

Include Northampton

1 Talavera Court, Darnell Way/Talavera Way, Moulton Park, Northampton, Northamptonshire, NN3 6RW

Inspection Dates

9 February 2017

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2), 2(2)(h), 3, 3(a), 3(b), 3(c), 3(d), 3(e)

- Senior leaders assess the level of ability and the specific learning needs of each pupil upon their arrival at the school. They make sure that teachers use this information when planning pupils' learning to ensure that the activities they set pupils are appropriate to pupils' individual needs. As a result, pupils are able to make strong progress in their knowledge, understanding and skills while at the school.
- In lessons, pupils complete a variety of activities across a range of subjects. These activities enable pupils to develop their communication and mathematical skills, while also developing a broader understanding of the world in which they live. Those books that the inspector looked at indicated that pupils in both key stages 1 and 2 receive regular opportunities to develop their understanding of scientific, technological, human and social, and aesthetic education.
- Teachers have good knowledge of the topics that they teach. They use this to develop engaging activities for pupils to help them secure their understanding. In response to the previous standard inspection, senior leaders ensured that gaps in teachers' subject knowledge were rectified, for example by making sure that all staff received training in teaching phonics.
- In lessons, pupils receive close support from adults. This enables the adult to identify quickly when the pupil does not fully understand the topic that they are studying or the skill that they are working on. As a result, the adult is able to intervene helpfully and swiftly.
- The stimulating environment that staff have created in the classrooms and in the social areas encourages pupils to engage with their learning. Senior leaders have ensured that there are vibrant displays on the walls that promote positive attitudes to learning. For example, they display pupils' work to enable pupils to see the level of work that they and their peers are capable of completing.

Paragraph 3, 3(g)

- Teachers regularly assess pupils' work, and provide comprehensive feedback that enables pupils to reflect and improve upon their work.

- Teachers use the information from their assessment of pupils' work to plan future learning. In so doing, the teachers set pupils work that develops their understanding further.
- Senior leaders regularly review pupils' achievement, assessing their progress against age-related expectations. The school's current performance information indicates that the majority of pupils across key stages 1 and 2 are making strong progress from their different starting points, particularly in reading and writing. The books which the inspector looked at confirmed this to be the case.
- Leaders' systems for measuring pupils' achievement are stronger now than they were at the time of the last inspection. However, leaders are rightly reviewing the effectiveness of these systems, particularly the quality and precision of the information about pupils' progress that these systems provide. They are aware of the need to ensure that their systems for measuring achievement fully take into account both the specific learning needs of each pupil, and their social, emotional and mental health well-being.

Paragraph 4

- The school provides regular reports to parents. These reports detail the pupils' achievement, and provide information about their communication and mathematical skills, their understanding of the curriculum that they have studied, and their behaviour. Parents of those pupils who complete some of their education away from the school site receive information about their progress at their placements within these reports.
- The school meets the standards in this part that the inspector checked during the inspection.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c)

- The school has a comprehensive, up-to-date safeguarding policy that provides all adults with clear guidance regarding the actions that they should take where they have a concern about a pupil. This policy, which is available on the school's website, reflects the latest government guidance in relation to keeping children safe.
- Senior leaders maintain detailed records of any concerns that they may have in relation to a child's welfare. They work closely with parents and with a range of local agencies to ensure that pupils receive the support that they need. They are tenacious in their dealings with the local agencies.
- All staff receive regular safeguarding training. As a result, they have a clear understanding of their responsibilities in keeping the pupils safe. They are aware of the different types of abuse, and of the signs to look for in their pupils. They understand what they should do when they have a concern about a pupil.
- The pupils that the inspector met said that they feel safe at the school. They said that they have an adult that they can speak with when/if they have a concern. They are confident that the adult will listen to them, and will take effective action to help them to resolve their concern.

- Pupils learn how to be safe through the curriculum that they study, their assemblies, and their conversations with staff. Pupils have learned how to stay safe online, as well as how to stay safe when in the local community, including when crossing the road and interacting with strangers.

Paragraph 3, 3(h), 9, 9(a), 9(b), 9(c)

- Senior leaders have introduced a behaviour policy that focuses on promoting and rewarding positive behaviour. Staff have received training in implementing this policy, including strategies that they can adopt to prevent pupils from engaging in disruptive behaviour in the classroom.
- Senior leaders record those occasions where teachers have imposed a sanction upon a pupil due to their poor behaviour. These incidents are few in number because of the strong focus that senior leaders place on enabling pupils to manage their own behaviour.
- On occasions, teachers use restraint on pupils. All staff have received appropriate training in how to do this properly. Senior leaders maintain detailed records of any such incidents.

Paragraph 14

- Senior leaders ensure that there is appropriate supervision of pupils at all times, including in lessons and during breaktime and lunchtime.
- A recent rise in the number of pupils in the key stage 1 class has resulted in an increase in the number of adults in the classroom. Senior leaders have increased the level of staffing to ensure that the new pupils receive the support they need.
- Senior leaders, including the headteacher and the two deputy headteachers, and the advocate, are present to support staff in supervising pupils, where this is necessary.
- The school meets the standards in this part that the inspector checked during the inspection.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- Senior leaders fully understand their obligations in relation to ensuring that the school meets the independent school standards.
- Senior leaders have taken appropriate action to ensure that the school continues to meet those standards that the inspection checked.

Paragraph 34(1), 34(1)(c)

- Ensuring the welfare of their pupils is at the very core of the work of all staff at the school. The headteacher has taken robust action to ensure that there are appropriate staff and systems in place to secure pupils' welfare, including for their mental health and their emotional and social well-being.
- The school has appointed two deputy headteachers who work closely with the headteacher to evaluate the individual needs of each pupil and to ensure that these are met. This includes closely assessing pupils' social and emotional needs to ensure

that all staff consider these when planning lessons, and when engaging with pupils.

- The headteacher has appointed a member of staff as an advocate. This member of staff's role is to provide close support to pupils who are feeling vulnerable. She also helps pupils to prepare for their return to mainstream education.
- Senior leaders have ensured that pupils receive appropriate refreshments to meet their physical needs and to ensure that they are healthy. Pupils have breakfast upon arriving at the school, healthy snacks at breaktime, and a hot meal at lunchtime.
- The school engages with a variety of therapeutic services, where senior leaders judge these to be of benefit to their pupils. Senior leaders regularly review the impact of these services on their pupils' well-being to ensure that pupils receive the support they require.
- Staff encourage pupils to reflect upon the importance of respecting themselves and others. On a weekly basis, pupils reflect upon their behaviour, the choices that they make, and the need to respect people who are different to them, including people who have a different sexual orientation.
- Since the previous inspection, the school has stopped its secondary provision.
- The school meets the standards in this part that the inspector checked during the inspection.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	142532
DfE registration number	928/6001
Inspection number	10033490

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	Alternative provision
School status	Independent school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	22
Proprietor	Catch 22
Chair	Fran Pollard
Headteacher	Kerrie Henton
Annual fees (day pupils)	£16,000 to £19,000
Telephone number	01604 491326
Website	www.catch-22.org.uk/services/include-northampton
Email address	Kerrie.Henton@catch-22.org.uk
Date of previous standard inspection	13–15 September 2016

Information about this school

- Include Northampton provides full-time education for pupils who have social, emotional and mental health difficulties.
- The school's last standard inspection took place on 13–15 September 2016. Since this inspection, the school has appointed two deputy headteachers, a member of staff who supports pupils who feel vulnerable (an advocate), and two qualified teachers.
- The school uses the services of four alternative providers who provide some pupils with education away from the school site. These alternative providers are: Realm of Experiential and Alternative Learning (REAL); The Saints; Greenpatch; and Seeds of Change. These alternative providers are all located in Northamptonshire.

Information about this inspection

- The inspection was carried out following concerns raised about the quality of education provided by the school and about safeguarding of pupils and their behaviour, welfare, health and safety.
- The inspection was carried out without notice.
- The registration authority for independent schools commissioned the inspector to inspect the quality of the school's education, its provision for the behaviour, welfare, health and safety of the pupils and the quality of leadership and management.
- The inspector met with the headteacher, senior leaders, members of staff and pupils. The inspector observed learning in all classrooms across key stages 1 and 2, during which time he spoke with pupils and looked at pupils' books. The inspector observed pupils' behaviour during breaktime and lunchtime, during which time he also spoke further with pupils. The inspector spoke with representatives of three of the alternative providers at which some of the pupils attend for their education. The inspector also spoke with representatives from the local authority, with whom the school liaises over matters relating to safeguarding.
- Inspectors reviewed a range of documentation relating to the school's provision, including the school's improvement plan and its risk assessments. The inspector also scrutinised documents relating to the quality of teaching, behaviour, and safeguarding and the provision for pupils who have special educational needs and/or disabilities. The inspector checked the school's single central register and the school's systems for recruiting staff.

Inspection team

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

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