Inspection of IncludEd

8 Alexandra Road South, Whalley Range, Manchester M16 8ER

Inspection dates:	14–16 January 2020

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

IncludEd provides highly effective support for its pupils. The care and guidance that they receive helps them to overcome their many barriers to learning, especially those relating to pupils' mental health and self-esteem. Pupils thrive in the nurturing environment that leaders have created. Leaders and staff are aspirational for all pupils to be as successful as they can be. Staff embody the school motto, 'caring for a better tomorrow'. Pupils strive to live up to these high expectations.

Pupils told us that they enjoy coming to school. They said that they feel safe and well cared for because staff take time to listen to them. One pupil's view that, 'Staff understand me,' reflects the views of many pupils. Pupils behave well most of the time. They said that staff help them to sort out any arguments, and, should bullying occur, it would be dealt with quickly by staff.

Pupils appreciate the many opportunities they have to develop new skills. Pupils cook lunch for everyone on a Thursday. The Duke of Edinburgh's Award Scheme enhances the curriculum further. Activities promote pupils' resilience, determination and independence. Leaders encourage pupils to contribute to their local community, for example by litter picking in the local park.

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

Leaders have carefully designed a curriculum that helps pupils to overcome their many barriers to learning. Leaders work closely with the local secondary pupil referral unit to share ideas and expertise. Staff's good subject knowledge enables them to deliver the curriculum well. Leaders use assessment information effectively. They tailor their curriculum planning to meet pupils' individual needs. Planning connects what leaders want pupils to learn across a broad range of subjects. The curriculum builds on pupils' prior learning. Leaders follow the national curriculum for English, mathematics and science. The Duke of Edinburgh's Award Scheme enhances the curriculum further. It provides opportunities for pupils to apply what they know across a range of subjects and experiences, including geography and community projects.

When pupils start at this school, they have little belief in themselves. They are unable to manage their emotions and regulate their behaviour. Staff quickly forge positive relationships with pupils. They deal quickly with any low-level disruption during lesson times. Staff are adept at providing pupils with the time and opportunity they need to reflect on their actions. They provide pupils with strategies to modify their behaviour. Pupils told us that staff help them to feel calmer. Staff are skilled in encouraging discussion and debate around a range of issues. This helps to broaden pupils' thinking. Pupils' skills for the future are prioritised well, including managing their money.

Pupils work hard. Many pupils have gaps in their knowledge, for example in mathematics. They lack confidence in what they can do. Teachers provide

opportunities for pupils to practise and consolidate what they know before moving on to new learning. Some pupils are not always confident when applying their mathematical knowledge in other subjects.

Leaders have reviewed the way that English is taught. Teachers' planning links to carefully selected texts across a range of genres. Pupils are encouraged to read often, including in other subjects. They read confidently, with fluency and expression. Visits to places of local interest are often used to provide further context to the books that they are reading. Pupils told us how much they enjoyed the recent trip to a war museum as part of their work on 'The Boy in the Striped Pyjamas'. Pupils are beginning to apply their increasing vocabulary knowledge in their own writing. However, they are less confident when applying their knowledge and understanding of grammar, spelling and punctuation to their writing.

Leaders provide opportunities beyond the classroom. These opportunities include supporting local charities by organising fundraising events. Pupils enjoy being part of local festivals and celebrations. They are looking forward to the camping expedition in the summer term.

Most pupils achieve well. Former pupils spoke highly of the school and are happy to share how it has turned their lives around. Links with further education colleges raise their aspirations further. Many pupils feel positive about the future.

The governance of the school is led by an advisory panel. They understand the complex challenges of working with vulnerable pupils. Staff feel very well supported by leaders.

They use their considerable knowledge well to hold leaders to account. Leaders ensure that all of the independent school standards are met, including their obligation under Schedule 10 of the Equality Act. They ensure all pupils and staff have access to the school site. The accommodation and premises are maintained to a high standard.

Safeguarding

The arrangements for safeguarding are effective.

Staff are extremely vigilant. All checks are in place to ensure that adults in the school are safe to work with pupils. The high-quality training staff receive enables them to quickly identify any signs of risk. Pupils are vulnerable to a range of safeguarding concerns beyond the school. Leaders work with a range of agencies to ensure that pupils understand the dangers in their communities and know how to keep themselves safe. Procedures in place are understood by staff and pupils. Leaders respond quickly to any absence from school, and they remain persistent until they are confident that the missing pupil is safe. Leaders engage with parents and carers to ensure that they have the help that they need to support their children at home.

What does the school need to do to improve?

(Information for the school and proprietor)

- Pupils are less confident when writing independently in English. As a result, they do not write at any length. Leaders need to build on pupils' improving vocabulary knowledge and provide opportunities for pupils to practise and consolidate their knowledge, skills and understanding of spelling, punctuation and grammar in order to improve their achievement in writing.
- Some pupils have gaps in their understanding of key mathematical concepts. These pupils are not confident when applying what they know to new learning, including new learning in other subjects. Leaders need to build on pupils' improving knowledge in mathematics so that pupils can apply what they know confidently across a range of other subjects.

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 Ofsted Parent View information 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.

If you are the provider and you are not happy with the inspection or the report, you can complain to Ofsted.

School details

Unique reference number	141207
DfE registration number	352/6009
Local authority	Manchester
Inspection number	10128820
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 14
Gender of pupils	Mixed
Number of pupils on the school roll	9
Number of part-time pupils	0
Proprietor	Noreen Khan
Chair	Mr Karim
Headteacher	Noreen Khan
Annual fees (day pupils)	£17,100
Telephone number	0161 971 1352
Website	www.includelearning.co.uk
[redacted]	
Date of previous inspection	16–18 May 2017

Information about this school

- All pupils are dual registered at the school and Manchester Secondary Pupil Referral Unit (PRU), which commissions places for pupils.
- Pupils on roll have been permanently excluded or were at risk of permanent exclusion from other schools.
- Pupils usually attend the school for three terms.
- Most pupils who attend the school are in Year 9.

Information about this inspection

We 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.

- During the inspection, we spoke with pupils about their work and school life. We spoke with the headteacher, members of staff and the chair of the school's advisory panel. We also spoke with the leader for key stage 3 and the leader for pupils with SEND from the commissioning school, Manchester Secondary PRU.
- There were no responses to Parent View, Ofsted's online questionnaire. There were no responses from the online survey for staff or the pupils' survey.
- We looked in detail at several subjects. These were English, including reading, mathematics, personal, social, health and economic education and art. We met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning. We also looked at pupils' work and listened to pupils read.
- During the inspection, we reviewed a range of documentation, including curriculum plans, documentation relating to safeguarding and information relating to the independent school standards. We also looked at records of pupils' attendance.

Inspection team

Amanda Stringer, lead inspector	Her Majesty's Inspector
Maggie Parker	Ofsted Inspector

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