

Re-Entry

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

Inspection dates

2–4 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' improvement plans are not detailed enough to clearly focus on weaknesses. There is no formal system for monitoring teaching and learning and no performance management of staff.
- Teaching does not consistently challenge pupils, particularly the most able, to achieve well.
- Teachers' assessment does not identify gaps in pupils' learning. Consequently, a few pupils make slower progress as their needs are not identified and met.
- Governors have insufficient knowledge of the independent school standards to be able to challenge leaders effectively.
- Pupils struggle to work independently as they are overly reliant on teachers' help, support and guidance.
- Teachers do not require pupils to use their thinking skills often enough and do not encourage them to use their reasoning skills, especially in mathematics.
- The secondary curriculum is limited and does not motivate pupils. It does not include science and there are few opportunities for vocational experiences.

The school has the following strengths

- Leaders have ensured that all the independent school standards are met.
- There is a strong culture of safeguarding in the school. Pupils all say that they feel safe.
- The quality of care, combined with the school's skilful management of behaviour, is a strength of the school.
- The teaching of personal development and management of emotions is strong. As a result, pupils grow in confidence.
- Teachers provide good collaborative team-building tasks that develop pupils' social skills.
- Teachers provide individual and small-group lessons that cater well for pupils' specific needs and support them to progress.

Compliance with regulatory requirements

- The school meets the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve leadership by ensuring that:
 - the school’s development plan includes specific areas for improvement related to teaching, with clear actions for improvement and measurable success criteria
 - leaders put in place an effective system for monitoring the quality of teaching
 - a system of performance management challenges staff to improve their teaching skills
 - the framework for assessment provides enough detail to link it to the individual needs of children and logs small steps in learning that show progress
 - the secondary curriculum is widened to include experiences in scientific education and prepares pupils for the next stage of their education or employment and training.
- Improve governance by ensuring that governors have a strong knowledge of the independent school standards so that they can support and challenge leaders effectively.
- Improve the quality of teaching by making sure that:
 - the range of subjects and teaching, especially in the secondary school, motivate pupils to do well
 - pupils develop their mathematical reasoning skills consistently
 - pupils develop their independent thinking skills and have the confidence to work independently.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have ensured that all the independent standards are met.
- The school development plan sets out broadly what leaders aim to achieve in terms of the school's overall provision. It does not, however, set out success criteria and timescales, nor does it focus sufficiently on teaching in the secondary school. As a result, teaching issues in the secondary school are not fully addressed. Some of the common issues across both schools, for example helping pupils too much, are not addressed successfully.
- Leaders have put in place a framework for assessment that identifies pupils' knowledge and skills in English and mathematics. It is based on an initial baseline assessment and regular testing that identifies what pupils know and can do. However, the gaps in the learning of a few of pupils are not identified efficiently. As a result, teachers do not always know what the next steps in learning for an individual pupil should be.
- The headteacher and the principal teachers in the primary and secondary schools have significant experience and expertise in recognising good-quality teaching and learning. However, there is no formal system in place for monitoring teaching that informs subsequent training. Leaders have not put in place a system of performance management. As a result, a few teachers and other practitioners do not benefit from effective professional development.
- The headteacher has an accurate view of the school's strengths and areas for development. Teaching in the primary school has improved and is having a significant positive impact on pupils' outcomes. However, new teachers in the secondary school are not benefiting from professional development sessions where they can focus on their strengths and areas for improvement.
- The curriculum in the primary school is appropriately broad and balanced, giving pupils good opportunities for learning and developing skills across a range of subjects. However, the curriculum in the secondary school lacks science experiences or a range of vocational opportunities that would help pupils in the next stages of their education or employment and training. Careers education, however, is strong in the secondary school.
- The headteacher took over the school in 2015. Since then she has focused on establishing a calm working environment and high expectations of behaviour for the vulnerable pupils placed at the school. The headteacher is well supported by the two principal teachers. Together, they have created a strong team of teachers and practitioners who share the same ethos of care and concern for pupils. Pupils' behaviour is good across both schools. The combined skills of all staff help to make sure that pupils behave well and learn to regulate their emotions. Many pupils are able to return to mainstream schooling as a result.
- Social, moral, spiritual and cultural education is strong. Pupils experience a wide range of extra-curricular activities, including visits to museums, art galleries and the theatre, as well as being involved in a range of community projects.
- Leaders have built very good relationships with parents who greatly value the commitment of all the staff to their children's progress. They very much appreciate the

support their children receive to make a new start in their education. A comment from a parent with a child in the secondary school summed up the view of many, 'I am grateful for the good work Re-Entry does and has done for my child. The most important thing is that they are interested in him as a person. He has not missed a day at this school.'

- Pupils take part in a wide range of sporting activities. Pupils spoken to by the inspectors were most enthusiastic about a variety of sports they undertake. This helps them develop a range of sporting skills.
- Staff morale is high. Staff all say that they are proud to work at the school. The vast majority of the staff consider that the school is well led and managed.
- Leaders are held in high regard by other agencies for the quality of care that they provide. They recognise the exceptional work that the school does in helping pupils to turn their lives around. A typical comment made to inspectors was: 'They have gone over and beyond for this pupil who has had extreme difficulties. They have settled him really well. It is the most appropriate place for him.'

Governance

- Governors are skilled professionals and have relevant educational backgrounds. For example, in teaching or educational psychology. One governor regularly visits the school to provide support and guidance. However, governors do not have a secure knowledge and understanding of the independent school standards. As a result, they are unable to challenge leaders effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- All pupils interviewed said that they always feel safe in school.
- Pupils are kept safe because leaders rigorously ensure that systems are understood. All staff complete regular appropriate training. Leaders provide frequent updates and refresher meetings as required. Staff know how to recognise the warning signs of extremism, radicalisation and female genital mutilation.
- Daily briefings in the morning and at the end of the school day ensure that all staff can bring any concerns to attention and to discuss the way forward for individual pupils.
- Staff are vigilant to signs that pupils may be at risk. They know how to act promptly and report their observations to the relevant agencies. Those responsible for safeguarding are appropriately trained. They demonstrate good knowledge and understanding about a wide range of child protection issues. Record-keeping is thorough and stored securely.
- The school has a detailed and appropriate safeguarding policy which takes account of the guidance issued by the Secretary of State. The policy is available to parents on request. Leaders propose that the policy will be displayed on the new website when it goes live.
- Both school premises are safe for pupils. All appropriate checks are made of hazards and fire risks. Those who are responsible for making these checks are diligent in following up

concerns. Risk assessments are undertaken for all visits and activities as well as for the safety of the buildings. Leaders ensure that they also undertake risk assessments related to issues with individual pupils. Leaders have completed safer recruitment training. They ensure that the appointment process for all new staff is thorough. Leaders are rigorous in carrying out all pre-employment checks to satisfy themselves that all staff are suitable to work with children.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is variable. Teachers manage behaviour well so that the vast majority of pupils in both schools are willing learners. A positive, supportive learning environment contributes to pupils' positive attitudes to learning. Behaviour practitioners play an important role in this. However, a few pupils are overly reliant on the support that behaviour practitioners and teachers provide. This often results in pupils not fully developing their independence with adults doing too much for pupils, particularly the most able. This slows their progress.
- Teachers do not use what they know about pupils' knowledge and understanding to plan and deliver lessons that meet pupils' needs. For example, suitable help and resources are not available when pupils have difficulty with their writing.
- Teachers in the primary school are skilled at teaching phonics and spelling skills. They use these skills to support pupils' learning effectively and to make it fun. Pupils make good progress in these lessons.
- In the secondary school, teachers do too much for a few pupils. For example, they read the mathematical problem for pupils and tell them how to solve it. Pupils, even the most able, are not required to explain their reasoning or decide on the calculation method for themselves. As a result, pupils, including those in the primary school, do not develop good mathematical reasoning skills.
- Teachers in both schools use questioning effectively to establish how much pupils have learned. They use their good subject knowledge to prompt pupils well when they need support.
- Pupils develop their personal skills well. This is because teachers involve them in frequent activities where they learn to interact with each other positively. For example, in a team-building activity, a group of secondary pupils were constructing a tower out of paper and working cooperatively. They also have the opportunity to develop independent analytical skills.
- Teachers encourage pupils to read and to understand relevant vocabulary successfully. They provide numerous opportunities for pupils to read in all lessons and most pupils show positive attitudes towards reading. Pupils' extended writing for different purposes and audiences is developed through a range of subjects such as cookery.
- Behaviour in lessons overtime is good. This is because teachers and practitioners know the pupils exceptionally well and are guided by a full knowledge of each pupil's difficulties. As a result, staff are able to decide on the most positive ways to engage pupils in learning and to de-escalate any behavioural issues quickly.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils develop in self-confidence while at the school. A remark from a pupil summed up the views of many, 'They help us to manage our emotions here. They seem to care about us as people. I have made good progress.'
- Leaders ensure that strong emphasis is placed on pupils' personal needs. Pupils' personal education plans record their personal and academic priorities. This helps staff working with each pupil to gain a full picture of strategies that work. One-to-one tutorials support the pupils whenever they are needed. Pupils have access to educational psychologists for counselling if they wish. A play therapist visits the primary school at least twice a week to work with groups of pupils. As a result, pupils learn to play together well. For example, they are better at taking turns and sharing.
- Personal, social, health and economic (PSHE) education lessons support pupils to develop a good understanding of themselves. The trusting relationships they have with adults help them to feel confident to talk about issues that affect their lives. They know how to keep themselves safe and are aware of how to remain safe online. They all said that they would be able to talk to members of staff if they were concerned about anything.
- Teachers ensure that pupils are prepared for life in British society. The school strongly promotes equality, so that the pupils accept others who are different. They have a good understanding of equality. A pupil said, 'Everyone, everyone living, has freedom to speak and be treated the same.' Another pupil said, 'There is nothing wrong with being friends with a Muslim if you are a Christian.' Pupils show a good understanding of similarities and differences between world religions.
- Through their spiritual, moral, social and cultural (SMSC) education, pupils develop their relationships and their understanding of the community and the world. Secondary pupils learn about food banks by volunteering to help them. They have also invited people from the local community to a coffee morning which they organised themselves. In the primary school parents and carers are invited to fundraising days. As a result, pupils develop their understanding of how to help people in the locality and the wider world.
- Secondary pupils learn about democracy and how to express their point of view during debating sessions. A variety of topical issues that have appeared in the news are debated. Consequently, their knowledge of democracy is well developed.
- Well-planned stay-and-play sessions help primary-school parents to have an insight into what the school is doing for their children. Parents are extremely positive about this opportunity to see the school at work.
- Both the primary school and the secondary school enjoy a family atmosphere at lunchtime when pupils and staff eat together. In this way pupils develop their social skills.
- Well-organised careers education is provided for pupils in Years 9, 10 and 11. It includes visits from careers advisers, guest speakers from different trades and apprenticeship providers, and visits to further education providers. Year 11 pupils have work experience in the primary school, working with younger pupils. As a result, they learn to work in a new environment. The vast majority of pupils go on to further education or employment

and training.

- Pupils have good opportunities to develop their knowledge of the world from a variety of external visits and speakers coming into the school. For example, primary pupils visit farms, museums, art galleries and theatres. Secondary pupils have a range of opportunities to meet fire officers, police, soldiers and local young adults who have 'turned their lives around'. Pupils learn about first aid, deprivation in the world and modern slavery.

Behaviour

- The behaviour of pupils is good. They are friendly and courteous. The school's successful behaviour improvement programme ensures that pupils learn to regulate their own emotions. All of the pupils spoken to say that there is no bullying in the school. They also said that if there were to be any bullying, the staff would deal with it effectively.
- Most pupils attend well. The school works hard to ensure improved attendance for those who attend less regularly.
- Pupils clearly recognise how much their behaviour has improved. They say that this is because, 'They take care of us here when no-one else will.' They also say that this is the best place to learn about controlling your emotions. Those who are about to return to their schools have sufficient self-knowledge to know that they are ready to return to mainstream schooling. The vast majority of the pupils who completed the online survey said that the school teaches them to be friendly to others.
- Pupils behave well when they are out of school. A number of organisations have written to the school to praise the pupils for their behaviour. They say, for example, 'We are really impressed with their behaviour on site and it has been a pleasure to have them here.'

Outcomes for pupils

Requires improvement

- Almost all pupils have made good progress in their personal development. They have settled down quickly, feel secure and enjoy their learning.
- The principal aim of the school is to support pupils to reintegrate into mainstream schooling. The vast majority of the pupils who have spent time in the school have been successfully reintegrated into mainstream schools. Outcomes in that context are positive in both the primary and secondary school. Pupils who would not engage with teachers on their first arrival in the school will now politely shake the hand of a visitor. They know how to take their part in an adult conversation about topics in the news.
- Almost all of the pupils in key stage 2 have made good progress in English and mathematics.
- Pupils' progress in English and mathematics in key stages 3 and 4 is less consistent. This is because some teachers lack experience but also because pupils in key stages 3 and 4 spend varying amounts of time in the school. Contracts with the local authority involve some pupils attending for four days a week, while a minority only attend for one day or are initially on short-term, part-time timetables. They also often do not stay in the school for more than one or two months. This includes pupils with special educational needs

and/or disabilities as well as pupils who speak English as an additional language.

- Most pupils read well and have opportunities to read in all lessons. The school places a strong emphasis on reading and makes regular assessments of pupils' progress. As a result, pupils make good progress and begin to enjoy reading.

School details

Unique reference number	144967
DfE registration number	336/6004
Inspection number	10083996

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	21
Number of part-time pupils	21
Proprietor	Re-Entry
Chair	Robert Stephenson
Headteacher	Angie Clarke
Annual fees (day pupils)	£20,500 – £25,700
Telephone number	01902 731 174
Website	www.re-entry.co.uk
Email address	angie.clarke@re-entry.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school was registered with the DfE in June 2018.
- The school is located on two separate sites across the city of Wolverhampton. The Good Shepherd site (Second Avenue, Wolverhampton WV10 9PE) 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. Most pupils remain registered with their home schools.

- At the time of the inspection the school had key stage 2, 3 and 4 pupils on roll.
- 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 uses Bradmore Scout Hut, Sycamore Road, Bradmore; Tipton Sports Centre, Wednesbury Oak Road, Tipton; and The Way, School Street, Wolverhampton, for sports and other activities.

Information about this inspection

- This is the school's first standard inspection
- The school previously had two pre-registration inspections, in November 2017 and July 2018. The school was registered in July 2018.
- Inspectors visited several lessons and looked at the work in pupils' books.
- The lead inspector inspected both premises and visited the scout hut where secondary pupils have activities on a Tuesday afternoon.
- The inspectors interviewed parents and children as well as the headteacher, the principal teachers of both schools, several behaviour practitioners and governors. There were no responses to the Parent View online questionnaire.
- The lead inspector also spoke on the telephone to the head of special educational needs and/or disabilities for the local authority, an educational psychologist, the behaviour coordinator of one of the primary schools that places pupils in the school and the deputy director for achievement, inclusion and safeguarding at one of the secondary schools placing pupils in the school.
- Inspectors took account of the online surveys completed by 13 staff and eight pupils.

Inspection team

Mary Maybank, lead inspector

Ofsted Inspector

Martin Bragg

Ofsted Inspector

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