

# The Reintegration Service

Moorside Community Centre, Urquhart Road, Thatcham RG19 4RE

## Inspection dates

9–10 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently good for the small number of students who remain at the centres for longer periods of time. Not all teachers ensure that work is matched to the range of different needs in each class.
- The progress of the longer-stay students is not always good. Occasionally, teachers do not check and record the progress of students to ensure they are doing as well as they are able and using this information to set challenging targets.
- The inadequate accommodation in Key Stage 3 and 4 prevents the service from providing a wider range of activities within the curriculum.
- The systems for analysing the information about students' progress are not enabling senior leaders to have a clear understanding of how well students are achieving across the service.
- The management committee is not receiving sufficient information about the strengths and areas for improvement regarding students' progress to challenge the service to improve effectively.

### The school has the following strengths

- The service is successful in returning the vast majority of its students back to their mainstream settings.
- The skills of staff in managing behaviour and working with students are extremely effective. Young people are very well supported to improve and understand the importance of education.
- Students greatly appreciate what the service does for them and feel safe and well cared for.
- Behaviour is good and students clearly enjoy attending the service. As a result, many improve their attendance.
- The systems for supporting students when they go back to mainstream are very good and ensure that nearly all students stay in school.

## Information about this inspection

- The inspectors observed teaching and learning in six lessons or parts of lessons by five teaching staff. They visited all the centres and held talks with staff from the home education and outreach teams. They held meetings with leading teachers, teachers and the special educational needs co-ordinator. They met students to talk about their work and school. Meetings were held with the Chair of the Management Committee, the team manager of the looked after children's service and a representative of the local authority.
- The inspectors looked at students' work and data regarding the progress of students. A range of documents, including the service's self-evaluation, plans for development and minutes of meetings of management committee meetings were seen.
- There were no responses on the on-line Parent View survey. However, inspectors met one parent and spoke to three parents on the telephone.
- There are several students who are supported under the pupil premium. In most cases, the funding is with the students' mainstream setting.

## Inspection team

Sarah Mascall, Lead inspector

Additional Inspector

Peter Clifton

Additional Inspector

## Full report

### Information about this school

- The reintegration service is based on three separate sites. The Oaks is for primary aged learners, Kingfisher is for students in Key Stage 3 and The Key is for Key Stage 4 students. There is a home education service for learners of all ages who are unable to attend school for medical reasons, including mental health issues. The service runs an outreach service that supports young people at risk of exclusion in their mainstream schools.
- The service provides short-term placements for students who are at risk of, or have been excluded, from their mainstream settings. These include both fixed term and permanent exclusions. In many cases, these placements are for no more than two to four weeks. There are a small number of students who are harder to place, who may stay at the centres for longer periods of time.
- The service provides immediate education for students who are without a school place, such as those new to the area, including looked after children, and, where appropriate, exclusions from special schools.
- At the time of the inspection, a small number of students had statements of special educational needs. The majority of students are from White British backgrounds. The proportion of students from other ethnic backgrounds is small. At the time of the inspection, there were a small number of students in the care of the local authority and three students for whom English was a second language.
- There have been a number of staff changes and disruptions to staffing within the service in the last year.

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

- Improve the quality of teaching to ensure that those students on longer placements make at least good progress by:
  - ensuring that all teachers are more effective in recording and checking the progress of individuals and setting challenging targets
  - ensuring that teachers consistently meet the needs of individuals by planning work that is matched more carefully to students' abilities.
- Improve the quality of accommodation for Key Stage 3 and 4 so that it is fit for purpose and enables staff to provide a wider range of activities.
- Improve the quality of leadership and management by:
  - sharpening systems for analysing the progress of students so that senior leaders and the management committee have a clearer understanding of how well students are doing and can assess, on a whole-service basis, what actions need to be taken to bring about improvements
  - ensuring that the management committee has a clearer understanding of the progress of the different groups within the service to enable them to challenge the senior leaders more effectively.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students who attend the centres for short periods of time make good progress in understanding the importance of learning and, as a result, are well prepared for returning to their mainstream settings. These students have appropriate opportunities to extend their skills in numeracy and literacy and to develop an enjoyment of reading.
- There are very good opportunities across the service for all students to develop their skills in speaking and listening. They learn to interact with others, express their ideas with confidence and to hold conversations in a range of settings.
- The majority of students within the home education service achieve well, gaining their predicted grades in GCSEs and, on occasions, exceeding predictions.
- Most students, including those of primary age, make good progress in reading and spelling because all centres make this area a priority. Progress in other subjects, including numeracy, is more variable and not always good enough. The setting of challenging targets to enable students to improve is not always consistent and not all students make the progress they are capable of, particularly with reference to students who are at the service for longer periods of time.
- Those students with statements of special educational need, and those with English as a second language, make the same progress as their peers. In a mathematics lesson, the students with English as a second language gained a good understanding of some of the mathematical language used in measuring. They responded well to questions, showing confidence in their developing skills in English.
- The accommodation for Key Stages 3 and 4 is shared with other providers and is limited in size and facilities. This prevents students from making progress in a wider range of subjects. There are no facilities for practical subjects, such as design and technology, and there is no secure outside space for games activities.

### The quality of teaching

### requires improvement

- Good practice is not consistent across the service. On occasions, teachers set the same tasks for all and at these times, such as in a primary mathematics lesson and in a science lesson, the less able students struggled to complete the task independently whilst the more able students found the tasks too easy.
- The high-quality skills of staff in working with young people are very effective. Students develop a good understanding about how their behaviours and attitudes affect others. Students speak very positively about the improvements they have made because of the very strong relationships with staff. One spoke of the impact of the service, saying he was now ready to start learning because he understood the importance of education.
- Teachers generally use their good knowledge of students to plan work that meets the needs of the groups. There was clear evidence in several students' books, and in lessons, of teachers adapting tasks and worksheets so that the work was challenging. In an English lesson, a different worksheet for a student with low literacy skills enabled him to achieve the same task as a more able student.
- Lessons are often lively and all staff are fully involved in the learning activities. There is a real sense of teamwork. Teaching assistants are clear about their roles and work very closely with students to support them both in their behaviour and to stay on task.
- Questioning is often of good quality, encouraging pupils to participate in discussion and have confidence in expressing their ideas. This was evident in a science lesson when the teacher used questioning well to prompt an otherwise reticent student to explain the different forms of renewable energy and share his ideas with those in the class.

- The marking of students' work is generally of good quality and in subjects such as English, there is detailed feedback to students about how well they are doing and what can be improved. However, not all teachers are checking and recording consistently how well students are doing. As a result, not all students know how well they are doing or what they have to do to improve, and this negatively affects their progress.

### **The behaviour and safety of pupils** are good

- The impact of the work of staff is very evident in the high number of students who successfully return to mainstream schooling or other settings. All students spoken to were very positive about their experiences in the service. The small number of parents spoken to were overwhelming in their support of the service and the improvements in their children.
- There is a very positive ethos within all the centres. Students say they feel safe and that they have no concerns about bullying. They are confident about whom to talk to if they have any worries.
- Many students, when they arrive, display very challenging behaviours. For the vast majority, there is a rapid change in their attitudes and reactions to adults and to their peers. One student explained that staff listened to them and gave them time, which in other settings had not been the case.
- Students get on well together, participating in team activities such as playing general knowledge games and encouraging each other and staff to come up with the correct answers. They show real enjoyment of these activities and take pride in their achievements. Two students were rightly very proud of the vegetable curry they had made. It was delicious!
- Students have a real sense of community and an understanding of different cultures. One student talked about the importance of ensuring that, when they cooked a meal for everyone, they had to use Halal meat for one of the Moslem students and that it was not always easy to get.
- Many of the students have very poor histories of attendance at school. The vast majority of students improve their attendance considerably and the good monitoring and continued support by the outreach team when students return to their mainstream settings help them maintain and improve their attendance further.

### **The leadership and management** requires improvement

- The determination of the headteacher, together with the high expectations of senior leaders, ensures that students return successfully to mainstream or other settings. The headteacher is supported well by the management committee and the local authority and there is clear capacity to improve. The service has continued to develop since the previous inspection. This is most evident in the increasing percentage of students returning to mainstream education, which has risen each year.. Many aspects of the service, particularly in its links with the community, have been developed well. However, the pace of improvements has slowed recently because of staff turnover.
- The service has established effective systems to monitor and support students when they return to school. The good analysis of outcomes for students when they leave the service provides a clear picture of how well students are doing in their settings.
- The service has developed its systems for collating data regarding student progress. Regular meetings about students ensure there is awareness of those not making progress. This has ensured that all students have equality of opportunity and there is no discrimination. However, senior leaders do not have a clear enough picture of progress across the service and therefore are unclear about the achievements of the different groups and what the strengths and weaknesses are for student progress.

- Regular monitoring of teaching supports teachers' skills, and appropriate targets are set through performance management. The school has revised its systems for performance management to bring them more closely in line with teachers' standards. A wide range of training opportunities have enabled staff to develop their skills in many respects.
- The curriculum is effective in providing students with the skills they need to live and work with others. The key issue from the previous inspection has been addressed well and students show a very good attitude and understanding of those from different cultures. Their positive inclusion of the new students from Somalia in activities is a credit to them. Students' spiritual, moral, social and cultural development is promoted well.
- The service has gone through a period of instability of late. There has been some staff turnover, together with changes to centres that have unsettled staff, as well as some disruptions within the service. Staff commented in the Ofsted questionnaire about low staff morale and their concerns. The headteacher and the management committee are aware of these concerns and are taking action to resolve them.
- The local authority is fully involved in the management committee and supports the service in the changes to the status of pupil referral units that are due to take place in 2013. The local authority is in the process of clarifying the allocation of the pupil premium. Whilst the service has recently been allocated some funding, it is not clear which students this is for as so many attend on a very short-term basis. The local authority is aware that the accommodation for the Key Stage 3 and 4 centres is not fit for purpose.

■ **The governance of the school:**

- The management committee has ensured that procedures for safeguarding are effective and have been kept informed of the services activities through visits and regular talks from staff.
- The committee is aware that it is not receiving sufficient detail from the service about the progress of students and recognises the need to challenge senior leaders more effectively.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131067
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	402442

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	5–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	27
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	
<b>Headteacher</b>	Stacey Williams
<b>Date of previous school inspection</b>	11–12 November 2009
<b>Telephone number</b>	01635 878777
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