

# Reintegreat Education Solutions

Brambles Farm Community Centre, Marshall Avenue, Middlesbrough  
TS3 9AY

**Inspection date**

20 September 2022

**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*

- There is a written policy for the curriculum. Leaders aim to remove barriers for pupils and enable them to reach their potential. Pupils will be prepared for transition back to mainstream provision and life beyond Reintegreat Education Solutions. The policy is supported by suitable schemes of work.
- Pupils will be assessed on referral to the school. The curriculum will be personalised according to each pupil's needs. Leaders intend to offer a broad range of subjects. Pupils will be able to gain recognised qualifications. These include GCSEs, BTECs and functional skills awards in English and mathematics.
- Leaders understand the process to ensure that pupils with special educational needs and/or disabilities (SEND), including those with education, health and care (EHC) plans, receive frequent reviews of their learning and progress.
- The proprietor has implemented an appropriate system to track the performance of pupils. Leaders propose to check frequently that pupils have acquired new knowledge in the subjects they are studying and that they make good progress.
- The policy and plans to support careers guidance are suitably aspirational for pupils. Leaders have used the Gatsby Benchmarks to structure their approach. Leaders intend to establish effective links with local businesses, employers, colleges and other services. These links will help to provide pupils with a broad range of choices and impartial advice.
- Leaders are recruiting staff who have relevant experience and qualifications. Staff who are working within the proprietor's existing alternative provision will also be employed at the proposed school. Leaders will join with other schools to train staff and share good practice. The proprietor has ensured that there are appropriate performance management arrangements in place.

- The standards in this part 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)*

- Leaders have a policy in place that has the ethos of the school at its core. It is designed to make sure that all pupils have access to learning experiences and enrichment opportunities that will support them in gaining an education which will 'allow them to dream big'.
- The curriculum for personal, social, health and economic (PSHE) education is suitable. Pupils will learn the knowledge and skills they need to gain an understanding of British values, equality, diversity and the wider world. Planned topics of learning include emotional health and well-being, consent, forming and maintaining relationships, work and careers.
- The curriculum encourages respect for other people, including those with protected characteristics. Pupils will learn about faiths and cultures different from their own.
- There is a suitable programme in place for relationships and sex education (RSE). A policy which outlines the school's approach to RSE will be published on the school's website after consultation with parents and carers.
- Curriculum plans show a strong focus on developing pupils' awareness of the world beyond their local community.
- The standards in this part are likely to be met.

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

*Paragraphs 7, 7(a), 7(b)*

- Leaders have implemented a rigorous system to monitor and record safeguarding concerns. Information can be shared effectively when needed. Leaders have a good understanding of what is needed to create a good safeguarding culture.
- Policies and procedures for safeguarding are appropriate and aligned with statutory guidance. The safeguarding policy will be published on the school's website.
- Staff are to be trained to ensure that pupils are kept safe. Pupils will be taught about potential risks. They will learn how to keep themselves safe.

*Paragraphs 3, 3(h), 9, 9(a), 9(b), 9(c), 10*

- Appropriate behaviour and anti-bullying policies have been developed with the needs of pupils in mind. The policies consider that pupils will have had previous negative experiences of school and that some pupils will not have been in education for significant periods of time. The policies detail how pupils will be rewarded for behaving well and that bullying will not be tolerated.
- Pupils will learn how to recognise the different types of bullying. Leaders have ensured that PSHE lessons will teach the importance of respect for others and the impact of bullying.
- There is a comprehensive system to record incidents of poor behaviour and bullying.

### *Paragraphs 11, 12, 13*

- There is a pertinent health and safety policy. Policies detail the procedures that will be in place to ensure the safety of pupils. For example, regular maintenance checks are carried out on the building. The quality and temperature of the water will be monitored on a frequent basis.
- The first-aid policy outlines how staff will care for pupils who have accidents or need basic medical care during their time at school. Leaders will ensure that staff are qualified in the administration of first aid. Staff will also be trained to support pupils with medical conditions such as asthma or epilepsy.
- The school is compliant with the requirements of the Regulatory Reform (Fire Safety) Order 2005. A fire-risk assessment has been carried out. The fire alarm system is in good working order. The system is tested weekly. Staff are to be trained as fire marshals. Evacuation procedures are to be practised with pupils to make sure they know what to do in the event of an emergency.

### *Paragraphs 14, 15*

- The proprietor has appropriate plans to ensure that pupils will be adequately supervised. The individual needs of pupils will be carefully considered.
- Admissions and attendance information will be recorded electronically. Leaders intend to record any absence using the correct Department for Education (DfE) codes.

### *Paragraphs 16, 16(a), 16(b)*

- There is a suitable written risk assessment policy. It details how risks will be assessed and the actions that will be taken to manage them.
- Risk assessment will be monitored closely by leaders to ensure that pupils are kept safe and risks for staff and pupils reduced.
- The standards in this part are likely to be met.

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

*Paragraphs 18(1), 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), 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)*

- Leaders have suitable procedures in place with regard to safer recruitment. They understand the necessary checks that need to be undertaken before staff begin to work at the school.
- Leaders do not intend to employ supply or agency staff. However, leaders know the procedures to follow if this should become necessary in the future.
- The single central record specifies the statutory information for staff. It details who carried out the checks and when.
- The standards in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 24(3), 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 proposed school premises were previously used as a nursery and before that, a community centre. The premises is owned by Middlesbrough County Council and rented by the proprietor. The site has been refurbished so that the building is suitable to use as a school for the age-range proposed.
- Appropriate washing and toilet facilities are provided for pupils and staff. The building is accessible. An accessible toilet is provided.
- Adequate running water is available to the school. Hot water does not pose a risk from scalding. Water suitable for drinking is clearly labelled as such.
- Classrooms have necessary and appropriate lighting and suitable acoustics.
- Leaders have ensured that there is suitable indoor and outdoor space for pupils to play and socialise. Pupils can use exercise machines and play snooker in the hall area. Leaders intend for pupils to be taught physical education off-site at the local leisure centre and other sporting venues. These will have suitable showering and changing facilities which will be available for pupils to use when necessary.
- Leaders have made sure that the school building is in good condition. However, leaders are aware that the gate to the playground needs to be repaired. It needs to be made secure but also easily accessible in an emergency, before the school opens. Leaders are currently working with Middlesbrough County Council to ensure that this work is completed swiftly.
- The standards in this part are likely to be met.

## Part 6. Provision of information

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

- Leaders can provide details of school policies and procedures to parents on request.
- The school's website for the proposed school is under construction. It provides comprehensive information about the school and the type of provision it will offer to pupils. Leaders are in the process of ensuring that the website contains all the necessary information to publish for parents.
- There are suitable policies which detail how pupils with SEND will be supported. Leaders will submit financial details to local authorities, when needed. Reports of pupils' progress and attainment across the curriculum will be provided to parents.
- The standards in this part 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)*

- There is a complaints policy which will be made available to parents on request. It will be published on the school's website. It contains the essential information to allow for complaints to be raised informally and formally. Each stage of the procedure for complaints is outlined clearly.
- Leaders will ensure that complainants are supported through the process and kept informed of the findings at each stage.
- The standards in this part 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)*

- Leaders are experienced education practitioners and leaders. They are ambitious for pupils. They are keen to provide pupils with the opportunities they need to be successful in education. The proprietor is determined that staff will provide good role models for pupils and that with the right help and support, pupils can achieve their goals.
- The proprietor plans to carry out regular checks to ensure that pupils are safe, well cared for and make the best possible progress. Regular staff briefings are planned to ensure that pupils' well-being remains high priority.
- The proprietor will hold leaders and staff to account for the performance of the school. A board of governors is being established to provide increasing levels of challenge and support.
- Through the existing alternative provision run by the proprietor, leaders are already working within the local community. They have effective relationships with referring schools and external agencies. These include the county council and local authority. Leaders work actively with parents. They are well placed to open the proposed school.
- Leaders have a good understanding of the independent school standards. They understand their roles and responsibilities.
- The standards in this part are likely to be met.

## Schedule 10 of the Equality Act 2010

- Leaders have developed a suitable accessibility policy and plan. They have considered how the school's curriculum can be adjusted and what arrangements need to be in place to improve access to the school site.

## **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	149383
DfE registration number	806/6006
Inspection number	10250775

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	Other independent school
School status	Independent school
Proprietor	Reintegreat Education Solutions Ltd
Chair	Nicholas Reed
Headteacher	Alison Aspery
Annual fees (day pupils)	£23,400
Telephone number	07741269016
Website	<a href="http://www.reintegreat.org.uk">www.reintegreat.org.uk</a>
Email address	<a href="mailto:nick@reintegreat.com">nick@reintegreat.com</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	17 dual registered and part time
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	0
Total hours operating as a school per week	25 (as alternative provision)
Total hours of teaching provided per week	23.5

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	11 to 16	11 to 16
Number of pupils on the school roll	0	25	25

## Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	20
Number of part-time pupils	Not applicable	5
Number of pupils with special educational needs and/or disabilities	Not applicable	10
Of which, number of pupils with an education, health and care plan	Not applicable	3
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	3



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	4 to 5
Number of part-time teaching staff	Not applicable	0

## Information about this proposed school

- The proprietor currently operates Reintegreat Education Solutions alternative provision offering home tuition, online learning and on-site placements.
- The school proposes to open to pupils at the beginning of November 2022.
- The school proposes to admit pupils with cognitive learning needs, behavioural, emotional and social difficulties and social development needs. A small number of pupils may have education, health and care plans.
- The proposed school does not intend to use the services of any alternative providers.

## Information about this inspection

- The DfE commissioned the inspection to check the provision's suitability to operate as a school.
- This was the proposed school's first pre-registration inspection.
- The proposed school is currently operating as part of Reintegreat Education Solutions alternative provision. During the inspection, some pupils were accessing lessons on-site as part of this alternative provision. There are 17 pupils registered as attending the alternative provision. All pupils are dual registered with other schools. They attend on a part-time basis.
- The inspector met with the proprietor and the headteacher.
- The inspector toured the proposed school site to check the suitability of the premises. She visited lessons that were taking place on-site as part of the proprietor's existing alternative provision.
- The inspector scrutinised a range of documentation, including schemes of work, policies, and procedures related to health and safety, risk assessment and fire safety.
- The inspector checked the arrangements for staff recruitment and discussed the school's proposed approach to ensuring the safeguarding of pupils.

## Inspection team

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

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