

Inspection of Invested Education

Hall Close, Marske-by-the-Sea, Redcar, Cleveland TS11 6AB

Inspection dates: 13 to 15 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

This school has undergone rapid improvement in recent months. Pupils enjoy warm, positive relationships with the adults they work with. The environment is caring, friendly and calm. Pupils feel safe. They are taught how to communicate respectfully with each other and with their teachers. Teachers uphold high standards which pupils are motivated to meet through a well-planned rewards programme. Where behaviour falls below expectations, teachers intervene consistently to remind pupils of the school's standards. Morning routines in tutor time, for example, ensure that the start of each day is purposeful. Tutor time quizzes and reading expose pupils to varied cultures and ways of life.

The special educational needs and/or disabilities (SEND) of pupils are well understood through the provision of clear information to teachers. This information is used diligently by class teachers. Lesson resources and activities are precisely created so that each pupil can engage in the work before them.

The 'breaking barriers' curriculum ensures that pupils develop skills of leadership, organisation and resilience as they prepare for life when they leave Invested Education. The qualifications that pupils take to enable positive next steps are based on a firm understanding of pupils' interests, knowledge and plans that leaders identify when pupils are admitted to the school.

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

In the last year, the curriculum has undergone significant change. There has been a strong focus on the knowledge that pupils need and the best sequence in which to deliver this. The positive impact of this work can be seen in the work that pupils produce, especially in English, mathematics and science. In some subjects in the wider curriculum, the school recognises that the curriculum needs further development to ensure the high ambition for pupils is reflected in all subjects. However, ambition for what pupils can achieve is rising. For example, the school's curriculum is closely related to the national curriculum. Decisions about what subjects are studied are made in the best interests of pupils.

Work to help pupils prepare for adulthood and develop social skills is carefully planned into the school day. Pupils are successful in securing places on apprenticeships and at local colleges.

The reading programme now ensures that pupils frequently hear adults read shared texts across the school. Pupils enjoy this experience. Targeted intervention helps pupils to develop fluency and confidence. Time is set aside in the school day for pupils to read their own books and magazines. There is a scheduled programme of phonics training so staff can support pupils who are at the earliest stages of reading.

The school's approach to rewarding positive behaviour is understood and welcomed by pupils. Staff share a single vision, communicated clearly by leaders, to enable

pupils to succeed. This extends to high expectations around behaviour, which pupils rise to meet. The school has an extensive system of support to encourage good attendance. For example, a mobile classroom visits pupils who are anxious about coming to school. This helps to build positive feelings about education. Attendance of pupils rises during their time at the school. Leaders are clear that this work remains a priority.

The personal development offer for pupils is particularly impressive. Pupils are given specific jobs to help prepare for trips and visits. Subject leaders connect curriculum work to specific careers and to the visits that pupils undertake. The careers guidance that pupils receive is strategically planned and tailored to their needs. This helps ensure that pupils are excited about their next steps. Pupils consider moral questions as part of tutor time. Enrichment activities are woven through the school day and underpinned by the 'INVEST' values of the school's vision. Pupils enjoy the opportunities to keep fit in the school gym.

Where necessary, leaders make effective use of alternative provision to help develop pupils' social skills, confidence and engagement with education. A programme of therapeutic interventions helps pupils to understand their emotions. The school is helping pupils to develop as confident citizens.

The proprietor has a good understanding of the school's development and areas of need. In recent months, work with external partners has helped to triangulate improvement priorities, particularly in helping to build a positive culture at the school. This has included work to ensure that the independent school standards are now met, including those related to the Equality Act 2010. The school's structure and buildings have undergone recent improvement, and there are further plans to continue this work. This work has transformed the school's environment for the benefit of pupils. Staff praise the work of leaders in developing a positive culture in which they feel valued and enjoy coming to work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- The ambitiously developed plans for the core curriculum do not extend to all subjects that the school currently delivers. Pupils could achieve more than the curriculum enables them to. The school should ensure that the ambition in the most well-developed subjects extends to all curriculum areas so pupils achieve as well as they can in 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.

School details

Unique reference number	148729
DfE registration number	807/6005
Local authority	Redcar and Cleveland
Inspection number	10401990
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	11 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	17
Proprietor	Invested Education Ltd
Chair	David Lambert
Headteacher	Stephen Morrison
Annual fees (day pupils)	£66,126
Telephone number	01642 502224
Website	www.invested-education.com
Email address	information@invested-education.com
Date of previous inspection	14 to 17 May 2024

Information about this school

- Since the last inspection, a new headteacher, special educational needs coordinator, attendance leader and several new subject leaders have been appointed.
- All pupils that attend Invested Education have an education, health and care plan with a primary need of social, emotional and mental health.
- The school operates from a single site. The address of this site is: Hall Close, Marske-by-the-Sea, Redcar, Cleveland, TS11 6AB.
- At the time of the inspection, the school was operating outside the age range for which it is registered. The school has not notified the Department for Education of this change.
- The school uses four unregistered alternative provisions.
- The school's previous standard inspection took place in May 2024. An additional inspection took place in January 2025.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- This inspection was brought forward as a result of the additional inspection in January 2025 at which all the independent school standards were met.
- Inspectors met with the headteacher, who is also a member of the proprietor body, as well as leaders for attendance, safeguarding, SEND, behaviour and literacy. Inspectors also met with the chair of the proprietor body.
- Inspectors carried out deep dives in these subjects: English, physical education and science. Inspectors carried out a range of activities for each deep dive which included discussions about the curriculum, scrutiny of curriculum plans, visiting sample lessons, looking at samples of pupils' work and speaking to teachers and pupils.
- Inspectors also looked at curriculum plans and visited sample lessons for other subjects.

- Inspectors conducted a tour of the premises and looked at records related to the safety of the school's site.
- Inspectors looked at the school's approach to recording admissions and attendance and other relevant policies related to the independent school standards.
- 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 expressed in surveys, including through Ofsted's online survey, Ofsted Parent View.

Inspection team

Matthew Vellensworth, lead inspector

His Majesty's Inspector

Tricia Stevens

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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