupils' positive responses to staff and their increasing recognition of the importance of education ensure that most lessons run smoothly and are not interrupted. Where pupils occasionally refuse to engage, staff work closely with them and help them to catch up with the work they miss.
- All aspects of pupils' behaviour and their personal development are monitored. This careful checking ensures that staff are able to identify individual difficulties and provide well-targeted support. As a result, pupils have a good awareness of how well they are improving and developing their confidence and self-esteem.
- Some pupils have to travel a long distance to school; despite this, nearly all have improved their attendance from their previous settings. They do not all, however, arrive at school on time and these late arrivals occasionally slow the pace of learning for those already in lessons.

Outcomes for pupils

are good

- Pupils start at the school with significant gaps in their learning and many have a negative view of education. As a result, their starting points are often very low. Pupils' books and the school's assessment information show that pupils currently in the school make good progress.
- Pupils have the opportunity to take GCSE and functional skills examinations in mathematics and English, as well as entry level certificates in art, food technology, geography, history, mathematics and physical education. Pupils also gain accreditation for a programme preparing them for their working life. Of the nine pupils in the school last year, nearly all gained five or more accredited qualifications. No pupils left without at least one qualification. This reflects the good progress pupils make in successfully closing the gaps in their knowledge and skills.
- All pupils who left the school last year went on to a further education college, apprenticeship or work with training. Recent checks indicate that they are continuing successfully in these placements.
- Many pupils are reluctant readers and the school's reading tests show that some have very low skills when they join the school. The strong focus on reading is clearly developing pupils' confidence and understanding. Throughout the school, pupils make good use of the opportunities to read newspapers and books and they visit the local library regularly.
- Pupils are encouraged to write, even though many are resistant to putting pen to paper. Their work shows that they develop their skills well. As they grow in confidence, their answers to questions include greater detail. The school is developing different opportunities for extended writing to improve pupils' skills further. The most-able pupils write at length, producing good-quality stories and poetry.
- Pupils' progress in mathematics is particularly strong. It is evident, in the amount and quality of work they produce, that pupils clearly enjoy this subject and achieve well.
- Pupils did not make good progress in art last year; no pupils achieved passes in their entry level certificate. Quick action has been taken and pupils' work in their folders shows much better progress and outcomes in art this year.

School details

Unique reference number	141863
Inspection number	10008625
DfE registration number	865/6045

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	School for pupils with social, emotional and mental health difficulties
School status	Independent school
Age range of pupils	14–16
Gender of pupils	Mixed
Number of pupils on the school roll	9
Proprietor	Tracy Pepper
Headteacher	Sarah Pritchard
Annual fees (day pupils)	£14,500
Telephone number	01722 411364
Website	www.catch-22.org.uk/programmes-services/include-salisbury
Email address	Sarah.pritchard@include.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Include group which has recently been taken over by 'Catch 22'.
- At present, there is a proprietor and a board of trustees who oversee the work of the Include schools.
- Arrangements are in place to establish a governing body for Salisbury Include to hold the school to account.
- The school is based in Salisbury city centre.
- There are no pupils who have an education, health and care plan or a statement of special educational needs. Very few pupils are looked after by the local authority.
- Most pupils have been excluded or withdrawn from their previous education.
- The school does not at present use any alternative providers.
- Include Salisbury was registered by the Department for Education in February 2015 and this is its first standard inspection.

Information about this inspection

- The inspection took place with one day's notice.
- The inspector observed four parts of lessons, one of which was jointly observed with the headteacher.
- Pupils' work, annual reports and other records were scrutinised.
- The inspector held discussions with the proprietor, a senior leader, the headteacher and staff, and spoke with pupils.
- The inspector spoke with one parent on the telephone.
- Three staff responses to a questionnaire were analysed.
- There was one response to the Ofsted online questionnaire, Parent View.
- A number of school policies and documents were examined to check the school's compliance with the independent school standards.

Inspection team

Sarah J Mascall, lead inspector

Ofsted Inspector

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