

# Inclusion Hampshire

Report following a monitoring visit to a 'requires improvement' provider

---

<b>Unique reference number:</b>	147588
<b>Name of lead inspector:</b>	Joanna Walters, His Majesty's Inspector
<b>Inspection dates:</b>	22 and 23 October 2025
<b>Type of provider:</b>	Independent specialist college
<b>Address:</b>	Meridian Office Park Osborn Way Hook Hampshire RG27 9HY

## Monitoring visit: main findings

### Context and focus of visit

Inclusion Hampshire was inspected in January 2025. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

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. Learners have a range of complex needs that include social, emotional and mental health needs, autism spectrum disorder and attention deficit hyperactivity disorder and have an education, health and care (EHC) plan.

Inclusion Hampshire provides education, training and support to help young people prepare for adult life and employment. College leaders have recently developed a provision in Basingstoke that prepares learners to move into employment.

At the time of the monitoring visit, there were 74 learners attending college. 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.

### Themes

**How much progress have leaders made to improve the quality of teaching, including the use of assessment to identify learners starting points and progress?**

**Reasonable progress**

Since the previous inspection, leaders have improved their understanding of the strengths and areas for development in teaching. For instance, they have introduced learning walks that help leaders to monitor the quality of teaching. They have used this information to introduce a range of useful staff training on topics, such as supporting learners with mental and physical health needs. However, leaders recognise that they have not provided staff with consistent opportunities to develop their teaching and assessment skills.

Leaders and staff now check learners' prior English and mathematical knowledge and understanding well to identify gaps and tailor teaching appropriately. However,

leaders and staff do not sufficiently check learners' wider knowledge and skills and so do not adapt teaching well enough in their other areas of study.

Tutors often use the outcomes in learners' education, health and care plans to set appropriate and clear targets to help them achieve their goals. However, in a few instances, these targets are too broad. Subsequently, staff do not make it clear what steps learners need to take to achieve their outcomes.

Staff mostly use a variety of appropriate teaching activities that helps learners to develop the knowledge and skills they need. Leaders and staff provide good-quality resources and learning environments, that closely match those used in the sector. For example, learners use high-quality sound engineering equipment that helps them to develop their understanding of mixing and editing. They then use this to perform in local community events. As a result of their training, learners produce work of a good standard.

Staff mostly use effective questioning to check and build learners' understanding well. However, staff do not consistently provide useful feedback that helps learners to correct and improve their work.

### **How much progress have leaders made to improve learners' attendance and punctuality? Significant progress**

Many learners have negative prior experiences of education and did not attend the previous education settings well. At the previous inspection, too many learners continued to not attend well. Since then, leaders and staff have made significant progress in improving learners' attendance and punctuality.

Leaders and staff now set very high expectations for learners' attendance. Leaders have demonstrated this commitment through the appointment of specialist staff, who work successfully with learners and their families to identify and remove barriers to learners' attendance through highly individualised support. This has contributed to significant improvement to learners' attendance, punctuality and engagement with their learning.

Leaders closely monitor learners' attendance and punctuality, including those who are persistently absent. Where learners' attendance falls, leaders and staff intervene swiftly and put in place highly effective support that significantly increases learners' attendance.

**How much progress have leaders made to increase the proportion of learners to positive destinations outside of college?**

**Reasonable progress**

Leaders have taken reasonable actions to improve the proportion of learners who move to positive destinations after college.

Leaders have put in place a useful careers advice and guidance programme so that most learners have a clear understanding about their next steps. Governors and leaders work closely with a range of stakeholders, including chambers of commerce, the Department for Work and Pensions and employers, to organise suitable work experience that aligns well with learners' skills and interests. This contributes successfully to learners' ambition as well as their readiness to apply for further training or employment opportunities.

Staff support learners well to develop their employability skills based on their individual needs and starting points. Staff use a range of effective teaching activities to help learners develop skills, such as adaptability and communication. They invite local employers to speak with learners about the behaviours and skills they need to succeed in employment.

**How much progress have learners made to improve learners understanding of how to protect themselves against the dangers of radicalisation and extremist views?**

**Reasonable progress**

Since the previous inspection, leaders have put in place useful training to help learners know how to protect themselves from the dangers of radicalisation and extremism. They provide learners with valuable opportunities to learn how to keep themselves safe from online risks. Leaders make sure that staff revisit these topics frequently. Consequently, learners mostly understand how to keep themselves safe and to report any concerns that they may have.

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 2024