

# Include Bristol

Independent school inspection report

---

DCSF registration number 801/6023  
Unique reference number 134441  
Inspection number 341934  
Inspection dates 10–11 November 2009  
Reporting inspector Jonathan Palk HMI

Age group: 14–15

---

Published: November 2009

---

Reference no: 090070

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No. 090070

© Crown copyright 2009



## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A<sup>1</sup> of the Education Act 2002, as amended by schedule 8 of the Education Act 2005<sup>2</sup>, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Include Bristol is an independent special school and part of a charitable trust managed by the CfBT Education Trust. It provides education for up to 30 students, aged 14 to 16 years, who have been excluded from their previous schools or pupil referral units. The service is commissioned by Bristol City Council. Currently there are 22 students on roll. They have all been persistent non-attenders at their previous schools. All students are among the most vulnerable and characterised by disaffection with education and challenging behaviours. Three students have statements of special educational needs relating to behavioural, emotional and social difficulties. The school was established in 1996 and registered in 2005. It is located in two premises, in the Bedminster and Easton areas of Bristol. 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 January 2007. The trust has recently recruited a new operations manager to take responsibility for the project.

## Evaluation of the school

The quality of education is satisfactory and enables the students to make satisfactory progress in their learning. Although teaching is satisfactory, the curriculum is inadequate and does not yet meet fully the wide range of students' needs. The students' spiritual, moral, social and cultural development is satisfactory. Students' behaviour is challenging and inadequate overall, despite the good relationships they forge with staff. The attention given to the students' welfare, health and safety is inadequate, although safeguarding procedures are met. The school meets most of the regulations required for its continued registration and has made satisfactory progress since its last inspection.

## Quality of education

The curriculum is inadequate overall, despite improvements in some areas since the last inspection, because it does not yet provide a broad enough range of courses to meet the needs, interests and aspirations of the students. This is because the

---

<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

assessment, planning and review framework is not used as a tool to influence the curriculum design. As a consequence, some students do not fully engage with their lessons, and this limits their achievements. Those who are non-attenders receive work at home or in their residential setting, and this aids continuity in learning programmes. The curriculum is supported by a clear policy and schemes of work for the subjects offered. The introduction of Level 1 and Level 2 qualifications in literacy and numeracy has increased the opportunities for all students to make progress towards post-16 qualifications. There are some good examples of flexibility in learning, where the staff allow the students to follow their particular interests, for example in the music recording industry or in working with horses. Such practical approaches are effective in including students who have a history of not engaging in education. However, the school does not offer accredited vocational courses and this reduces some students' commitment.

The curriculum covers all the required areas of learning. However, information and communication technology is not routinely used within other lessons to ensure students apply their skills. The school makes adequate use of resources in the local community, for example a sports centre, the library and places of interest. A good combination of guidance from the Connexions advisor and the outreach worker has significantly improved opportunities for work-related experiences since the last inspection. This is having a major impact on helping students make the right choices after they leave school.

Students' personal, social and health education (PSHE) is planned well and delivered successfully. The previous year's programme was well supported through the involvement of other agencies, and this is set to continue later this term. The school supports students' physical education through a weekly sports activity morning. This offers students activities such as a gym for personal fitness, table tennis, and bowling but there is very limited enrichment at other times such as break times.

The quality of teaching and assessment is satisfactory. Lessons have clear learning intentions and staff form good relationships with the students and have been successful in ensuring improved attitudes to learning. As a result, students typically appreciate learning in a calm atmosphere. Occasionally, when the content of lessons is not well suited to all needs, some students' attitudes are disruptive and have an adverse effect on the progress they make. In these cases, teachers and support assistants manage the students' behaviour successfully and learning is normally resumed following appropriate sanctions. Praise is used well by the adults to calm situations and encourage students back to their learning. However, the evidence from lessons and students' workbooks indicates that praise and encouragement are not used consistently. The current 'points' system is not fully effective in promoting good behaviour because it is not being used regularly, nor is it linked to the specific needs of individuals. Staff are skilled in managing the extreme behaviour of the students, but the individual education plans (IEPs) for those with statements of special educational needs for behavioural, emotional and social difficulties lack clear

improvement plans. This limits how well the school can monitor their progress and use assessment to greater effect.

Overall progress is satisfactory. The vast majority of students sit an examination and achieve an entry level qualification in literacy and numeracy. Most students stay on the project and complete their courses, and the majority go on to further education, employment or training. This is a significant achievement given students' previous attitude to learning. Assessment is mainly undertaken on a one-to-one basis, and meets the need to ensure students make progress in their basic skills. Formal systems are not sufficiently robust. The targets that are set following regular assessment infrequently link to the accreditation routes being followed by the students. The information that the school has on students' prior attainment is patchy or non-existent. Even so, the assessment records undertaken by the school do not identify the small steps required to accelerate progress, and the objectives in the individual education plans remain too broad.

### Spiritual, moral, social and cultural development of the pupils

Provision for the personal development of students is satisfactory. From a very low baseline, students make significant progress in personal and social skills over the period they are in the school. They learn to form positive relationships with each other and with adults and sustain their work-based placements. The majority achieve success in their academic accreditations and this provides an important boost to their self-esteem. Students' enjoyment of school varies. A few like attending and feel the school is helping them by providing a stable placement. A small number do not think they learn enough and feel intimidated by peers with more challenging behaviour. Students' behaviour is unsatisfactory overall and their attendance is erratic. The students bring into school the extreme behaviours they exhibit outside, and many do well to adjust to the expectations of staff. Staff treat students with respect and explain the consequences of inappropriate behaviour. However, there are incidents of inappropriate and disrespectful behaviour, including bad language, which sometimes disrupt the flow of the school routine.

Staff arrange frequent and well-planned visits to local amenities. These encourage pupils to take initiative and use skills of independence, such as travelling by public transport and the planning of more adventurous outdoor activities. Students exercise initiative when they shop and prepare meals as part of daily routines or the food technology curriculum. However, they have too few opportunities to take responsibility in the school or to become involved in the local community.

Students develop an understanding of public institutions and services through the citizenship curriculum, for example by studying aspects of the legal system and local and national government services. They are made aware of different cultural traditions, by studying the art and history of cultural and religious traditions in modern Britain. Students are prepared for their future economic well-being and receive effective support from the Connexions service and the project team on

planning their futures. They develop a good understanding of the world of work but have limited range of vocational skills since there are too few practical courses on offer.

## Welfare, health and safety of the pupils

The essential policies and procedures relating to fire safety have been established in line with legislation and guidance but their implementation is unsatisfactory. Whilst fire safety and electrical equipment is regularly checked and fire drills are undertaken, the documentation is not regularly completed. The school lacks a full complement of fire wardens on the Easton site, although staff training is being organised to raise all staff's awareness of evacuation procedures. The school's provision for welfare, health and safety is therefore inadequate. Staff work very effectively together and there are well-established arrangements with all agencies involved with individuals to ensure the best level of care and welfare for individuals. Staffing levels are high and risk assessments are systematically carried out. The day-to-day practices to safeguard students are satisfactory. Staff are vigilant in their supervision of students and daily records of inappropriate behaviour or incidents at both sites and off site are regularly maintained and recorded in a child protection log or sanctions book as required. There are three trained child protection officers. All staff have completed training in child protection, and regular refresher training programmes are implemented.

The school has been slow to respond to changes in the law to reduce the impact of smoking on young people and there is a lack of enforcement of the school's no smoking policy. The staff are good role models when showing an understanding the requirements for healthy eating, and successfully encourage students to prepare their own healthy breakfast and lunches. A visiting health worker and well-established links with other agencies ensure the students are well informed about sexual health, relationships and also the dangers posed by illegal substances. Students say they feel safe and agree with referring local authorities in saying that they are pleased with the school's work. The local authority, commenting on one student, wrote, 'The young person is showing progress, enjoyment, and engagement in education for the first time in years.'

The school has produced a suitable plan designed to increase accessibility to the premises and curriculum over time. This school meets the requirements of the Disability Discrimination Act (2002).

## Suitability of the proprietor and staff

Thorough procedures are in place for the recruitment and appointment of staff which are managed by the company's central office. All staff, including visiting case workers and Connexions advisers, have been subject to satisfactory clearance at an advanced level with the Criminal Records Bureau to ensure they are suitable to work

with children. Other necessary checks are carried out prior to the appointment of staff and information is recorded in a single central register as required.

## School's premises and accommodation

The school is situated on two sites. Internally the accommodation of both premises is suitable and is in satisfactory decorative order; however, there is graffiti on tables. Students have sufficient space in which to learn. The school's locations mean that there are no external facilities, such as a play area, in which students may relax during breaks from lessons. There is a nearby park at Bedminster but the current timetable organisation does not allow enough time to make use of this in the day. The owners of the property below the school rooms in Bedminster have acted very quickly to address concerns expressed in the last report, and noise intrusion is now minimal. Washroom accommodation at both premises is unsatisfactory as there is no separate facility for staff. There is now an appropriate place for students who may become ill during the course of the day. Both kitchen areas, used in preparing breakfast and lunch, are unhygienic.

## Provision of information for parents, carers and others

Parents and others are given a good range of information, which informs them of the various opportunities offered to their children. The school actively seeks the cooperation and involvement of parents through visits to homes and invites their views on the provision it offers.

The school works as a sole partner with Bristol City Council and provides the local authority with annual information relating to its income and expenditure in relation to each pupil.

## Procedures for handling complaints

The procedures for handling formal and informal complaints are clear and easily understood. The school also provides students with a leaflet written in pupil-friendly language. The policy states that where complaints are received, these will be followed up promptly. No formal complaints have been received within the last year.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.<sup>3</sup>

---

<sup>3</sup> [www.opsi.gov.uk/si/si2003/20031910.htm](http://www.opsi.gov.uk/si/si2003/20031910.htm)

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- ensure the subject matter is appropriate for the ages and the aptitudes of the students, including those students with a statement of special educational needs (paragraph 1(2)(b))
- ensure that where students have a statement of special educational needs, the education provided fulfils its requirement (paragraph 1(2)(e))
- ensure the curriculum affords all students the opportunity to learn and make progress (paragraph 1(2)(i))
- ensure that the aptitudes, needs and prior attainments of the students are taken into account in the planning of lessons (paragraph 1(3)(d))
- ensure there is a suitable framework in place to assess students' work regularly and use information for such assessment to plan teaching so that students can make progress (paragraph 1(3)(g)).

The school does not meet all requirements in respect of pupils' spiritual, moral, social and cultural development (standard 2) and must:

- enable students to distinguish between right and wrong and to respect the law (paragraph 2(b)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- implement consistently the written policy to promote good behaviour amongst students (paragraph 3(2)(d))
- fully implement all policies and procedures to ensure a satisfactory level of fire safety (paragraph 3(5)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- ensure access allows all students, including those with special needs, to enter and leave the school in safety (paragraph 5(h))
- provide sufficient washroom accommodation for staff and students which take account of the Education (School Premises) Regulations 1999 (paragraph 5(k))
- ensure kitchens are hygienic for the preparation, serving and consumption of food (paragraph 5(m))
- provide appropriate arrangements for students to use an outdoor space for exercise at break times (paragraph 5(t)).

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
-------------	------	--------------	------------

The quality of education

Overall quality of education			√	
How well the curriculum and other activities meet the range of needs and interests of pupils				√
How effective teaching and assessment are in meeting the full range of pupils' needs			√	
How well pupils make progress in their learning			√	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development			√	
The behaviour of pupils				√

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				√
--	--	--	--	---

## School details

Name of school	Include Bristol		
DCSF number	801/6023		
Unique reference number	134441		
Type of school	Special school		
Status	Independent		
Date school opened	1996		
Age range of students	14–16		
Gender of students	Mixed		
Number on roll (full-time students)	Boys: 14	Girls: 4	Total: 18
Number of students with a statement of special educational needs	Boys: 3	Girls: 0	Total: 3
Number of students who are looked after	Boys: 3	Girls: 0	Total: 3
Annual fees (day students)	£10,870		
Address of school	Include Bristol 150-154 East Street Bedminster Bristol BS3 4EW		
Telephone number	0117 9665427		
Fax number	0117 9632559		
Headteacher	Mrs Julie Catanach		
Proprietor	CfBT Education Trust		
Reporting inspector	Mr Jonathan Palk HMI		
Dates of inspection	10–11 November 2009		