

The Reintegration Service

Inspection report

Unique Reference Number	131067
Local Authority	West Berkshire
Inspection number	341090
Inspection dates	11–12 November 2009
Reporting inspector	Mike Smith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Pupil referral unit
Age range of pupils	5–16
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The local authority
Headteacher	Stacey Williams
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed four lessons. Meetings were held with the chair and vice chair of the Management Committee, senior teachers, teaching assistants, home educators, family support workers and learners. The inspector observed the work of the service, checked learners' books and the system for tracking their progress and evaluating their readiness to return to mainstream schooling. A wide range of documentation was also examined including: reports by the school improvement partner; policy documents for safeguarding and other statutory requirements; documents and plans relating to the service's curriculum, teaching and how it evaluates itself; and plans for improvement. Telephone discussions were held with two secondary headteachers, a local authority officer and two parents. In addition, the inspector scrutinised 13 parent, 19 learners and 37 staff questionnaires.

The inspector reviewed many aspects of the service's work. He looked in detail at the following:

- whether all learners in all units across the Service are achieving as well as they are capable of, academically and in their personal development
- whether information gained from assessments is used effectively in all learning opportunities to set challenging targets and meet all individual needs
- whether there has been sufficient progress in addressing issues identified in the previous report regarding the role of the management committee and whole service improvement planning.

Information about the school

The Reintegration Service is a multi-faceted service supporting learners across three separate sites. The Oaks is for primary learners, Kingfisher is for Key Stage 3 learners and The Key is for Key Stage 4 learners. The service provides planned, short-term placements for learners who are excluded from mainstream school and further structured support for those who are at risk of exclusion. It also provides home education for learners who are unable to attend school for medical reasons, including mental health issues. Provision is also made for learners who are without a school place such as those new to the area, including looked after children and exclusions from special schools. Provision is also made for learners given longer fixed-term exclusions, and those seeking a change of placement. The majority of learners are of White British heritage with almost three times as many boys as girls. Currently, nine learners have a statement of special educational needs and 15 have mental health issues. Three learners are looked after by the local authority. The service has achieved the Sportsmark and Healthy Schools Award. Supporting learners to enable successful reintegration into an existing or new mainstream school remains the service's main objective.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

The Reintegration Service is successful and effective in re-engaging disaffected young people with education. It does this through reintegrating learners from its units back into mainstream education, supporting learners in their homes and by helping learners to maintain their mainstream place when at risk of exclusion. A local secondary headteacher said, 'The service offers exemplary advice and support and they really do go beyond their remit in order to best serve the interests of young people.' The headteacher and senior management team have been extremely successful in creating a community with a strong sense of purpose where high expectations are the norm. Consequently, staff morale is very positive. A member of staff representing the overwhelming majority of others commented, 'The service has a strong student-centred ethos which it consistently strives to meet. The overall well-being of all students is always paramount.' Working very effectively with the local authority and with good support from the management committee, leaders have quickly put in place the systems which underpin an effective pupil referral service. This demonstrates good progress since the last inspection. The headteacher has accurately identified, through robust processes of self-evaluation, the key priorities for development. Development planning identifies the need to more clearly illustrate the direct impact of different interventions on learners' progress, achievement and successful reintegration. The consistent messages of whole- service development have had a very clear impact on improving the quality of teaching and learning and the outcomes for learners. All aspects of the work of the service are rigorously monitored and evaluated and leaders have an excellent understanding of how well it is doing. Consequently, the service has a good capacity to improve even further.

Relationships throughout the service are excellent and staff know the young people very well and provide an excellent level of care and support. Learners are adamant that they feel safe and secure in the units and that they can approach any member of staff with any worries. The service recognises that its work to promote community cohesion is in the early stages of development. Learners' knowledge of diverse cultures is less well developed than the other aspects of their good spiritual, moral, social and cultural development. Teaching and learning are now consistently good with good procedures in place to assess how well learners are doing and to set challenging targets to enable them to achieve well. As the chair of the management committee pointed out, 'all interactions are an opportunity for learning'. This was very clearly and consistently seen across the service. The curriculum has improved with better opportunities to gain qualifications and follow work-related and vocational activities. Artists and specialist instructors are used to excellent effect. A recent art exhibition of learners' work enabled

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a wider community to appreciate the talents of these youngsters. There is a good emphasis on health education and keeping safe supported by a good programme of physical activities.

When they are admitted to the service most learners have low attainment because of their disrupted education and/or their special educational needs and/or their poor prior attendance. However, careful tracking of their progress demonstrates that the improvement in the quality of teaching and planning is resulting in better attainment. Some Year 11 learners are achieving GCSE results in line with national expectations. Learners like coming into the units and their attendance and attitudes to work improve markedly; some exceptionally so. Behaviour in and out of lessons is good because learners respond well to staffs' calm and skilled approach to managing their behaviour. Learners are proud of the good improvements which they make. One commented to the inspector, 'My attendance has gone up from really bad to nearly 100%. I do not have to misbehave here.' There are good links with local colleges and other vocational providers and learners are prepared well for the future with all either going into further education or full-time employment. Younger learners are prepared well for their transition to secondary school and the reintegration process is very carefully planned with the school ensuring a high rate of success.

What does the school need to do to improve further?

- Improve the analysis of data which shows the direct impact of support interventions on learners' progress, achievement and their successful reintegration into mainstream education.
- Promote community cohesion by:
 - developing learners' understanding of the similarities and differences in the cultures represented in the wider United Kingdom
 - increasing learners' appreciation of and confidence in living and working alongside people from different backgrounds.

Outcomes for individuals and groups of pupils

2

All groups of learners, including those with special educational needs and/or disabilities and those being educated at home, are making good progress in their learning and, very importantly, in their personal development. On entry many learners have had disrupted or limited learning experiences in school and their standards are often below what they should be because of weak skills in important areas. However, standards rise quickly and so achievement here is good. Recent records show that many learners achieve good grades in their GCSEs with 100% achieving one or more and 87% achieving A* to G grades in English, mathematics and science. These results show good achievement bearing in mind the learners' weak skills on entry and the fact that many of them arrive with very negative attitudes towards education. Learners are proud of the progress they make. Reintegration rates back into school are high and headteachers report that significant numbers of learners are prevented from exclusion and kept within

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mainstream as a result of the effective support from the service.

Although many learners have a previous history of poor attendance, the majority improve their attendance considerably. In a meeting held with Year 10 and Year 11 learners they confirmed the improvements in their attendance and academic and personal development was a result of the support they receive at the unit. Although they do not always make healthy choices, they gain a better understanding of how to take care of themselves. Learners fully take part in the life of the units and contribute to the local community, for example through their work on a garden allotment and the recent exhibition of ceramics and photography which explored the themes within the Every Child Matters government framework. Opportunities such as these and other work-related opportunities help learners to develop good workplace and social skills which will help them to succeed when they leave. The 'restorative' approach to behaviour which is in place across the service encourages learners to reflect on their actions and consider the consequences of their choices and supports good spiritual and moral development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Information and communication technology (ICT) is used very well in lessons, particularly to help all learners engage and concentrate on their learning and the task in hand. Teaching assistants provide effective support which enables all learners to fully participate in all learning opportunities. Staff have a good knowledge of learners' skills and use this knowledge well to plan the next steps in learning. The identification of the different ways individuals learn within a group to ensure all learning opportunities are fully maximised within all lessons is not sufficiently clear, but overall teaching is good. Learners are consistently given positive and helpful verbal feedback about how well they are doing and how to improve their work further.

The curriculum is good across the service and is enhanced by good off-site learning opportunities and visiting specialists. There is good access to ICT, both within lessons and through the virtual learning environment which enhances learners' engagement with education whether on or off the site. The curriculum aims to support learners' return to school whenever possible and in this respect it is often successful. Older learners can study for a range of examinations, accredited awards and vocational opportunities. In addition to the core subjects, a wide range of creative and physical activities effectively motivate most learners. Personal, social, health and citizenship education and work-related learning fully support learners' personal development and support the skills necessary to succeed when they leave.

As a result of the outstanding care, guidance and support, learners in all units feel safe and comfortable to be able to turn to any staff should they feel they need help. Careful assessments of learners' personal, social and emotional needs are used to provide specialist and carefully targeted support, whether from service staff or from one or more of the support agencies who work with them. This means that learners have relevant levels of high quality support and guidance in relation to sexual and mental health, drug and substance abuse or homelessness. Very good care is taken to ensure that all units and teams within the service provide a safe environment and strong partnerships with all support agencies ensure that the most vulnerable learners are carefully monitored and supported. Effective guidance and support are given to all learners and ensure they are well prepared for the next stage in their learning.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior managers have been highly effective in identifying the key

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priorities for improvement and establishing successful systems to effect rapid improvement. The headteacher has inspired all staff to share her ambition and determination to improve. This strong sense of purpose has resulted in a powerful drive for improvement. The management committee has recently reviewed its remit and is now able, through its reorganisation, to give a good level of support and challenge. There are numerous and rigorous procedures for monitoring and evaluating the work of the service that involve a wide range of partners. Development planning is very effectively focused across all units and the service sets, and meets very challenging targets. The service uses its resources effectively and provides good value for money. It effectively promotes equality of opportunity through careful and systematic monitoring of all groups of learners. Very strong partnerships with parents and carers and with all support agencies promote the very effective well-being of all the learners. There are excellent partnerships with schools who greatly appreciate the support and advice offered by the service. Community cohesion is promoted through the curriculum and the wide variety of external providers, although the headteacher and the senior management team are aware of the need to widen the horizons of learners in terms of their appreciation of and confidence in living and working alongside people from different backgrounds. The arrangements for safeguarding learners across the service are highly effective and in line with government requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Only a small number of parents and carers responded to the inspection questionnaire. In

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addition to the questionnaires received, the inspector had telephone conversations with two parents. Responses were very supportive and positive, with parents acknowledging that the service has helped their children. Respondents clearly think that the service is making a significant contribution to enhancing their children's life chances and is helping the youngsters to overcome their problems and anxieties.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at the Reintegration Service to complete a questionnaire about their views of the service. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the service.

The inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at one of the three units.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	54	5	38	1	8	0	0
The school keeps my child safe	10	77	3	23	0	0	0	0
The school informs me about my child's progress	9	69	3	23	1	8	0	0
My child is making enough progress at this school	9	69	4	31	0	0	0	0
The teaching is good at this school	10	77	3	23	0	0	0	0
The school helps me to support my child's learning	10	77	3	23	0	0	0	0
The school helps my child to have a healthy lifestyle	7	54	6	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	69	4	31	0	0	0	0
The school meets my child's particular needs	11	85	2	15	0	0	0	0
The school deals effectively with unacceptable behaviour	10	77	2	15	1	8	0	0
The school takes account of my suggestions and concerns	9	69	4	31	0	0	0	0
The school is led and managed effectively	10	77	3	23	0	0	0	0
Overall, I am happy with my child's experience at this school	11	85	2	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 November 2009

Dear Students

Inspection of the Reintegration Service, Newbury RG14 2FG

Thank you for making me feel welcome during my recent visit to your units. I thoroughly enjoyed talking to you and reading your questionnaires. It was very useful to know how you felt about your experiences while in your unit. I was very pleased to hear that you feel safe and very well supported by all adults. Many of you significantly improve your attendance and behaviour as well as making good progress in your learning and often successfully returning to school.

There are some things that are particularly good about your units:

- The outstanding leadership of the headteacher and senior management team. They have been very successful in improving the education which you receive.
- The good teaching that enables you to do well.
- The excellent relationships that you have with staff and the excellent support, guidance and care which they give you.
- The close working links and support that your unit maintains with your parents and carers.

The Service is aware that it can get even better if it improves in some areas. For example to:

- clearly show that your progress, achievement and successful reintegration back into school is a direct result of the support and guidance you receive
- help develop your understanding of the similarities and differences in the cultures represented in the wider United Kingdom
- help your appreciation of and confidence in living and working alongside people from different cultures.

All good wishes for your future

Yours sincerely

Mike Smith

Lead inspector

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