

# The Reintegration Service

Moorside Community Centre, Urganhart Road, Thatcham, RG19 4RE

## Inspection dates

17–18 June 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The service is successful in its main aim of getting students who are out of school back into mainstream places. Its wider work in providing home education and working with schools to prevent exclusions is also successful.
- Because students are re-engaged with learning they have a good chance of staying in school in the longer term.
- The use of information on the progress of individual students has improved strongly and now provides clear evidence of their good progress while they are with the service.
- Teachers use the information they have on each student to ensure that their lessons are challenging for everyone, whatever their ability, which helps them all to do their best.
- Students become much more positive about learning and behaviour is managed effectively so that it is not a barrier to learning.
- Safety is good and effective risk assessments enable students to participate in a range of off-site activities that help them develop wider skills such as teamwork and collaboration.
- Senior leaders show a strong commitment to the success of the service and the students with whom they work. This results in a 'can do' culture where success is the norm.
- Systems are now in place that better record students' progress, the impact of teaching and the wider needs of the service. Leaders deal effectively with any issues arising. The service has improved significantly, as has the quality of teaching.
- The management committee has developed well and functions effectively in ensuring the provision meets the needs of the students. Training enables developments that enable members to support and challenge the service's leadership well and to hold them to account.

### It is not yet an outstanding school because:

- Teachers do not have enough chances to work with colleagues in mainstream schools to moderate work, observe best practice and keep abreast of new developments.
- More staff could be involved in developing and being responsible for specific roles in the service.
- Leaders of each part of the service have not developed a service-wide leadership role.

## Information about this inspection

- Six lessons were observed, all undertaken jointly with a senior leader covering all three sites used by the service.
- Meetings were held with the headteacher, the leaders of each element of the service, the vice-chair of the management committee and a representative of the local authority. Telephone conversations were held with the service's improvement partner and with a representative of The Outdoor Academy, which provides outdoor and adventure activities for students while they are with the service.
- Although there were too few responses to the online Parent View survey to trigger an analysis of parental views, these were gathered from the service's own annual questionnaire returns, along with three telephone conversations and two letters received from parents and carers by the inspector.
- Discussions were held with students in order to gather their views and opinions, as well as conversations with individual students throughout the inspection.
- There was a strong response to the staff questionnaire and discussions with individual staff members throughout helped the inspector to gain a clear picture of the staff's views.
- A range of written information was looked at, including information on the progress of students, teachers' planning and marking, the service's self-evaluation and improvement planning, as well as a range of policies and procedures, including those for safeguarding.

## Inspection team

Martyn Groucutt, Lead inspector

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 covers Key Stage 3, with The Key being for students at Key Stage 4.
- The home education service is a separate part of the service working with students of school age who are unable to attend school for medical reasons, which include mental health issues.
- An outreach service has been developing, supporting students in mainstream schools who are at risk of exclusion.
- Over the last full school year between September 2012 and July 2013 The Reintegration Service worked with 214 students.
- The main aim of the service is to provide short-term placements for students who do not have a place in a mainstream school, the reasons for which include fixed-term and permanent exclusions, but might also be for a variety of reasons such as a student in the care of the local authority arriving in the area without a school place, or a student waiting for a specialist place to become available.
- A majority of placements are for no more than a few weeks; others are for longer. A long-term placement is defined as being for longer than 12 weeks.
- Since the students on roll change throughout the year it is not possible to make simple comparisons with other schools nationally. At the time of the inspection the proportion of students with statements of special educational needs, those known to qualify for free school meals or who are in the care of the local authority were all above those found nationally. A very large majority were from White British backgrounds and none spoke English as an additional language.
- Most students remain on the register of a mainstream school or are dual-registered with the service. This results in the service receiving a very small amount from the pupil premium, which is additional government funding for students known to be eligible for free school meals or who are in the care of the local authority.
- Similarly the service received a small additional grant last year (£500) to support sport and physical education for its small number of primary-aged learners

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

- Develop links with mainstream schools to provide the service's teachers with opportunities to:
  - work alongside mainstream colleagues to moderate the levels of students' work across the whole ability range
  - observe best practice and outstanding teaching
  - keep abreast of developments in their subject areas.
- Further develop leadership in the service by:
  - making clear the role of senior leaders and those currently designated as lead teachers in each area of the service
  - developing a more strategic, service-wide role for the senior leadership team while still allowing members the opportunity to run their own elements of the service
  - supporting all staff to take responsibility for developing and promoting specific areas.

## Inspection judgements

### The achievement of pupils

**is good**

- Those students who attend for short periods are re-engaged with learning. They make good progress in understanding the importance of learning so are in a better position to remain in school when they return to mainstream. This includes those with a statement of special educational needs or a range of special educational needs. There is also continuing support to help each student settle back into mainstream life in a positive way. This supports their progress and helps them to improve on their performance.
- Sometimes students join the service prior to moving on to specialist provision, such as a special school. Because students enjoy attending and are well taught they make progress, while being supported through the transition until they go to their new school.
- When a school requests the service's support to work with a student who might be at risk of being excluded, the staff's expertise in behaviour management is used effectively. Students are encouraged to focus on learning and therefore to make progress. From their starting points a large majority are making better than expected progress in English and mathematics.
- A majority of students working with the home education service do well. They often go on to be successful at GCSE, gaining their expected grades.
- There was previously a problem with the assessment of the progress and achievement of students who remained for longer periods. The service has worked effectively to devise an effective way to overcome this. There is now a clear definition of what constitutes a long-term student. There is an agreed way of measuring good progress. The picture is completed by a clear measurement of the level at which each student is working when they enter the service, with termly assessments after that to measure progress.
- This provides clear evidence that while the attainment of many of these students is low because of a history of failure in mainstream school, their re-engagement with learning allows them to show good levels of achievement from individual starting points.
- There is a focus on reading, writing and mathematics and as students become re-engaged with learning they are able to make good progress. Work is set at the right level for every student so they are fully challenged and able to show success.
- The small amount of additional funding received from the pupil premium is used effectively. Most goes to support extra one-to-one support sessions, or to obtain additional technology such as tablet computers or electronic book readers which help students become more engaged in reading. Individuals who receive additional support make progress in English and mathematics that is at least in line with others. They may well not be with the service long enough to show accelerated progress.

### The quality of teaching

**is good**

- Leaders have worked hard to ensure that teaching, including that in English and mathematics, is consistently good across all parts of the service, with some being outstanding. This helps the majority of students, whatever their particular area of difficulty, to do well and make good progress either while in the service or when they return to school.
- Teachers have high expectations and quickly form positive relationships with students. They plan lessons carefully, using information on the current levels of each student. In the small teaching groups, each student benefits from work that is set specifically for them. Learning is challenging but students are very well supported by teachers and teaching assistants who work closely and effectively to help students achieve success. This also reflects the commitment of the service to promoting equality of opportunity.
- The positive atmosphere in lessons supports good learning. Teachers listen to their students and also ask them very good questions. Students' responses lead to interesting discussions where thoughts and ideas are shared. This helps students realise that learning can be fun, as well as

providing support for their progress.

- There are opportunities for students to gain accreditation for the work they do. Even if they are attending for just a few weeks, efforts are made to help students gain functional skills' qualifications. For some, this will represent the first time they have experienced academic success and it reinforces their more positive attitudes to learning.
- Reading, writing, communication and mathematics are all taught well. Wider social skills, such as the ability to collaborate, share and get on with others, are promoted by learning opportunities such as those in outdoor education. This helps students to realise how their attitudes and behaviour affect others and they appreciate the help that the service has given them in developing more positive outlooks.
- There is a clear marking policy that is usually seen in practice. Teachers mark work regularly, usually suggesting how it might be improved although there is not always evidence of corrections or additions by students as a result.
- Because there are comparatively few teachers compared to most schools, one issue is the ability of teachers in the service to check the accuracy of their judgements about students' work across the whole range of ability with that of colleagues. It also means they do not have many opportunities to observe others' outstanding teaching, or to keep abreast of the latest developments in their specialist areas.

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

- The behaviour of students is good. The fact that so many are able to make a successful return to, or to keep their places in, mainstream schools or other settings reflects the positive effect of the service in improving behaviour.
- Staff show great skill in managing behaviour that can be challenging when students first arrive. There is a rapid change as students become more able to accept responsibility for their own behaviour and they realise the effect it can have on others.
- Parents and carers are very positive about the changes they see in their children after a short time. The effectiveness of spiritual, moral, social and cultural provision is reflected in the fact that students develop much better social skills and attitudes. This was reflected in the positive attitudes to people from other countries and cultures seen in a citizenship lesson for the older students on the idea of 'global citizenship'.
- The service's work to keep students safe and secure is good. Students are aware of what bullying is and its various forms but the environment is closely supervised and as students generally get on well with each other and with staff, it is not an issue.
- Effective risk assessments allow a range of activities to take place safely, including opportunities to support wider learning opportunities.
- Students are aware of the risks from misuse on the internet and social networking sites. The point is made firmly by staff, particularly to the older students.
- Attendance is lower than the national figures but more importantly the level of attendance of each student has increased, sometimes dramatically. In reality some students had dropped out of education before starting in the service. The service works hard to get its students to attend.

### **The leadership and management** are good

- The headteacher and other leaders work well together in a service that is committed to providing the best possible education for students. It has shown considerable improvement since the last inspection. Leaders have strong support from other members of staff.
- In each area within the service the individual leader has considerable autonomy. However, when they come together as a senior management team there is not always a clear focus on promoting and developing the strategic aims of the service as a whole. This lack of clarity in senior leadership responsibility is reflected in the job titles of the managers of the different

bases.

- With a comparatively small staff there is no designated tier of 'middle leaders', such as heads of departments. The service is looking to develop the roles of all staff to enable them to take responsibility for specific and agreed areas of responsibilities to support their development.
- The system for monitoring teaching, marking and planning is now more robust and feeds directly into a good process of appraisal and professional development. Teachers and other staff have challenging annual performance objectives. These support the identified priorities of the service as a whole, while also identifying individual targets for staff that are supported through professional development opportunities.
- Staff are aware of the direct link between their performance and pay. Those teachers on the higher scales all take on additional responsibilities that promote the effectiveness of the service. In a comparatively small service the headteacher is trying to promote the idea that everyone is the leader of some aspect of the overall provision and to take responsibility for this.
- The range of subjects and topics that are covered is broad. Because teachers quickly get to know the needs and levels of their students they plan carefully so that there is good challenge that helps every student to learn effectively and to make good progress.
- The service's self-evaluation is effective. It allows it to highlight areas for development which are displayed in each base. The service has worked hard to improve this element of its planning, trying to ensure that all targets are measurable and time limited so progress can be seen.
- The focus is always on meeting the needs of students, and the increasing percentage that successfully reintegrate into mainstream, including those with a range of disabilities and learning difficulties and those eligible for the pupil premium, is a sign of their success.
- Parents and carers are very positive about the service, particularly liking the regular contact so that they know how their children are getting on. There are also strong links with a range of professionals, which supports effective teamwork in helping to meet the often complex needs of the students.
- The local authority remains the responsible body for this pupil referral unit. It supported training for members of the management committee and they have taken on greater responsibility for the service. This has allowed the local authority to develop a new, arms-length working relationship.

■ **The governance of the school:**

- The management committee has moved strongly to become more like the governing body of a school, with members referred to as governors. It provides effective challenge to the leadership of the service. There is considerable relevant expertise which is used effectively to analyse and support the service. This includes an ability to understand data on the performance of the students. It knows what goes on in classrooms because members find out for themselves, in addition to getting detailed reports from the headteacher. Individual members link with specific teachers and visit lessons, reporting back to the full committee. The budget is monitored effectively and specific elements of funding such as the pupil premium are checked to ensure they support rising standards. Challenging annual objectives are set for the headteacher, while the revised pay policy reflects those found in mainstream schools. The committee understands the link between teachers' pay and performance, and procedures are in place for dealing with inadequate teaching. It also ensures that rigorous monitoring of safeguarding is in place, meeting requirements. Its effectiveness in carrying out these greater responsibilities supports the local authority to meet all its legal duties in relation to the service.

## 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>	433318

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>	Rod King
<b>Headteacher</b>	Stacey Williams
<b>Date of previous school inspection</b>	9–10 October 2012
<b>Telephone number</b>	01635 878777
<b>Fax number</b>	01635 878779
<b>Email address</b>	office@reintegration.w-berks.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

