

Include - Buckinghamshire

Independent school standard inspection report

DfE registration number	825/6035
Unique Reference Number (URN)	134415
Inspection number	393332
Inspection dates	1–2 March 2012
Reporting inspector	Angela Corbett HMI

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 assesses 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 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/publications/090070.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 090070

© Crown copyright 2012



Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.^{1, 2}

Information about the school

Include-Buckinghamshire, which opened in 2004, now operates as a new project from a single site in High Wycombe with the administrative offices located in Thame. It is registered for up to 25 students aged 13 to 16 years old. The school primarily provides Key Stage 4 education for students who have experienced difficulties in their previous schools and many have been excluded from mainstream education or pupil referral units. Include provides individualised programmes for students with complex special educational needs which include a range of specific learning difficulties as well as emotional, behavioural and social difficulties. Currently there are 11 students on roll aged between 12 and 16 years old, of whom four attend on a part-time basis. Nine students have statements of special educational needs. Some students make use of other local providers, including a training workshop in Wokingham which is owned by Include's proprietors, the CFBT Education Trust.

Include's mission is to secure the inclusion of all the young people in mainstream education, post-16 training and their participation as full members of their communities. The school was last inspected in March 2009, when it operated out of four sites in High Wycombe, Aylesbury and Milton Keynes.

Evaluation of the school

Include provides a satisfactory standard of education. The school meets its aims effectively by improving students' behaviour and attendance and in re-engaging them in education so that their behaviour is satisfactory. Students make satisfactory progress overall. Teaching is satisfactory and supports students in improving their basic skills in English and mathematics. Safeguarding, including welfare, health and safety arrangements, are satisfactory. Some improvement is evident since the last inspection and all but two regulatory requirements are met.

Quality of education

The curriculum is satisfactory and has been appropriately designed to re-engage students in learning so that they can achieve some academic success notably in English and mathematics. Project-based learning modules develop other aspects of

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

the curriculum such as science and the humanities, and this means that the curriculum is sufficiently broad to meet requirements. These modules successfully enthuse students because learning is set in meaningful contexts. They provide suitable opportunities for students to be creative and the provision appropriately develops students' practical skills, for example through making model bridges or creating leaflets. However, the school is aware that further development is required for aesthetic and cultural learning and for scientific enquiry or experimentation. Satisfactory schemes of work are based around the National Curriculum and National Open College Network (NOCN) accreditations in English and mathematics which adequately show progression in learning. However, in places they lack detail in how teaching and resources will be adjusted to meet the differing needs and abilities of students. There are some trips, events and visiting speakers but opportunities, on occasions, are missed to excite students, raise aspirations, and widen their learning experiences. Nonetheless, students' learning is enhanced through links with local providers. They attend a local gym twice a week and, for most, off-site vocational courses include carpentry and jewellery making; students are now working towards the NCFE creative craft qualification. Personal, social and health education (PSHE) and citizenship are formally taught with some accreditation through the NOCN 'step up' qualification. These provide good opportunities for students to achieve accreditation and prepare for adult life. However, their range is limited; for example, there are none in science.

Teaching and assessment are satisfactory. Staff work well as a team and are highly committed to doing the best for their students. Their enthusiasm and skilful management of behaviour in lessons support students' learning well so disruptions are rare. However, at times students become too reliant on staff because opportunities are sometimes missed for them to take responsibility and develop independent learning skills. Teachers have adequate subject knowledge to teach across the full range of academic subjects, plan a good range of approaches and tasks, and use questioning very effectively to check and develop learning. When lessons are active and planned to fully meet the needs of all, progress accelerates. For example, in a lesson that focused on literacy development and internet safety, the fast pace, well-designed resources and group work enabled students to make rapid gains in deciding if promotions advertised on the internet are as good as they seem at face value. However, in some lessons progress is satisfactory because the specific needs of all are not fully met. While teachers create and make use of some good quality learning resources and all students have access to a laptop computer, overall, classroom resources, such as books, art materials and science equipment, are insufficient. Students are confident users of information and communication technology (ICT) and it is used well both at whole-class and individual levels to engage students and further promote learning. Students' literacy and numeracy levels are assessed on entry; information gained from their statements of special educational needs and interviews with students, parents or carers, are used to inform individual education plans. These help to focus learning in the classroom and are reviewed and adjusted termly. However, targets can be too open and not always specific enough and there are no criteria by which success can be measured. Students' work is routinely marked and successes are praised well. Assessment

information from a range of sources is adequately used to inform planning so that students make at least satisfactory gains in their learning and improve their behaviour. Those who remained in school until the end of Year 11 in 2011 achieved NOCN qualifications in English and mathematics. However, progress overall is inconsistent with some students making good progress while the majority make satisfactory progress from their starting points which are well below those expected for their age.

Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural education is satisfactory. Most students enter with poor attitudes to learning and low self-esteem. The school places high priority on improving students' behaviour through a strong focus on their social and moral development. The school's positive approach to behaviour management, which is agreed with students, parents and carers prior to joining the school, makes clear the school's high expectations. Staff support students extremely well and they are skilful at pre-empting potential incidents. They look for every opportunity to praise and reward, helping students to understand what triggers their poor behaviour and find ways to manage this. As a result, students become calmer, their self-esteem is enhanced and their attitudes to school and learning improve so that their behaviour is satisfactory. Most students attend regularly and, although below the national average, show a significant improvement from their attendance at previous schools. Use of ICT and project-based learning provide opportunities for students to work together which helps to develop their social skills and tolerance of each other. Throughout the day, as well as in PSHE lessons, personal development is promoted well. While students regularly reflect on their behaviour and wider issues, spiritual development in terms of reflecting on awe and wonder are less well developed. The new calendar of culture identifies a wide range of topics, including other religions and key cultural events, which provide a focus in each week across the year. This and the start of the day 'brain gym' sessions broaden their general and current affairs knowledge and build self-confidence and social skills by encouraging students to participate in open and meaningful discussions. These and occasional external speakers and visits to local facilities, such as the library, build a basic awareness of public services and satisfactory cultural understanding. However, opportunities are missed to develop both of these aspects in depth. Access to vocational courses, work with outside agencies such as the youth offending team, and help with applications prepare students satisfactorily for the future so that those who attend regularly secure places in further education or training.

Welfare, health and safety of pupils

Provision for students' welfare, health and safety is satisfactory. On a day-to-day basis, students are extremely well looked after and supervised at all times. Attendance is carefully monitored and absences are followed up to bring about improvement. Students say that they feel safe and that any poor behaviour or incidents of bullying are dealt with very effectively and are carefully logged. Good attention is paid to health and safety, and practice is underpinned by appropriate

written policies, risks assessments for different areas of the building and individual students and an annual audit is conducted. Fire equipment is serviced and risk assessments are undertaken annually, with any concerns promptly acted on. Fire drills are regularly carried out and recorded, although the times at which the drills took place are not shown. There is an appropriate policy in place for school trips. Despite the school having all the policies for anti-bullying and child protection, some minor amendments were needed to the anti-bullying and child protection policies to ensure guidance fully met requirements. At the start of the inspection, the school's first aid policy had not been amended as suggested at the last inspection; again, this was suitably remedied during the inspection. Staff have received the appropriate training in first aid, fire safety and child protection. Students are encouraged to lead healthy lifestyles through twice-weekly visits to the gym and in PSHE lessons which include topics such as alcohol and drug abuse as well as healthy eating. An appropriate accessibility plan to improve provision in line with the requirements of the Equality Act 2010 is in place.

Suitability of staff, supply staff and proprietors

A systematic recruitment procedure ensures that all of the relevant checks have been made on staff, including those provided by agencies, on their suitability to work with children. These checks are recorded in the school's single central register which includes details of CFBT senior staff who work with the school, including board members.

Premises and accommodation at the school

The school is housed over two floors of a self-contained building which was formerly a doctors' surgery. There are three different-sized classrooms on the first floor, the largest of which is equipped with an interactive computer whiteboard. This provides adequate classroom accommodation for the school's registration of 25 students. Downstairs there are offices for staff, a student common room and a small kitchen that is used by staff and students. There are also small open areas on both the ground and first floors that students use for activities. Overall these provide a safe and suitable environment for learning. Although the premises are clean and reasonably tidy, the decoration and some displays, while adequate, require further attention. There is no recreational outdoor space and although occasionally students go to a local park in the summer, there is no alternative provision routinely made for students at break and lunchtimes. Arrangements for students who are unwell are adequate now, an improvement since the last inspection, and meet requirements.

Provision of information

A general overview of the range of information provision is provided on the CFBT website. The school provides, or makes available, to parents, carers and others all of the required information through a single booklet that serves as both a prospectus and handbook and some individual leaflets. Termly reports keep parents and carers

reasonably well informed on students' personal development and their attainment and progress in English, mathematics, and about project-based learning. Parents, carers and lead professionals are updated through very regular telephone contact.

Manner in which complaints are to be handled

The school has a complaints policy which meets requirements. A helpful leaflet for parents and carers provides an easily understood overview of most elements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure that classroom resources are of adequate quality, quantity and range and are used effectively (paragraph 3(f)).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- make appropriate arrangements for providing outside space for students to play safely (paragraph 23(s)).

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- further develop the curriculum by:
 - providing more opportunities for students' aesthetic and creative development and for scientific enquiry
 - widening the range of qualifications offered to students
 - expanding the range of trips, events and visitors to enhance learning and excite students
 - deepening students' knowledge and understanding of other cultures and religions and of public services and institutions in England.

³ www.legislation.gov.uk/uksi/2010/1997/contents/made.

- ensure that targets in individual education plans are set as small steps and supported by clear success criteria.

Inspection judgements

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

School status	Independent		
Type of school	Special school for students with behavioural, social and emotional difficulties		
Date school opened	July 2004		
Age range of pupils	13 to 16 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 7	Girls: 0	Total: 7
Number on roll (part-time pupils)	Boys: 2	Girls: 2	Total: 4
Number of pupils with a statement of special educational needs	Boys: 7	Girls: 2	Total: 9
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£15,000		
Address of school	109 High Street Thame OX9 3DZ		
Telephone number	01844 261705		
Email address	fprinzi@cfbt.com		
Headteacher	Fiona Prinzi (operations manager)		
Proprietor	CFBT Education Trust		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

5 March 2012

Dear Students



Inspection of Include – Buckinghamshire, Thame OX9 3DZ

Thank you for making me so welcome when I visited your school. I very much enjoyed talking to you and visiting your lessons. Your school offers you a satisfactory education. Here is a summary of our main inspection findings.

Teaching is satisfactory and you are suitably supported in lessons. As a result, you make satisfactory progress in your learning. In some lessons you become more actively involved in the learning and, as a result, some of you make good progress. Well done!

The curriculum provides you with a satisfactory range of learning experiences but you could have access to more qualifications and to a wider range of trips, visiting speakers and events in school, in particular to broaden your understanding of other cultures and public services. You attend regularly, much better than at your previous schools; however, attendance could still be higher. Throughout the day, staff help you to develop personally and as you said, your behaviour improves and is now satisfactory. Your attitudes to learning also improve, particularly for those of you who have been at the school the longest. You feel safe in school because staff supervise you well and are always there to help you.

The staff and proprietor who run and manage the school work hard and are committed to improving it. To help them with this, I have said that the school should improve by:

- developing the curriculum in several ways, including providing you with access to more qualifications and in expanding the range of trips, visitors and events in school.
- ensuring that your individual education plans have targets by which your progress can be measured.
- ensuring you have sufficient outdoor space for play and recreation and classroom resources are of adequate quality and quantity.

You can help by attending as often as you can, participating in lessons and making the most of the opportunities offered to you.

Yours sincerely
Angela Corbett
Her Majesty's Inspector