

# Include Bristol

6–7 Dean Street, St Pauls, Bristol, Avon BS2 8SF

## Inspection dates

26–28 April 2016

## Overall effectiveness

**Good**

|  |      |
|--|------|
| Effectiveness of leadership and management   | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare  | Good |
| Outcomes for children and learners           | Good |
| Sixth form provision                         | Good |
| Overall effectiveness at previous inspection | Good |

## Summary of key findings for parents and pupils

### This is a good school

- Encouraging everyone to be the best that they can be is at the heart of this school community.
- The school's ethos, along with the shared vision and high expectations of all staff, enables everyone throughout the school to thrive.
- The strong focus on the assessment and development of pupils' well-being enables pupils to be ready to learn. High levels of mutual respect exist between adults, pupils and the students in the sixth form.
- The health and safety of pupils, students and staff are a high priority. The proprietor, and those responsible for governance, have ensured that all of the independent school standards are met.
- Teaching and learning are good. Senior leaders ensure that staff receive regular, good-quality training. This helps them to develop as skilled professionals and provide pupils with increasingly effective learning support.
- Pupils' attitudes, abilities and knowledge are accurately measured when they join the school. If progress slows, staff investigate the causes and make adjustments so that learning gets quickly back on track.
- Pupils and students leave school ready for the world of work, education and training. They successfully attain a good range of certificated courses, including GCSEs, which enables them to pursue and achieve their new ambitions.
- Students in the sixth form make consistently good progress and develop mature attitudes to learning. They leave school able to live at least semi-independent lives. Some go on to study A levels at college and enter university.

### It is not yet an outstanding school because

- Some pupils do not attend school as often as they can, and some arrive late to lessons. This restricts the amount of teaching they have and reduces their time spent learning and achieving.
- Feedback from teachers does not help pupils to learn from their mistakes in spelling, punctuation and grammar.
- Pupils understand the risks associated with certain lifestyle choices but many of them continue to make poor choices about personal health and safety.

### Compliance with regulatory requirements

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

## Full report

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

- Improve pupils' personal development and well-being by ensuring that:
  - all pupils attend as often as they should and arrive promptly to lessons
  - more pupils act on advice about leading healthy lifestyles.
  
- Improve the quality of teaching so that more pupils and students make rapid progress by ensuring that:
  - they know what they have to do to improve their work, particularly in the accurate use of spelling, punctuation and grammar
  - all teachers plan work that is suitably interesting and demanding, particularly for the most able.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has established a strong, supportive team across all six sites. Regular staff meetings and external quality-assurance of the school's work help to ensure that the school's policies are understood and followed by staff.
- The school's leaders ensure that staff receive appropriate training for their new roles and responsibilities. As part of a reorganisation process, all unqualified teachers are enrolled on a diploma in education and training (DET) course.
- Staff morale is high. Throughout the school, and across all sites, staff are encouraged to improve their work and develop their own careers through good-quality training and mentoring opportunities. Staff say they value this support and are proud to be members of a vibrant, forward-thinking team.
- Annual checks are made by senior staff from 'Include' to assure the quality of the work of staff, leaders and managers. The school also draws on the expertise of a school improvement consultant to help ensure that practice is consistent across the different sites and to help leaders check the independent school standards are fully met. Through the outreach service the school works closely with parents, carers and other services to support families and keep their children safe.
- The curriculum covers all of the requirements of the independent school standards. The school leaders make sure that British values are taught and understood by all pupils and students.
- Staff ensure that pupils' interests and needs are met by providing activities such as: construction work at a provider called RockSteady; sporting activities at Urban Pursuit; and small animal husbandry skills at St Werburghs City Farm. Together, these activities help develop pupils' social and emotional skills.
- Regular surveys are conducted to gauge the views of pupils, parents and carers, and agencies that work in partnership with the school. Their comments and suggestions are analysed and followed up. For example, the school has provided more laptops for pupils to use across all six sites.
- School leaders work effectively with other agencies when pupils are at risk of harm, for instance in relation to safeguarding concerns.
- **The governance of the school**
  - The board of trustees has ensured that all the regulations for independent schools are met. The previous regulatory failures have been resolved. The school now provides accommodation for the medical examination of pupils and appropriate accommodation for the short-term care of any pupils who are sick or injured. The proprietor and the board of trustees are kept well informed by the headteacher and other leaders about the work of the school. They also employ external consultants to help them check the accuracy of the school's reports.
  - It is too soon to judge the effectiveness and impact of the new local governing body. However, inspectors found that there is no complacency among leaders. The Catch 22 group is determined that the school will continue to improve and support the most vulnerable pupils in the area. Since taking over Include Bristol, they have taken time to identify and build on strengths in the provision. Consultants have been deftly employed to support the school's leaders and managers in resolving areas of relative weakness.
  - Based on their good knowledge of the school, the board of trustees and the proprietor have set out a clear development plan called 'the blueprint'. This sets out the future direction of the school. Work has already begun to ensure that more emphasis is placed on pupils' academic learning, but not at the expense of other areas of learning such as pupils' personal development. Considerable investment has been made in training staff, providing good-quality resources, and using the expertise available throughout the Include and the Catch 22 groups which is driving improvements.
- The arrangements for safeguarding are effective. Leaders and managers have ensured that the school's practice to keep pupils safe complies with guidance issued by the Secretary of State, set out in 'Keeping children safe in education', July 2015. All staff have received safeguarding training and have been awarded a child protection awareness in education certificate. Staff have also been trained in food safety and hygiene, equality and diversity, and fire marshalling. Staff are aware of their duties and are working with other agencies to prevent potential radicalisation and extremism. Staff are aware of the mandatory reporting requirements that came into force on 31 October 2015. The health and safety policy and other documentation are consistently applied across all of the sites. Pupils are appropriately supervised by a member of staff at all times during the school day.

## Quality of teaching, learning and assessment is good

- Since the previous inspection, the school has improved the quality of the classrooms so that they are now more stimulating learning environments. Staff ensure that the wall displays in the various buildings promote equality and help pupils understand their role in society. This reinforces work in lessons and tutorials so that pupils learn to accept other people who have different opinions and lifestyles.
- Pupils told inspectors that they appreciated the time staff took to prepare classroom displays because they found them to be really helpful reference materials for what was being taught in lessons.
- The school employs specialist teachers who have good subject knowledge. They set high expectations for pupils' behaviour and attitudes to learning. Support staff are taking a greater part in helping pupils with their learning. Some staff are already very good at subtly moving pupils' learning on and maintaining a sharp focus on learning in lessons. All staff help to ensure that behaviour is managed well and when it slips, it is appropriately dealt with.
- When pupils start at Include Bristol they are assessed to check what they know, what they can do and how they feel. This assessment is used as a set of baseline measures. At regular intervals, the staff check that pupils are making at least good progress in all subjects and in their personal development from these baseline starting points. Where progress is found to be slowing, swift action is taken to make sure that pupils are quickly back on track to make good progress.
- When teachers plan activities that capture pupils' interests, pupils engage enthusiastically with their learning. This is clearly seen in the well-presented and cared-for books and folders of those pupils taught through the 'outreach' service. Elsewhere, not all teachers are following and making best use of the school's marking and written feedback policy when marking pupils' books. As a result, some pupils do not fully understand what they need to do to improve their work, particularly in their use of spelling, punctuation and grammar.
- The school is aware that the previous system to track pupils' learning and progress needed to be more robust. Some of the methods to record pupils' progress and achievements were over-complex and have caused some confusion in the past. The school has implemented a new recording system. Staff have received training in how to use it, but it is not yet fully in place. For example, teachers' planning does not yet consistently ensure that the most-able pupils are sufficiently challenged.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Close attention is given to individual risk assessments and the application of the school's robust policies. The use of alternative providers also helps the school to protect pupils from child sexual exploitation, radicalisation, gang and criminal activities. Pupils feel safe in school. They develop good levels of confidence and self-esteem.
- The strong promotion of British values is at the core of the school's curriculum. Pupils' spiritual, moral, social, cultural and economic development are promoted well because they are specifically identified and taught effectively through all subjects. The implementation of the school's schemes of work and the impact of the learning activities on pupils' personal development are closely monitored. As a result, pupils learn to value diversity and respect other people's viewpoints.
- When pupils first join the school, most are not emotionally ready to learn. Pupils told inspectors how they had been supported by staff to turn their lives around. Erratic attendance, unsuccessful learning experiences and engagement in risk-taking activities are often a key barrier to pupils' desire to learn. Staff demonstrate that they care deeply about the pupils as individuals. They listen to pupils' views and treat them with respect and courtesy. Strong professional relationships and regular tutorial meetings help staff to have a good understanding of the pupils' needs and aspirations. This information is used successfully by staff to shape learning activities and ensure that pupils thrive in school or when at alternative providers.
- School leaders have developed strong partnerships with other providers and agencies. Working together they help to reduce the number of pupils engaged in risk-taking activities, for example smoking tobacco and substance abuse. However, too many pupils continue to smoke, and engage in risk-taking activities.

## Behaviour

- The behaviour of pupils is good. School records and evidence in pupils' files clearly demonstrate the good progress that pupils make in managing their emotions and how they start to enjoy learning, often for the first time. Parents, pupils and partners who work with the school report that most pupils leave school with significantly improved behaviour and attitudes to learning.
- Staff lead by example and school leaders carefully monitor unacceptable behaviour and attitudes. For example, prejudice, homophobia, racial and sexual stereotyping are tackled head-on. Bullying and discrimination in any form are not tolerated. As a result, bullying is rare, but when it does occur it is swiftly dealt with.
- To date, no pupil has been permanently excluded and staff have not needed to use physical restraint. Sanctions imposed by the school for poor behaviour are appropriate. There has been a significant reduction in incidents of poor behaviour and temporary exclusions over the last year.
- Good behaviour is regularly rewarded through a daily points system. This is monitored closely and carefully analysed by senior leaders to identify any patterns and triggers of behaviour slipping. The information is then productively used to identify causes that might impact on pupils' behaviour. Typically, when pupils arrive late to school or lessons, staff ensure that the late arrival does not disturb the learning of others.
- Pupils generally attend this school more often than they have attended previous schools. In many cases, where pupils refused to attend school they now come to Include Bristol as often as they can. The school works hard with other agencies and parents to ensure that pupils attend school. A few pupils receive education through the school's 'outreach' services. Where possible, these pupils are gradually encouraged to have lessons with other pupils in small groups. However, the school is aware that the attendance of a small minority of pupils is still too low.

## Outcomes for pupils

are good

- Pupils generally join the school with negative experiences of education, low self-esteem and low aspirations. Often there are many gaps in pupils' literacy and numeracy skills because of previous poor attendance and attitudes to school.
- Pupils are able to study a range of appropriate accredited courses, including GCSEs. Subjects include English, mathematics, science, psychology, humanities, art, preparation for working life, food hygiene, child development and vocational certificates. Pupils are typically successful at completing their courses. Staff work hard to raise pupils' aspirations by encouraging and helping them to acquire the right qualifications to achieve their ambitions, including going to university.
- Good quality external and impartial careers advice helps pupils move into further education, employment or training when they leave school.
- Current pupils are making good progress in all year groups. There is no discernible difference in the achievement of different groups of pupils, wherever they are based. However, evidence in pupils' books shows that sometimes pupils do not learn speedily from their mistakes in spelling, punctuation and grammar or know how to correct them.
- The most-able pupils do not achieve as well as they should. This is because sometimes teachers do not plan activities that are sufficiently challenging. For example, in mathematics, the most-able pupils are sometimes asked to complete work that they have repeatedly demonstrated they can do. Although some pupils enjoy the successful completion of algebraic problems, it does not help them to master how to solve more complex problems based on real-life situations as required at the higher levels in examinations. In English, sometimes not enough attention is paid to what pupils say they have learned. When this is not recorded in a pupil's writing the evidence of the learning is lost. Art work throughout the school is a strength. More pupils are able to study art and design at GCSE level than was previously the case.

## Sixth form provision

is good

- All aspects of sixth form provision are good. Leaders and managers ensure that pupils' good progress and achievements, gained in the main school, continue in the sixth form.

- Sixth form students have a wide range of starting points. Those with the most complex learning needs are supported well so that they can live semi-independently, or fully-independently after leaving school. For example, they learn life skills, such as how to wash up, cook nutritious meals and how to look after their money.
- Students continue to develop their questioning and reasoning skills. They listen carefully to each other and express views that have been sensibly considered. The most-able students have a good knowledge of national and global issues. For example, they draw on their knowledge from reading around the topics they are covering in GCSE English. Timely questioning by staff, and guidance from them, enables students to present and articulate their views with confidence.
- Although access to the right type of work experience for students is difficult to find, staff persevere. Current students reported to inspectors that they are enjoying their work experience and it is helping them to appreciate and prepare for their next steps. This experience increases their confidence so that they are able to take up their places at local colleges. Staff help students to gain a place on an apprenticeship.
- Very few students do not have an organised place to go to by the time they leave school. When this happens staff from Include continue to help them seek employment, education and training opportunities.

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 134441   |
| <b>Inspection number</b>       | 10017614 |
| <b>DfE registration number</b> | 801/6023 |

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>                         | Secondary special school   |
| <b>School status</b>                          | Independent day  |
| <b>Age range of pupils</b>                    | 14–19  |
| <b>Gender of pupils</b>                       | Mixed  |
| <b>Gender of pupils in the sixth form</b>     | Mixed  |
| <b>Number of pupils on the school roll</b>    | 120  |
| <b>Of which, number on roll in sixth form</b> | 12   |
| <b>Number of part time pupils</b>             | 38   |
| <b>Proprietor</b>                             | Tracy Pepper   |
| <b>Chair</b>                                  | Keith Griffiths  |
| <b>Headteacher</b>                            | Julie Catanach   |
| <b>Annual fees (day pupils)</b>               | £16,800  |
| <b>Telephone number</b>                       | 0117 942 2221  |
| <b>Website</b>                                | <a href="http://www.catch-22.org.uk">www.catch-22.org.uk</a>                       |
| <b>Email address</b>                          | <a href="mailto:Julie.Catanach@catch-22.org.uk">Julie.Catanach@catch-22.org.uk</a> |
| <b>Date of previous school inspection</b>     | 4–6 March 2013   |

## Information about this school

- The school is part of the Include group which has been taken over by Catch 22 since the previous inspection. The school uses six main buildings in Bristol. Pupils who are taught through the school's 'outreach' services generally have their lessons in public buildings such as the local library.
- There is a proprietor and a board of trustees who oversee the work of the Include schools.
- A governing body, made up of partner professionals and community members, has been very recently appointed to hold the school to account at a local level. They have met once.
- Following the promotion of the headteacher, an interim headteacher has been appointed who took up her post during the week of the inspection.
- The school uses a wide array of off-site training to suit individual pupils' needs, as and when required.
- Most pupils have been withdrawn or excluded from their previous school or education provider.
- Very few pupils join the school in Year 9.
- Most pupils are of White British heritage and are boys.
- A large majority of pupils have been identified as having a learning difficulty. A minority have complex needs and have a statement of educational need or an education, health and care plan (EHC plan).

- Almost all pupils are entitled to the pupil premium (additional government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers). This money is not paid in addition to the annual fees as noted above.

## Information about this inspection

- The inspection took place with one day's notice.
- Pupils' work, annual reports and other records such as progress information were scrutinised.
- Inspectors visited the six main sites, where joint observations of lessons with senior leaders took place, and one of the school's main alternative providers, RockSteady.
- Discussions were held with the proprietor, a local governor, headteacher, interim headteacher, special educational needs coordinator, centre managers, teachers, support staff, pupils and an ex-pupil.
- Inspectors discussed the work of the school with professionals working in partnership with the school, including a placing authority.
- The 42 staff responses to a questionnaire were analysed.
- There were no responses to the Ofsted online questionnaire, Parent View.
- The school's policies and other documents were examined to check the school's compliance with the independent school standards.

## Inspection team

Steffi Penny, lead inspector

Her Majesty's Inspector

Jen Southall

Her Majesty's Inspector

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