

# Include – Buckinghamshire

MBS House, 2A Desborough Avenue, High Wycombe, HP11 2RN

**Inspection dates** 10–12 February 2015

**Overall effectiveness** **Good** **2**

Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

## Summary of key findings

### This is a good school because

- Leaders and managers, strongly supported by the company's senior leaders, ensure robust checks on all aspects of the work of the school. As a result, appropriate areas for improvement are identified and acted upon.
- Students demonstrate strong progress in their personal development. Their attendance, attitudes to learning and behaviour improve markedly over time.
- Students are motivated to continue with their education after leaving school.
- The quality of teaching is good and promotes good achievement. The staff have a good understanding of the learning needs and personal characteristics of each student.
- Arrangements for the safety and well-being of students are exemplary.
- Students make good progress, particularly in English and mathematics, from low starting points. Almost all leave school at the end of Year 11 with externally accredited qualifications.

### It is not yet an outstanding school because

- Science and aesthetic and creative subjects are not developed sufficiently to broaden and deepen students' higher level skills.
- The attendance of a small number of students is not good enough.
- Students do not always take sufficient individual responsibility for their own learning and achievement.
- Students do not read regularly and independently beyond the tasks completed in lessons.

### Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Information about this inspection

- Four lessons were observed taught by three teachers and tutors. Samples of students' work produced during the inspection were scrutinised. In addition, students' work across a range of subjects was scrutinised.
- Meetings were held with a senior manager representing the company, the headteacher, project manager and staff. Inspection questionnaires submitted by five members of staff were considered.
- Individual meetings or telephone conversations were conducted with parents and carers, and with representatives of placing authorities and alternative providers used by the school.
- There were insufficient responses to the Ofsted online Parent View questionnaire for these to be taken into account.
- A number of school policies and procedures were scrutinised, together with records of their implementation.

## Inspection team

David Young, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Include – Buckinghamshire is an independent day special school which opened in 2003 and is now under the proprietorship of Catch22.
- The school has moved to additional new premises since the time of the last inspection. The original premises in High Wycombe are retained but were not in use during this inspection. The school is currently located in new premises in Wokingham.
- The school provides full-time education for up to 25 students in the age range 13 to 16 years. Students have typically been excluded from mainstream schools as a result of behavioural, emotional and social difficulties. All students have a statement of special educational needs; no student is disabled.
- The school 'focuses on improving attendance, attainment and behaviour as well as raising aspirations and overall "connectedness" to society'.
- The school makes part-time use of alternative providers to contribute to students' vocational education and personal development. Individual students are currently placed with Skidz Motor Project, and Bracknell and Wokingham College.
- Current students have all been placed at the school for less than 18 months.
- The school was last inspected in March 2012.

### What does the school need to do to improve further?

- Further improve the achievement of students to outstanding by:
  - analysing and demonstrating more systematically the extent of students' progress across the full range of subjects studied
  - increasing opportunities to study accredited courses in science and to have wider experience in aesthetic and creative subjects
  - securing consistently good attendance by all students
  - supporting students to take individual responsibility for their own learning and achievement
  - encouraging students to read regularly and independently beyond the tasks completed in lessons.

## Inspection judgements

### The leadership and management are good

- The school has established a culture in which previously disaffected students feel valued and are motivated to cooperate with adults and work towards successful outcomes in their learning. Staff have secured good improvements in the attitudes and behaviour of students; relationships throughout the school are positive and respectful. All adults working with students have high aspirations for what they can achieve, despite the personal challenges they may have experienced.
- The proprietors have ensured that extremely high quality leadership and support are provided by central company staff in the development and monitoring of policy and procedures, including the quality of teaching and students' achievement.
- The headteacher, middle leaders and teaching staff work together effectively to ensure that students are provided with equality of opportunity through learning experiences based on a sound analysis of the needs of each student. There is an appropriate focus on essential skills which prepare students well for life in modern Britain. There is adequate provision for physical education using off-site facilities. However, provision for science and aesthetic and creative experiences require further development.
- Leaders and managers have a good understanding of the strengths of the school as a result of comprehensive arrangements for checking on all aspects of its work. Clear and appropriate improvement plans have been developed; these have a positive impact on provision, including, for example, good recent action to secure suitable new staff.
- Staff provide a clear focus on students' spiritual, moral, social and cultural development. Students are presented with a range of opportunities to understand how people of different cultures and backgrounds contribute to life in modern Britain. Visits to places of worship form part of the programme of cultural studies in the curriculum for all students.
- Excellent use is made of events in the news to develop students' understanding of democracy, tolerance and British values. The school's equality and diversity policy includes a clear requirement that any controversial political topics must be addressed in a balanced and non-partisan manner.
- All students are provided with opportunities for involvement in the local community, for example through work placements with local employers. Effective careers guidance ensures that students are well informed about future opportunities for further education or employment with training. Planning is underway for fundraising in response to a national charity event.
- Senior leaders have ensured that all aspects of safeguarding are given a high priority. Parents, carers and placing authorities report that communication between home and school is good and that all partners are kept suitably informed about the progress and well-being of students.
- Procedures for monitoring and improving the attendance of students, including good communication with alternative providers, are good. Senior staff are aware of the need for further development of strategies to ensure improved attendance by a small minority of students.
- Improvements in all aspects of the school's leadership and provision since the last inspection demonstrate good capacity for continued improvement.
- **The governance of the school:**
  - has ensured that all the independent school standards are met
  - is effective in ensuring that school leaders and staff are held to account for all aspects of the quality of teaching and the progress of students. The proprietors are extremely well informed about assessment procedures and the data related to students' examination outcomes.
  - includes exemplary arrangements for the management of staff performance. A company system for performance-related pay is in the early stages of implementation.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of students is good. Over time, their behaviour improves considerably. They state that they value the small size of the school and appreciate the personal attention and support they receive. They believe that staff listen to them and understand the challenges they face with their learning and the management of their behaviour. The school is characterised by mutual respect between students and with staff.
- Students gradually begin to take responsibility for managing their own behaviour and they mostly

demonstrate good attitudes towards the staff and the activities provided for them. Unreliable punctuality and attendance and erratic attitudes to learning do sometimes restrict the learning of a minority of students. The attendance of the majority of students is good and demonstrates strong improvement on their attendance at previous placements.

- Staff are skilled at enabling students to develop individual strategies to cope with the personal pressures which intrude on their concentration and commitment. As a result, previously reluctant learners accept the expectations of the school and begin to develop the resilience required for successful learning. Parents, carers and placing authorities express positive views about the impact of the school on students' attitudes to learning and to authority.
- School records demonstrate a decrease in the number of disruptive incidents over time as students learn to respect the expectations and values of the school. When individual incidents of unacceptable behaviour occur, staff deal effectively with these and ensure that the learning and progress of other students are not negatively affected.
- Staff give good attention to the spiritual, moral, social and cultural development of students. Students improve in confidence and self-esteem; they begin to value their achievement as they experience increasing success through positive feedback on their assessed work.

### Safety

- The school's work to keep students safe and secure is outstanding. The staff are provided with excellent support by the parent company in the development and administration of policies and procedures for the safeguarding of students. Rigorous procedures for the appointment of staff, training in child protection, the administration of first aid, fire safety and the training of staff are implemented consistently.
- Students receive comprehensive and appropriate teaching on a range of topics which supports the development of healthy lifestyles. Students value the opportunities provided to study themes, for example healthy diets, the risks associated with substance abuse, and how to ensure e-safety. They have a good awareness of the different forms of bullying and support each other well to ensure that each individual is valued within the school community.
- Arrangements for the assessment of risk are thorough and applied to all areas of the premises and activities within the curriculum, as well as alternative provision. There are excellent levels of supervision of students throughout the day and immediate contact with parents and carers to address any concerns about attendance or incidents.

### The quality of teaching

is good

- The quality of teaching is good and contributes strongly to students' good achievement.
- Students, on entry to the school, are mostly disaffected with education and have negative attitudes to learning. Once they have settled into the expectations of the school, they increasingly display positive and cooperative attitudes to their learning.
- They take an interest in their learning and demonstrate pride in their completed work. Students recognise the high aspirations of the staff and begin to develop sufficient self-esteem and confidence to engage positively with their learning.
- Students cooperate with the expectations of the staff but not all take sufficient personal responsibility for their own learning and achievement.
- Students with statements of special educational needs are provided with individual timetables matched appropriately to their needs. Staff have a good understanding of the learning characteristics and abilities of each student. One-to-one teaching is used extensively and effectively to enable students to concentrate and focus on their individual learning activities.
- The curriculum is broad and covers the required areas of learning. However, science is not currently examined externally and the study of aesthetic and creative subjects has insufficient depth of study to enable students to progress to high levels of achievement.
- Teachers use effective questioning to challenge and deepen students' understanding. Students are encouraged to be reflective about their attitudes to learning and to evaluate their understanding of the ideas studied. In an English lesson, for example, students deepened their understanding of the relationship between characters and their individual attributes in the novel studied.
- Staff provide continuous opportunities for students to apply their developing skills in literacy and numeracy; students understand the significance of these skills for future success. However, students do not voluntarily take individual responsibility for developing their reading beyond the requirements of the classroom.
- Excellent opportunities are provided for students to study the breadth of cultures and belief systems

represented in the local and wider communities. The cultural studies programme combines elements of religious education and personal, social and health education; as a result, students have a good understanding of diversity in British society.

- Arrangements for the assessment of students' progress are good, particularly in English and mathematics. Work is mostly marked effectively and teachers regularly reshape learning activities as a result of continuous checking of students' understanding. Good guidance, both spoken and written, is provided for students in how they may improve their work.
- Staff use the findings from their assessment of students' work to evaluate the extent of their progress over time and how this compares with national expectations. The good strategies applied to the assessment of English and mathematics are not used systematically enough across the full range of subjects studied.

### The achievement of pupils

is good

- Students enter the school with gaps in their learning due to significant periods of absence or disruptions to their previous placements. As a result, their attainment is below the expected standard for their age. Students make good progress from their starting points, particularly in English and mathematics. Work in their books demonstrates good progress across a range of subjects, including science, cultural studies humanities and information and communication technology (ICT).
- Students leave the school at the end of Year 11 with external accreditations in English, mathematics and vocational subjects, which enable them to take up places in colleges of further education. Almost all students who left the school in summer 2014 progressed to further study in vocational subjects.
- Disadvantaged students make good progress in relation to other students nationally and begin to close the gaps in their learning. Effective careers guidance is provided, including appropriate contributions by external agencies. The school ensures that students' future destinations take full account of their personal characteristics and continuing learning needs.
- There are no high attaining students on the roll of the school at present, but all those in attendance are preparing successfully for functional skills and GCSE examinations for completion by the end of Year 11. Early entry for GCSE is not used, but students have the opportunity to enter functional skills examinations at levels 1 or 2 when they are ready.
- Students with statements of special educational needs make good progress against the individual targets identified in their personal education plans. Their targets are realistic and ensure that there is an appropriate focus on catching up lost ground in the development of their basic skills.
- Students who attend alternative provision as part of their timetable make good progress, for example in mechanics or construction. Their work is carefully monitored to ensure that it meets their needs and that they are making suitable progress.
- As a result of good attention to students' personal and social development, the school demonstrates strong commitment to providing students with the resilience required to take on the responsibilities of life in modern Britain.
- While students enjoy their work in science, and demonstrate good progress, there are no current opportunities for external accreditation in the subject at GCSE level.
- Students, over time, improve and apply their skills in reading, writing, speaking and listening. Their written work shows increasing accuracy in spelling and grammar. While they read effectively in lessons, they mostly do not read extensively by personal choice.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).

## School details

<b>Unique reference number</b>	134415
<b>Inspection number</b>	462878
<b>DfE registration number</b>	825/6035

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.

<b>Type of school</b>	Day special school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	13–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	7
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	<b>include</b> Ltd (a wholly owned subsidiary of Catch22)
<b>Chair</b>	Bruce Noble
<b>Headteacher</b>	Deborah Hurley
<b>Date of previous school inspection</b>	1 March 2012
<b>Annual fees (day pupils)</b>	£13,995 (base fee)
<b>Telephone number</b>	01189 796156
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