

Inspection of Include School Norfolk

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

Inspection dates: 16 to 18 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils join the school after having profoundly negative experiences at other schools. They receive the support they need to heal and positively engage with education. Pupils learn about themselves and how to manage their emotions and behaviour positively.

Pupils are supported well to value their potential and meet the high expectations of them. They are determined to be successful in adult life and are well prepared for their next steps in education or training.

The positive ethos at the school enables pupils to develop strong relationships with staff and each other. On arrival each morning, pupils respond well to staff's smiley and optimistic greetings. This continues throughout the rest of the day. Pupils look out for each other and work well together. When relationships become strained, pupils are equipped to find their own positive solutions. On the rare occasions of bullying, or when pupils are unable to resolve friendship issues, they are well supported so that problems stop and do not re-occur.

Pupils are safe at school. They appreciate that staff support them when they are worried about issues at school, at home or in the community.

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

Leaders have placed at the heart of the curriculum a well-designed programme for pupils' personal, social, health and economic (PSHE) education. This helps pupils overcome their social, emotional and mental health (SEMH) challenges and prepares them well for life in modern Britain.

Leaders ensure that pupils study an appropriate range of subjects. The curriculum opens up a range of career and further education options that match pupils' interests and abilities. For example, leaders build the curriculum for some pupils with specialist support from alternative providers of bricklaying and animal care courses.

Teachers deliver the curriculum well. Following leaders' guidance, they ensure that pupils are taught in sensible steps. Teachers make sure that pupils regularly revisit what has been taught so they remember the key knowledge. Teachers regularly check what pupils know and understand. When necessary, staff provide help so that pupils do not fall behind. Staff are well informed and trained so they can support pupils with special educational needs and/or disabilities effectively. For pupils unable to attend school for physical and/or mental health reasons, leaders provide equally effective online teaching.

Leaders have raised the profile of reading in the school. Using pupils' recommendations, leaders have expanded the school's book collection. Pupils enjoy the range of books available, and the time set aside to read during the school week. This is leading to some pupils reading books at home as a leisure activity, therefore

increasing pupils' love of reading. Leaders' provision for pupils at the early stages of reading ensures that these pupils learn to read confidently. Leaders have not, however, been clear about how teachers should give pupils opportunities to apply the related rules to correct spelling. As a result, pupils do not learn to spell as effectively as reading.

Pupils understand and live up to leaders' expectations to show respect for place, purpose and people. They maturely reflect on and celebrate the positive contributions they and their peers make to the school. Pupils proudly receive their rewards for good conduct, such as 'tuck points', special trips, and privileges. Leaders have markedly improved the attendance of pupils at school since the previous inspection. However, some pupils do not attend school as often as they should for varied reasons. Leaders are continuing to work on improving this.

Staff teach pupils about different lifestyles and beliefs in society. Pupils speak thoughtfully about current events and express their views articulately. They value people's differences and willingly take responsibility for themselves and others. Pupils learn democratic values as participants within the school community. For example, pupils vote about aspects of how the school operates, such as how rewards and sanctions work at the school. Staff also support pupils to develop healthy lifestyles and relationships.

Leaders ensure that pupils thoroughly understand the options available after Year 11. They work closely with employers and further education providers so that pupils have smooth transitions from school into sixth form, college or employment.

Leaders and members of the proprietor body have ensured that the school meets all the independent school standards. The proprietor body keeps leaders focused on delivering what pupils need to be positive young adults in society and as successful as possible in secondary education. Since the previous standard inspection, the proprietor body has put in place new leaders and support staff who understand and work well together to ensure that the school is compliant with the independent school standards.

Leaders work closely with pupils, parents and staff to create the best possible provision. Pupils and staff have confidence in the school's leadership. Parents contacted inspectors directly to share their positive views of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders train staff well to identify and alert leaders to any concerns about a pupil. Leaders work at pace with external agencies and keep meticulous records to ensure pupils get the support they need.

Leaders oversee the completion of necessary background checks on all adults who work at the school.

Pupils understand the risks they face at school, at home and in the community. They know how to reduce risks and stay safe.

Members of the proprietor body check to ensure that leaders' safeguarding arrangements work effectively.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not clarified exactly how teachers should teach pupils correct spelling. As a result, teachers do not teach spelling well enough, so some pupils do not spell as accurately as they could. Leaders must clarify exactly how teachers should teach spelling and ensure teachers deliver effective learning opportunities so pupils learn how to spell accurately.
- Some pupils are absent from school frequently. Leaders have not been successful in improving attendance of these pupils. Consequently, these pupils miss vital learning time. Leaders must develop even more effective ways of ensuring all pupils maintain regular attendance at school.

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.

School details

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| Unique reference number | 134440 |
| DfE registration number | 926/6150 |
| Local authority | Norfolk |
| Inspection number | 10286133 |
| 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 |
| Chair | Terry Duddy |
| Headteacher | Philip Hinchliffe |
| Annual fees (day pupils) | £20,604 |
| Annual fees (online pupils) | £9,700 |
| Telephone number | 01603 401515 |
| Website | www.includenorfolk.org.uk |
| Email address | Philip.hinchliffe@catch-22.org.uk |
| Date of previous inspection | 23 to 25 November 2021 |

Information about this school

- Include School Norfolk is owned by the Catch 22 organisation. The proprietor body is a not-for-profit charitable organisation.
- The school is an independent day school with two sites: one in Norwich and another in King's Lynn. The school also offers full-time education to pupils through a blend of online and face-to-face provision. The headteacher has oversight of provision on both sites and online.
- The school is registered to provide education for up to 117 pupils aged 14 to 16 years. Pupils are referred by the local authority, typically because they have been excluded from mainstream school, special schools or pupil referral units. Most pupils have experienced significant disruption to their schooling.
- Some pupils have an education, health and care plan relating to SEMH needs. Other pupils have additional learning difficulties, such as dyslexia, attention deficit hyperactivity disorder or autism spectrum disorder.
- The school uses alternative provision at two unregistered providers. The school also uses supply staff when necessary.
- The school's previous standard inspection was in November 2021. In March 2023, the school received an additional inspection during which the school was judged as having met all of the independent school standards that were checked during the 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.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to judge the quality of the provision and determine if the school has met all the independent school standards.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the chair of the proprietor body, the education director, the headteacher and members of the senior leadership team.
- Inspectors carried out deep dives in these subjects: mathematics, PSHE, reading and science. For each deep dive, inspectors met with leaders, looked at

curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at samples of pupils' work in some other subjects.
- To inspect safeguarding, inspectors looked at leaders' safeguarding policies and child protection records, and spoke with staff and pupils. inspectors looked at the register of background checks to ensure suitability for adults to work with pupils.
- To check compliance with the standards, the inspector spoke to the headteacher, other senior leaders, staff and pupils at the Norwich and Kings Lynn site and within the online provision. Inspectors visited lessons and observed social times. They toured the school premises.
- Inspectors considered the 29 staff responses and 36 pupil responses to Ofsted's online surveys. They also considered the texts submitted to Ofsted Parent View. Some parents also contacted inspectors through letters and phone calls.

Inspection team

Al Mistrano, lead inspector

His Majesty's Inspector

Joanna Pedlow

Ofsted Inspector

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