

# Inspection of Inclusion Hampshire

Inspection dates:

14 to 16 January 2025

## Overall effectiveness

## Requires improvement

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Provision for learners with high needs

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

## Information about this provider

Inclusion Hampshire is an independent specialist college based in Hampshire. It is part of a wider charitable organisation that also includes a specialist school. The college works with 16- to 25-year-olds living in and around Hampshire.

All learners have social, emotional and mental health needs, and/or autism and are supported by an education, health and care (EHC) plan.

Inclusion Hampshire provides training and support to help young people break down barriers to successful futures and prepare for independent living and employment. College leaders have recently developed new provision in Basingstoke which prepares learners to move into employment.

There are 77 learners attending college. All learners study English and mathematics qualifications at a level appropriate to their needs. Learners also have the option to study qualifications in employability skills and construction.

The college does not work with any subcontractors.

## **What is it like to be a learner with this provider?**

Learners benefit from high levels of individual support and care from staff. Learners value the importance that staff place on looking after their well-being and safety. Learners appreciate the calm, nurturing surroundings provided at the college sites. Staff help learners develop effective strategies to manage their emotions, such as taking short 'brain breaks' when they feel anxious. This helps learners to improve their confidence.

Learners' attendance at lessons is too low. Too many learners do not arrive on time for lessons. Staff do not set clear expectations or goals for improving learners' attendance or punctuality. This means that they make slow progress.

Staff do not teach learners consistently about topics such as the dangers of radicalisation and extremist views. Most learners have a limited understanding of what this means to them.

Learners treat each other and their environment with respect. They show empathy and understanding towards their peers' individual needs and differences. Learners develop strong relationships with staff. They learn how to model their behaviour from the standards staff set. For example, they learn how to think and speak positively, and they behave well in lessons.

Learners who need it receive helpful support such as occupational and speech and language therapy.

Learners feel safe at college and know how to keep themselves safe when they use social media. Most learners trust staff to listen and respond to their concerns.

## **What does the provider do well and what does it need to do better?**

Leaders have recently redesigned the curriculum they offer. They have planned three pathways with clearly defined aims that learners study according to their individual needs. For example, learners who need a phased transition into college attend a one-year programme that prepares them for the next level of study in the college. Learners who are ready to move on from college study the new pathway designed to improve their employability skills. Most learners study the blue pathway which prepares them for the next level of study. Leaders have planned content across all pathways that suitably builds learners' skills and knowledge to prepare them for their next steps.

The quality of teaching is not good enough. In their current quality improvement plan leaders have identified appropriate areas for development. However, it is too soon to see the effectiveness of the actions taken to improve teaching.

Leaders have not trained teachers sufficiently to assess what learners know and can do at the start of their programme. Most teachers set targets for learners that are

too generic, such as achieving a qualification. They do not break these down into learning goals to fill gaps in learners' knowledge, or that challenge them academically. Most learners cannot recall their individual learning goals.

Leaders and teachers do not have a clear overview of the progress that learners make in achieving their individual goals. Leaders and teachers have a useful understanding of the topics and units that learners have completed. Leaders also know how well learners progress against a set of general indicators such as openness to feedback and the quality of their interactions with other learners and staff.

On hair and beauty courses, teachers make effective use of the information they have gathered about learners' starting points. They plan activities that reinforce and build learners' understanding. Learners successfully master more advanced technical skills through repeatedly practising tasks.

In a few instances teachers do not correct learners' errors and misunderstandings. Nor do they fully explain new concepts or vocabulary. This means that learners do not know how to improve their work or extend their knowledge.

A few teachers do not have the specialist knowledge or training to teach their subject. In these instances, teachers select activities that do not sufficiently challenge learners. The resources they use are not appropriate for the age group they teach.

Leaders have recently improved their focus on the need to improve staff's expertise and skills. They encourage teachers and managers to improve their practice by supporting them through professional qualifications. Managers who have recently taken up leadership roles benefit from studying on leadership courses. New teachers study relevant teaching qualifications.

Staff place a high priority on promoting learners' understanding of healthy relationships. They give very effective individual support to help learners manage personal relationships when they experience unacceptable behaviours.

Leaders have developed a suitable careers education programme. Most learners enjoy the visits that staff arrange to employers such as a local engineering company. They learn about the range of jobs they could do and train for. However, staff have not made sure that learners feel confident to participate in external work experience. Of the few learners who have left, only a very small proportion have moved into employment or further education.

Governors have an appropriate range of skills and experience. They receive useful reports ahead of meetings that inform them of key developments and challenges. They recognise that they need to support the new leadership team to implement their improvement plan.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Take action to improve the quality of teaching across the curriculum.
- Make sure that teachers identify learners' starting points and assess learners' progress against their individual learning goals.
- Make sure that learners' attendance and punctuality at lessons improve.
- Increase the proportion of learners that move into positive destinations outside of the college.
- Make sure that learners have an effective understanding of how to protect themselves against the dangers of radicalisation and extremist views.

## Provider details

Unique reference number	147588
Address	Meridian Office Park Osborn Way Hook Hampshire RG27 9HY
Contact number	01256 587718
Website	<a href="http://www.inclusioncollege.org.uk">www.inclusioncollege.org.uk</a>
Principal, CEO or equivalent	Liz Cooper
Provider type	Independent specialist college
Date of previous inspection	Not previously inspected
Main subcontractors	None

## Information about this inspection

The inspection team was assisted by the headteacher, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Sue Hasty, lead inspector	His Majesty's Inspector
Lois Knight	Ofsted Inspector
Hannah Hancock	Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, 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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025