

Inspection of Reintegreat Education Solutions Ltd

Pallister Park Community Centre, Ormesby Road, Pallister Park, Middlesbrough, Teesside TS3 7AR

Inspection dates: 5 to 7 December 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

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 at Reintegreat love school. A deep respect between staff and pupils is evident throughout all interactions. The staff know the pupils extremely well. Pupils feel safe and cared for. Pupils have trusted adults they can turn to for help.

The school is an integral part of the local community, and the community forms part of the wider school. Working together with charities and the local hospital, the school enables pupils to make a positive difference to the lives of others.

The school is calm. Routines are well established. The pupils arrive in the morning and engage positively with their friends and the staff. Pupils begin each day by socialising and eating breakfast together. When learning sessions begin, pupils then move on calmly into their classrooms.

Staff communicate behaviour expectations clearly to pupils. Pupils know these well. The school provides flexible consistency to support each pupil's individual needs without disrupting the learning of others.

The school's curriculum is broad and ambitious. All pupils study a wide range of subjects, including French. The school is highly ambitious to expand pupils' knowledge of the world. Pupils leave the school with qualifications that help them transition into employment or further study.

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

The school has a curriculum offer that stimulates pupils' curiosity. Staff assess and identify the needs of all pupils when they first join the school. This information allows staff to adapt the curriculum to remove barriers to pupils' learning. The school effectively supports pupils' pastoral needs, so they can access academic learning. The pupils learn new knowledge and are willing to contribute to class discussions. In health and fitness lessons, the pupils are encouraged to draw on their own experiences and make links to tasks in lessons. This supports learning well.

School staff make learning accessible to the pupils. The small, focused learning steps help the pupils to build their knowledge over time. In English lessons, the introduction of more complex dialogue supports pupils to discuss the characters in the texts they study. However, in some instances, the curriculum does not support the retention of key knowledge over time. As a result, pupils struggle to recall what was learned in previous weeks and terms.

Reading happens daily. Pupils enjoy this experience and are eager to read the next chapter in the class book. Pupils' individual reading books are well matched to their stage of reading.

The staff use a range of ways to support pupils with special educational needs and/or disabilities (SEND). Curriculum adaptations are in place to allow all pupils, including those with SEND, to access the curriculum. At times, the targets that relate to the needs of individual pupils with SEND are not focused sufficiently well on their specific academic needs.

The school's personal development provision is exceptional. All pupils take part in weekly educational visits which range from museum visits to work experience visits. This is supporting pupils' understanding of how to be active and responsible citizens. Relationships between staff and pupils are extremely positive. Pupils respond well to the level of trust the staff place in them. Pupils care for each other and do not tolerate any disrespectful behaviour.

Careers guidance is part of the fabric of lessons and activities. The school's guidance is clear and well organised. This helps the pupils to make informed decisions about their future. Pupils have a clear idea of what they want to be when they grow up.

The school celebrates success daily. Staff check in with pupils at the start and end of each day. Pupils' interests that link to sport and leisure are catered for well. Extra-curricular clubs on offer range from sports clubs to computer games clubs and are well attended.

The school works closely with families to ensure pupils have high attendance. When a pupil is unable to come into school, the school goes out to them. The school has a mobile classroom that is fully equipped to teach pupils in the community.

Staff are universally positive about the school. They enjoy working at the school. The proprietor, governors and staff work in harmony. Staff appreciate the high level of care and attention to their well-being that the proprietor and governors provide.

School leaders and the proprietor board have ensured that all the independent school standards are met. The school is compliant with the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- In some subjects, the curriculum does not effectively support the retention of long-term knowledge. This means that pupils have limited opportunities to connect new learning to what they know and remember. The school should continue the work it has started to ensure that all curriculum areas are carefully constructed to support pupils to retain and connect knowledge over time.

- The SEND targets for individual pupils need further refinement. Strategies and interventions are too narrow. At times, the support provided focuses largely on pupils' emotional needs, rather than their academic needs. The school should continue to develop and embed its new approach to SEND to ensure that the support on offer meets the academic needs of pupils as well as it meets their emotional needs.

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.

School details

Unique reference number	149383
DfE registration number	806/6006
Local authority	Middlesbrough
Inspection number	10286504
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	30
Number of part-time pupils	2
Proprietor	Nicholas Reed
Chair	Bill Lynas
Headteacher	Alison Aspery
Annual fees (day pupils)	£23,600
Telephone number	07741 269016
Website	www.reintegreat.org.uk
Email address	nick@reintegreat.com
Date of previous inspection	Not previously inspected

Information about this school

- Reintegreat Education Solutions Ltd is an independent day school for pupils aged 11 to 16 years.
- The school does not use any alternative provision.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This is the first standard inspection. The school registered with the Department for Education on 17 November 2022.
- Inspectors completed deep dives in English, mathematics, health and fitness, and PSHE. Inspectors reviewed curriculum plans, talked to pupils about their work, visited lessons and spoke to staff.
- Inspectors met with leaders, including the headteacher and the special educational needs coordinator.
- The lead inspector had a tour of the school site to check compliance with the independent school standards for premises.
- The lead inspector met with the proprietor and a representative from Middlesbrough local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of members of staff, pupils and parents who responded to Ofsted's inspection surveys.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

James Duncan

Senior His Majesty's Inspector

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