

Inspection of Include School Norfolk

27 Hurricane Way, Airport Industrial Estate, Norwich, NR6 6HE

Inspection dates: 23–25 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

The school operates across three sites. The quality of education depends on which site pupils attend. The King's Lynn site provides a safe haven for pupils. They say the school is like 'a massive family' where they are looked after well, enjoy learning and are helped to make the right choices.

On the Norwich and Great Yarmouth sites, pupils also feel safe and value the care provided for them. However, recent staffing changes have led to a decline in teaching and the management of behaviour. Not all pupils behave well enough or attend regularly. Most pupils try their best to gain points that lead to weekly rewards, but a minority regularly misbehave and disrupt learning. Too often, pupils are excluded from school.

Staff forge good relations with pupils. They help those who have missed long periods of schooling to re-engage in learning. Pupils are taught how to stay safe. They feel free from bullying and know who to approach if they have concerns.

Teachers help pupils gain key skills in English and mathematics. Pupils are well informed about the opportunities available when they leave school. Most Year 11 pupils secure a placement in local colleges.

What does the school do well and what does it need to do better?

Leaders provide a curriculum that aims to give pupils key skills in English and mathematics. Leaders promote pupils' personal development and enable them to make positive choices when they leave school. Until recently, leaders were making improvements. However, changes in staffing have undermined much of the progress made. Behaviour is not managed well and incidents of poor behaviour are common.

On the King's Lynn site, experienced teachers use their subject knowledge to teach new learning in a logical, orderly way. They work as a team to manage behaviour effectively. This is not the case on the other two sites. Not all leaders are qualified teachers. Some teachers lack detailed subject knowledge. Reading is not promoted well enough.

To manage behaviour, pupils are reminded to meet the 'three Ps' and gain rewards. They are motivated by this but expectations of them are too low. Inexperienced and temporary staff are often unable to apply these procedures consistently. When they do not work, there are few other means of managing behaviour other than temporary exclusion.

Attendance is low. Although leaders can point to pupils who previously have not attended school and who now attend regularly, too many pupils are currently absent. Checks are made to ensure these pupils remain safe.

Staff welcome pupils into school, provide breakfast and check that they are ready to learn. A counsellor provides therapeutic support for those with social, emotional and mental health (SEMH) needs. Regular personal, social and health education (PSHE) lessons enable pupils to develop an understanding of healthy relationships. They respect the different views and lifestyles of others. Their understanding of healthy lifestyles is underdeveloped. Too many pupils smoke on site.

Pupils' work shows they are taught about fundamental British values. Limited teaching of religious education and history means their spiritual development and knowledge of people from different cultural backgrounds are underdeveloped. Weekly lessons in preparing for adulthood include information about education and training, career opportunities and how to prepare for interviews. Leaders engage with local providers to broaden pupils' awareness of the options available to them when they leave school.

The proprietorial body provides support and challenge for leaders. Suitable plans are in place to improve the school. They do not check systematically that all of the independent school standards are met. The school website had gaps in information about the curriculum and a range of policies had not been reviewed. This was corrected during the inspection.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policy is published on the website. The single central record is maintained by the proprietor. Not all of the checks made when appointing new staff were recorded. These details were added during the inspection.

Procedures to raise concerns and follow them up systematically are in place. Pupils, their backgrounds and the risks they face are known well by staff. All staff are trained to be vigilant. Designated leaders follow up concerns raised by staff systematically. Links with social services, the police and the local authority are well established. Access to the school sites is carefully controlled to keep pupils safe.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not ensured that there is consistency across the three school sites. The management of behaviour is more consistent on the King's Lynn site than it is on the other two sites. Leaders should take immediate action to improve the management of behaviour on the Norwich and Great Yarmouth sites.
- The quality of education provided for pupils attending the King's Lynn site is better than it is on the other two sites. Established teachers are more effective in using curriculum planning to enable pupils to build on what they already know and learn in a logical, orderly way. Leaders should ensure that newly appointed and temporary staff on the Norwich and Great Yarmouth sites receive suitable

training in using curriculum plans. They should monitor how effectively teachers use these plans to enable pupils to learn effectively over time, and make good progress.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	134440
DfE registration number	926/6150
Local authority	Norfolk
Inspection number	10212822
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	86
Number of part-time pupils	0
Proprietor	Catch 22
Headteacher	Philip Hinchliffe
Annual fees (day pupils)	£21,000
Telephone number	01603 401515
Website	https://www.includenorfolk.org.uk/
Email address	Philip.Hinchliffe@catch-22.org.uk
Date of previous inspection	12–14 March 2019

Information about this school

- Include Schools Norfolk is owned by the Catch 22 organisation. The proprietor is a not-for-profit charitable organisation.
- The school is an independent day school with three sites: one in Norwich, another in King's Lynn and another in Great Yarmouth.
- The headteacher has oversight of provision on all three sites. He reports directly to the Catch 22 executive principal, who in turn is accountable to the board of trustees.
- A curriculum learning lead is based on each site to manage the day-to-day operation of the school. Leaders on the Norwich and Great Yarmouth sites are newly-appointed this year. Leaders work with advocates, whose role is to champion the welfare needs of each pupil.
- The school is registered to provide education for up to 117 boys and girls aged 14 to 16 years of age. Pupils are referred by the local authority, typically because they have been excluded from mainstream schools, special schools or pupil referral units. A high proportion of pupils display challenging behaviours. Most have experienced significant disruption to their schooling.
- A smaller-than-average proportion of pupils have an education, health and care plan relating to their SEMH needs. Other pupils have additional learning difficulties, such as dyslexia, attention deficit hyperactivity disorder or autism spectrum disorder.
- The school receives pupil premium funding for approximately half of all pupils. This includes enhanced funding for five pupils who are looked after by the local authority.
- The school uses alternative providers who offer part-time, work-related education for pupils at the following centres
 - St Edmund's Society in Norwich
 - Century Training Services in Great Yarmouth
 - Open Road in King's Lynn.
- Online learning, including live lessons, has been introduced this year for nine pupils who rarely attend school.
- At the school's standard inspection, in May 2017, three of the independent school standards were not met.
- Ofsted conducted a progress monitoring inspection in May 2018, commissioned by the Department for Education. The inspection included the proprietor's request for a material change in relation to the premises. At the progress monitoring inspection, the school met all of the independent school standards identified as not met at the standard inspection in May 2017. The school did not meet three of the independent school standards in relation to the material change request regarding the premises.

- The first action plan prepared by the school, evaluated on 7 September 2017, was judged as not acceptable. The second plan was evaluated on 13 September 2018, after the progress monitoring inspection. It was also judged to be not acceptable.
- The second evaluation of the school's action plan on 18 January 2019, following the progress monitoring inspection in May 2018 deemed it not to be acceptable. It was the third evaluation of the school's action plan since the standard inspection in May 2017.
- At the school's standard inspection in March 2019, three of the independent school standards were not met.
- Ofsted conducted a progress monitoring inspection in October 2019. At this inspection, three of the independent school standards remained unmet.
- The evaluation of the school's plan on 10 February 2020 judged it to be not acceptable.
- This standard inspection incorporated a progress monitoring inspection.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- This inspection took place with one day's notice.
- Inspectors carried out deep dives in these subjects: English, mathematics, PSHE and physical education. This included visiting lessons on all three sites, meeting staff and pupils and scrutinising pupils' work. One inspector travelled to a nearby sports facility to observe pupils' learning off-site.
- One inspector made a telephone call to the manager of one of the alternative providers used by the school.
- Inspectors met with the executive principal, the headteacher and deputy headteacher, the three curriculum learning leaders, advocates and other staff on each of the three sites, and the coordinator for special educational needs.
- They met with two groups of pupils to gain their views about the school.
- Inspectors met with the chief executive officer, the head of quality of education and the head of safeguarding belonging to the Catch 22 trust.
- Inspectors met with the designated lead for safeguarding on each site to discuss the school's safeguarding arrangements. The school's single central record of employment checks was scrutinised.

- Inspectors scrutinised a wide range of documents provided by leaders about the school's work and the actions taken to meet all of the independent school standards.
- There were two responses to Ofsted's online survey, Ofsted Parent View. There were no free-text responses.
- Leaders did not carry out Ofsted's online questionnaires for pupils or for staff.

The school's progress in meeting previously failed standards

- During the inspection inspectors checked whether the school now meets the independent school standards that it was judged to have failed at its previous standard inspection in October 2019.
- The school continues to not meet three of the independent school standards.

Part 1. Quality of Education provided

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(g) 3(h)

- At the time of the previous inspection, some staff did not have high expectations of pupils. They did not ensure that pupils who were absent caught up with work they had missed. Some pupils struggled because teachers moved them on to new tasks before their knowledge was secure. Not all teachers spotted pupils' errors or misconceptions. Common errors in spelling, punctuation and grammar were not corrected.
- This continues to be the case. Expectations of pupils remain too low. A large proportion of pupils continue to struggle because they miss out on learning due to absence or exclusion. Books show that these pupils have significant gaps in their learning and do not catch up on work missed. Pupils' work also shows common errors. Spelling errors are identified by teachers in their marking, but there is no expectation of pupils to make corrections.
- Pupils were not given enough opportunities to write at length in different subjects. Teachers did not challenge pupils to present work neatly or complete it. There were examples of very effective teaching in English, where expectations were high and pupils responded well to the feedback provided by teachers.
- Inspectors noted examples of extended writing in English and in human and social lessons, particularly at the King's Lynn site where pupils generally behave and teaching is more established. Inspectors noted good examples of writing about important issues taught in PSHE lessons. However, teaching assistants often do the writing for pupils. This limits pupils' ability to develop their independence.
- Changes made to the school's assessment system are now established. A framework is in place to assess pupils' work. Teachers mark pupils' work regularly and provide them with feedback on how to improve their work. Regular testing takes place to assess pupils' learning and gauge how prepared they are for examinations.
- Previously, teachers were benefiting from regular, subject-specific training. However, recent changes in staffing this year have weakened much of the

progress made. Two of the three sites have had wholesale changes in staffing. Some new and temporary staff do not have sufficient knowledge to teach subjects.

Part 3 Welfare, health and safety of pupils

Paragraph 9, 9(b)

- Previously, the standard relating to the proprietor promoting good behaviour among pupils was not met because the application of the behaviour policy was inconsistent. Pupils used derogatory language and did not work hard enough.
- The behaviour policy is still not used consistently by all staff. The school's records show a high proportion of pupils on all three sites have been temporarily excluded from school due to their unacceptable behaviour. A minority of pupils remain uncooperative and at times refuse to engage in learning.

Part 8 Quality of leadership in and management of schools

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

- The proprietorial body had not ensured that this standard remains consistently met. There were weaknesses in leaders' self-evaluation and improvement planning, and procedures to monitor pupils' progress. Some leaders lacked training in leading improvements to provision. Action plans drawn up by leaders were rejected.
- Since then, new leaders, including a deputy headteacher, have increased the school's capacity to improve. Self-evaluation informs the improvement plan. Other leaders have changed duties. The roles of some proprietorial staff have changed to enable them to provide more support and challenge for the school. However, two of the school sites are led by new, inexperienced leaders.
- Recent gains made in improving the school have slowed due to staffing changes which have weakened the quality of education provided and the management of pupils' behaviour. Attendance remains stubbornly low. Leaders are not doing enough to promote the well-being of pupils.

Inspection team

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Her Majesty's Inspector

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Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 3. Welfare, health, and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.

Part 6. Provision of information

- 32(1)(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006[16]) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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