

# Re-Entry

The Primary Centre, Second Avenue, Low Hill, Wolverhampton, West Midlands WV10 9PE

**Inspection dates**

9 July 2018

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Re-Entry is already operating. It provides full-time education for 23 pupils. Pupils are taught across two sites in the city of Wolverhampton. The inspector observed two lessons.
- Leaders have designed a teaching and learning policy that clearly sets out what pupils will experience at Re-Entry. The school carefully assesses pupils' academic and personal needs. These assessments are used to design programmes of support to help pupils develop and re-integrate back into mainstream education.
- The curriculum has been designed to prioritise the development of pupils' English, mathematics and social skills. Schemes of work are detailed and well thought out. Life skills are taught every Monday. Pupils develop a wide range of skills in these sessions, including understanding why rules are important, learning control and discipline and opportunities to exercise with qualified coaches. During the inspection, primary-aged pupils were attending swimming and karate lessons. In a karate lesson, pupils were highly engaged and watching the instructor intently. Pupils made rapid progress with their listening and self-defence skills.
- When pupils first arrive at Re-Entry, they undergo assessments to help staff understand what they can do and what they need to get better at. These assessments are used to devise appropriate daily lesson plans.
- Teachers compare pupils' performance against age-related expectations. This helps teachers to pitch lessons at the right level and keep track of the progress that pupils make over time. Assessment systems are effective but are better established in the primary setting than the secondary. Leaders recognise that, although systems have been established for secondary-aged pupils, they are not yet embedded, and the learning does not have as much rigour as that found at the primary site.
- Secondary-aged pupils receive appropriate careers guidance and advice. Leaders arrange for independent advisers to meet with pupils. During these meetings, pupils

discuss their career plans and the next steps that they will need to consider to fulfil their ambitions. Pupils also attend open days for local colleges and are supported by staff to visit training providers.

- Pupils and staff enjoy positive relationships. Staff encourage pupils to show interest in their work. During the inspection, pupils demonstrated high levels of interest in their learning and a willingness to listen and keep going if learning becomes challenging.
- The school has devised 'learning journals' that collate the learning and experiences of pupils during their time at Re-Entry. These journals demonstrate that pupils make consistent progress over time from their different starting points. As with the assessment system, the journals are more detailed and established for primary pupils. Nonetheless, they are in place for secondary pupils and help evidence the important developments that pupils make in practical activities.
- Staff establish targets for all pupils and keep these under constant review. Though targets are appropriate and relevant, there is scope for some of them to be more specific and measurable.
- Leaders have ensured that the standards are likely to be met.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- Opportunities to promote pupils' spiritual, moral, social and cultural development are evident throughout the curriculum. Schemes of work outline how pupils explore fundamental British values. Teachers' plans also detail how pupils will learn about different faiths and beliefs.
- The school's equality policy encourages respect for other people and refers to the Equality Act 2010.
- Throughout the inspection, pupils demonstrated self-esteem and self-confidence. All the pupils that attend Re-Entry have experienced periods of temporary or permanent exclusion from their previous school. Staff establish clear rules and expectations which most pupils do their best to follow. Because of strong relationships with staff, pupils improve their attendance rapidly and take responsibility for their actions.
- Leaders have ensured that the standards are likely to be met.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 6, 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)*

- The school's safeguarding policy takes account of guidance issued by the Secretary of State and is available on the school's website.
- The behaviour policy is comprehensive. Staff keep very detailed records of incidents of poor behaviour. Systems and procedures are thorough. Pupils' behaviour is tracked and analysed effectively. Staff establish meaningful targets for pupils to work towards.

These targets are reviewed in every lesson, with pupils earning points for getting things right. Pupils' behaviour plans and risk assessments are appropriate.

- Leaders have devised a range of effective policies to ensure that standards are met. These include an anti-bullying policy, a first-aid policy and a health and safety policy.
- At the last pre-registration inspection, the standards relating to the Regulatory Reform (Fire Safety) Order 2005 were not met. The school is no longer using the All Saints site, which had fire signage missing and insufficient fire exits. The Good Shepherd building now has the necessary fire signage in place. There are no issues in the St Martin's building.
- The school uses an electronic system to record pupil admissions and daily attendance. Appropriate attendance codes are used by teachers to record any pupil absence.
- Staff are deployed appropriately. The teaching sites used by the school are secure and well maintained.
- Leaders have ensured that the standards are likely to be met.

#### Part 4. Suitability of staff, supply staff and proprietors

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(6)*

- The school records recruitment checks effectively in a single central record. All the relevant checks required by this standard are now in place. This includes a section 128 management check for those staff with management responsibilities.
- The school does not make use of any supply staff.
- Leaders have ensured that the standards are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)*

- The school is now located across three sites. Two sites are shared community facilities owned by the church. The third site, a separate domestic property, is used by the school as the main administrative office.
- At the last pre-registration inspection, two sites did not have adequate facilities for the medical examination and treatment of pupils. All Saints is no longer used by the school. St Martin's now includes a space for pupils to lie down if they are unwell, and a washing facility.
- The Good Shepherd site is accessed by a separate stairwell and is exclusively for Re-Entry staff and pupils. The space is bright and well maintained. At the rear of the site, there is a large room that is used for indoor physical education. The St Martin's site is

shared with the local church. The site is secure, and the school makes use of designated spaces within the building. Facilities are maintained to a high standard. There is a very useful and well-equipped kitchen and dining area.

- Drinking water is clearly marked as such in all sites and hot water does not present a scalding risk.
- Lighting and acoustics at all sites are suitable. At the previous inspection, leaders explained that torches were used to provide an external lighting source at the All Saints site. This site is no longer in use.
- The school has arrangements with local sports centres to host any off-site physical education. Shower facilities are available with these providers.
- Leaders have ensured that the standards are likely to be met.

## Part 6. Provision of information

*Paragraphs 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f)*

- The school's website is easy to navigate and contains a wide range of important information for stakeholders.
- The school's safeguarding policy is available via the website. Other key policies can also be downloaded, including the complaints policy, the behaviour policy, the admission policy and the first-aid policy.
- Contact details for all three sites across the boroughs of Low Hill and Bradley are available on the home page. The school's aim and guiding principles are clearly set out. The school's work is underpinned by a four-step approach: triage, behaviour, education and re-integration.
- Leaders have ensured that the standards are likely to be met.

## Part 7. Manner in which complaints are handled

*Paragraphs 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)*

- The complaints policy is available on the school website and fully meets standards.
- The policy allows for complaints to be considered on an informal basis. If a parent or carer is not satisfied with the initial response to a complaint, they have the option to proceed to a formal procedure and, if appropriate, have their complaint heard before a panel.
- Complaints are kept in a file and have been responded to appropriately by leaders.
- Leaders have ensured that the standards are likely to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- At the last inspection, there were several unmet standards in this part. The lead inspector explained in the previous report that this was because of the few standards that were unlikely to be met. These shortcomings have now been rectified and all standards are likely to be met.
- The chief executive officer is highly experienced and skilled. She has a clear vision for the school and is deeply committed to helping pupils to improve their behaviour and learning.
- Pupils arrive at the school often having missed large parts of their education. Some pupils have very complex needs. Staff are not deterred by the challenges that their pupils face. Staff quickly build strong relationships and help pupils turn things around.
- The principal teachers for the primary and secondary sites are experienced and very knowledgeable. They have significant experience in both mainstream and specialist settings. They have an accurate overview of the quality of provision and are focused on securing further improvements.
- Leaders have ensured that the standards are likely to be met.

## Schedule 10 of the Equality Act 2010

- The school's accessibility plan appropriately sets out how access to the curriculum, the physical environment and the quality of communication will develop and improve.
- The plan takes account of the sites that are used by the school. The plan is due for review at the end of the academic year in 2018. Leaders recognise that the review will need to take account of the decision to no longer use the All Saints site.
- The proprietor has ensured that the school is likely to fulfil its responsibilities in line with the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	144967
DfE registration number	336/6004
Inspection number	10049093

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Day school
School status	Independent school
Proprietor	Re-Entry
Chair	Robert Stephenson
Headteacher	Angie Clarke
Annual fees (day pupils)	£15,015–£17,745
Telephone number	01902 731 174
Website	<a href="http://www.re-entry.co.uk">www.re-entry.co.uk</a>
Email address	<a href="mailto:angie.clarke@re-entry.co.uk">angie.clarke@re-entry.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	23
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	6
Total hours operating as a school per week	22
Total hours of teaching provided per week	22

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	5–16	5–16	5–16
Number of pupils on the school roll	23	26	26

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	23	26
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	23	Up to 26
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	5	Up to 26
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	1	Up to 26



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	4	5
Number of part-time teaching staff	3	3
Number of staff in the welfare provision	24	24

## Information about this proposed school

- The school is located on two separate sites across the city of Wolverhampton. The Good Shepherd site (17 Goodyear Avenue, Wolverhampton WV10 9JX) is for primary-aged pupils. The St Martin's site (9 Slater Street, Bilston WV14 8PF) is for secondary-aged pupils. Both sites are community church buildings.
- The school does not have a religious character.
- Local authorities and schools place pupils at Re-Entry. Pupils attend the school from Monday to Thursday. On Fridays, pupils either attend their home school or have individual programmes or mentoring sessions.
- Re-Entry caters for pupils who have been excluded or are at risk of being excluded from other schools and settings. Pupils are likely to have a range of social, emotional and mental health difficulties.
- The school already offers full-time provision.

## Information about this inspection

- This inspection was carried out at the request of the Department for Education and was the third pre-registration inspection. The first pre-registration inspection took place on 7 March 2017. The second pre-registration inspection took place on 13 November 2017.
- The school had two working days' notice of the inspection.
- At the time of the inspection, the school was operating as an independent school because more than five pupils were receiving all or most of their education at the provider. It is not registered with the Department for Education as a school.
- The inspector met with the chief executive officer and principal teachers for the primary and secondary sites. The inspector observed lessons and scrutinised work in pupils' books at both sites. The inspector reviewed a wide range of school documentation, including information relating to safeguarding, the school's single central record, child protection files, policies and procedures, and attendance registers.
- The inspector held a meeting with the chair of the proprietorial board.

## Inspection team

Jonathan Keay, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). 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).

### **Parent View**

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 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 2018