

# Inspection of R.E.A.L Independent Schools Hinckley

27 Station Road, Hinckley, Leicestershire, Leicestershire LE10 1AP

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Inspection dates: 28 to 30 September 2021

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**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Pupils are very proud to be part of this school. They feel happy and safe in school. They appreciate the support and guidance they are given. Pastoral care is a particular strength. Relationships between pupils and staff are very positive. The school's values of 'trust, innovation and achievement' are built into all aspects of the school's work.

Pupils take pride in their work and achievements. There is a strong climate for learning. Pupils value the range of learning opportunities they have. They are mostly taught on a one-to-one basis by teachers and tutors. Pupils see the way their day is organised as an opportunity to study their subjects in depth. They apply themselves to their work well.

Pupils appreciate that their work is adjusted to meet their needs and to enable them to learn well. They achieve well. Teachers set high standards for behaviour. Pupils' behaviour is good. They say that there is no bullying. They are confident that staff deal with issues that may occur.

## **What does the school do well and what does it need to do better?**

Leaders have developed a curriculum that focuses on preparing pupils for adulthood, building confidence and independence, and academic success. Pupils learn a broad range of subjects. Leaders make sure that the four pathway curriculums are demanding and meet pupils' specific needs. Leaders have prioritised English, mathematics, science, and personal, social, health and economic (PSHE) education. Senior and subject leaders set out what they want pupils to learn. Teachers and tutors mostly adapt these plans to meet pupils' needs, including those pupils with special educational needs and/or disabilities (SEND). Leaders use a range of information to ensure that they have identified these pupils' needs accurately, so that they can support them effectively.

Staff have high expectations of what pupils, including those with SEND, can achieve. The 'individual curriculum intent profile' in place for all pupils seeks to ensure that the curriculum each pupil follows is suitably ambitious. Staff tap into pupils' interests, such as learning to play tennis, squash and golf in physical education (PE). Most teachers and tutors skilfully sequence learning and make sure that pupils build on what they have learned before. For example, teachers of science precisely identify the key knowledge and understanding they want pupils to learn. They enable pupils to build on their previous learning as they develop scientific skills and gain knowledge about diffusion and osmosis. Teachers use questions to check pupils' learning carefully and deepen understanding. Pupils know more and remember more over time.

Leaders are developing the school's culture of reading. Tutors select appropriate reading materials to develop pupils' reading skills and interests. Teachers provide one-to-one support to enable pupils to become more confident readers. Leaders

have plans in place, should there be a need to help any pupil who is at an early stage of reading.

Staff have high aspirations for pupils. They support pupils to gain appropriate qualifications. They prepare them well for their next steps in education or training. Leaders make sure that suitable careers education, information and guidance are in place. This guidance helps pupils understand the opportunities that are available. However, some of the planned 'world of work' experiences have been affected by the pandemic. Pupils are ambitious for, and positive about their futures.

There is a calm and purposeful atmosphere in the school. Pupils' behaviour is respectful and mostly polite. Staff consistently follow the school's behaviour code. Pupils understand what is expected of them. Leaders' behaviour records indicate that there are few incidents of poor behaviour. Staff support pupils to modify their behaviour when needed. Leaders work with parents and carers to ensure that pupils attend regularly. Pupils' positive attitudes to learning, and good behaviour, enable them to achieve well.

Staff provide pupils with a range of opportunities to support their personal development. They know each pupil very well. Pupils' emotional well-being is prioritised. Pupils learn about respect and equality through the school's PSHE education curriculum and the weekly 'shared conversation'. However, pupils do not have many opportunities to learn about different faiths and religions. Leaders have planned a PSHE curriculum that includes appropriate relationships, sex and health education. However, not all tutors deliver the PSHE education curriculum effectively. Leaders are planning to provide further training for teachers and tutors.

Directors, governors and leaders are driven by a clear moral purpose. They are focused on the needs of each pupil and are aspirational for everyone's future. Leaders are mindful of staff well-being and workload. Senior leaders work in the school and with other R.E.A.L. schools to share expertise and develop the school's provision. Leaders do not consistently monitor and evaluate the implementation of the school's curriculum. They do not know which aspects of the curriculum are less well implemented.

The proprietorial board securely and consistently meets the independent school standards. Directors know and understand their responsibilities. They meet their statutory duties, including the requirements of the Equality Act 2010. Directors ensure that school policies and procedures are appropriate and implemented. They ensure that leaders are focused on what is best for pupils, and promote pupils' well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have robust processes in place for safeguarding. Staff understand their responsibilities and pass on any concerns quickly. Leaders minimise risk. They work

well with external agencies to provide additional help when needed. Safeguarding records are orderly and detailed. Careful checks are undertaken on adults before they start working at the school. Governors fulfil their responsibilities well. They regularly check on the effectiveness of the school's safeguarding systems.

Pupils say that they are safe in school. Staff also believe that pupils are safe in school.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- Leaders have not ensured that the school's work to enhance pupils' spiritual, moral, social and cultural development is of a consistently high quality. There are few opportunities for pupils to learn about different faiths and religions and to develop their own spiritual awareness. Leaders should ensure that the programme for pupils' personal development is coherently planned and consistently well implemented.
- Leaders have not ensured that all teaching staff have the training and expertise they need to deliver all aspects of the curriculum equally well. At times, teaching staff do not make appropriate pedagogical choices and do not adapt the curriculum well enough to meet pupils' needs. Leaders should ensure that through their monitoring of the curriculum they are able to identify more clearly the strengths and weaknesses of its implementation, and support staff with pedagogical training to improve its delivery, so that pupils achieve equally well across all subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	147607
<b>DfE registration number</b>	855/6047
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10204910
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	18
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	R.E.A.L. Education Ltd
<b>Chair</b>	Stephen Quinn
<b>Headteacher</b>	Nikki Purcell
<b>Annual fees (day pupils)</b>	£50,000
<b>Telephone number</b>	0115 822 0400
<b>Website</b>	<a href="https://realindependentschools.org">https://realindependentschools.org</a>
<b>Email address</b>	<a href="mailto:enquiries@real-education.org">enquiries@real-education.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school was registered by the Department for Education (DfE) on 24 August 2020. This is the school's first standard inspection. It was previously known as R.E.A.L Alternative Provision School II.
- The school is part of R.E.A.L Education Ltd.
- Senior and subject leaders work across the company's schools. Two new directors have recently been appointed to the proprietorial board.
- The school uses an additional site. This is based at Whittle Hill Farm, Nanpantan Road, Nanpantan, Loughborough LE12 9NY. Some pupils are based at this site. The proprietor has submitted a material change request to the DfE for this site to be registered as part of the school. The material change request also includes a proposal to increase pupil numbers and provide education for seven to 11 year-old pupils.
- The school provides for pupils with special educational needs and/or disabilities, including pupils with social, emotional and mental health needs. All pupils have an education, health and care plan.
- The school uses three unregistered alternative providers. They are: Enstruct, First Class Tailored Solutions and Hinckley Guitar Lessons.
- The school currently has pupils in Years 10 to 14 on roll. Students in Years 12, 13 and 14 follow a curriculum that is matched to their learning needs rather than a conventional post-16 provision. There are no key stage 3 pupils on roll.

## Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher and senior and subject leaders. They met with directors and governors. Some meetings with leaders were held remotely.
- Inspectors carried out deep dives in these subjects: English, science, PE and PSHE education. Inspectors also looked at a range of other subjects on the second and third days of the inspection. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited sample lessons, spoke with

teachers and tutors, spoke to some pupils about their learning and looked at a sample of pupils' work.

- Inspectors met with the special educational needs coordinator, the designated safeguarding lead, and the health and safety officer.
- Inspectors met with groups of pupils to discuss the quality of education and other aspects of school life. Inspectors also met with a group of staff. They spoke with staff and pupils informally.
- Inspectors scrutinised a range of documents and policies. These included policies related to safeguarding, health and safety, and the curriculum. Inspectors reviewed the single central record and safeguarding records.
- Inspectors met with leaders and scrutinised documents related to the proposed key stage 2 curriculum. This was to gather inspection evidence for the proposed change in age range requested by the proprietor through the material change request.
- Inspectors visited the Hinckley and Nanpantan premises. They toured both sites and checked to see whether the accommodation met the required independent school standards. The Nanpantan premises were checked as the school's material change request includes an increase in the number of pupils and the need for accommodation in addition to that in the current building in Hinckley.
- Inspectors considered the 18 responses to Ofsted's staff survey. They reviewed the three responses to the pupils' survey.

### **Inspection team**

Chris Davies, lead inspector

Her Majesty's Inspector

Simon Hollingsworth

Her Majesty's Inspector

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