

# Inspection of Invested Education

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

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Inspection dates: 21 to 23 September 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**No**

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

Leaders' expectations of the breadth and depth of knowledge that pupils will gain while at the school are too low. This includes knowledge about careers and relationships and sex education. Although pupils benefit from strong relationships with staff, they do not receive a good enough quality of education.

Pupils enjoy the relaxed atmosphere during the afternoons. However, pupils do not gain new subject-related knowledge nor important life skills from the activities they participate in during this time. In addition, afternoon activities do not assist pupils in catching up nor in closing any gaps they have in reading, writing and numeracy.

Leaders have high expectations of how well pupils behave. The atmosphere in school is friendly and calm. Bullying and unkindness between pupils are rare.

Pupils enjoy school. Most feel that they are making progress in the formally taught subjects studied in the mornings and believe that they can succeed in them. This is because teachers encourage them and boost their confidence. Pupils like the in-depth guidance about how best to tackle examination questions that teachers give them.

Pupils have a high level of trust in staff and feel able to confide in them. Staff chat informally with pupils during the entirety of the lunchtime break. They get to know what pupils' interests and hobbies are as well as any worries they may have. This makes pupils feel valued as individuals. It also means that staff know what motivates each pupil. Pupils speak highly of the care that staff give them. Pupils reported to inspectors that they feel safe at the school.

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

Since registering as a school, leaders have not placed enough emphasis on the curriculum, including the provision for personal development, and careers education. As a consequence, the school does not meet a number of the independent school standards (the standards) relating to the curriculum. The standards relating to teaching, in part 1 of the standards, are met. This is because there are some strengths in the way teachers present material and support pupils in class, including the way teachers use questioning to assess pupils' learning.

Leaders and staff are not clear enough about the aims of some areas of the curriculum. The activities that pupils undertake in the afternoon lack purpose. They neither enable pupils to gain subject-specific knowledge, nor do they provide them with useful knowledge of British society and the world beyond. Many activities and experiences do not link with what pupils have done before or what they will do next. However, a small number of activities undertaken in afternoon sessions contribute towards qualifications known as 'unit-qualifications'. Weaknesses in the content of the afternoon curriculum mean that when considered as a whole, the curriculum lacks breadth and depth. Pupils do not gain a wide enough range of skills and

knowledge. For instance, they do not gain creative, arts-based, or technological knowledge and skills.

Leaders' expectations for what pupils should learn in English, mathematics and science are ambitious. For example, they expect all pupils to take GCSE examinations in these subjects. However, the curriculum in English has been through a lot of changes and is not complete. The curriculum as it stands does not enable pupils to build the knowledge and skills needed for success later on. For instance, the curriculum in key stage 3 does not focus on developing the knowledge that pupils need for skilful reading. The English curriculum does not broaden pupils' wider vocabulary. Leaders are aware that changes need to be made to the English curriculum but have not embarked on making them. The curriculums in mathematics and in science are stronger than they are in English. In mathematics, pupils practise new learning, so that they become fluent in it. Teachers have good subject knowledge and use it to explain any misconceptions pupils have. Across all subjects, the curriculum does not place enough emphasis on developing pupils' subject-specific vocabulary knowledge. This is a barrier for some pupils, especially those who have gaps in their learning through missing school.

The tests and assessments that pupils undertake when they join the school do not provide staff with precise enough information about pupils' starting points. For instance, they do not indicate whether pupils have gaps in their phonics knowledge. In addition, assessments when pupils start at the school do not provide staff with detailed enough information about pupils' particular emotional needs. Pupils who need additional academic help, including with aspects of reading, and/or support with specific emotional issues, do not always receive it.

Although staff work closely with pupils to develop their social skills and confidence, several aspects of personal development are weak. Leaders have not considered the content of the personal social, and health education (PSHE) curriculum carefully enough. It is not tailored to the specific needs that pupils have at the school. Insufficient focus is placed on the content of relationships, and sex education (RSE) and on giving pupils important knowledge about modern Britain. There is no clear policy on this aspect of the PSHE curriculum, so parents do not have enough insight into the content of RSE. Most aspects of careers education are weak. There is no programme of careers education to support pupils in their next steps. This includes introducing pupils to jobs which they might like to pursue in the future and teaching them about the skills they need for employment. Pupils do receive one-to-one careers interviews.

Spiritual, moral, social, and cultural education is a strong thread within English and science. Some trips organised within the afternoon curriculum promote calm reflection, such as trips to enjoy the beauty of local beaches. There is a strong focus across the curriculum on treating all people equally.

Pupils' behaviour and attitudes are generally positive both in class and during social times. There is a pleasant upbeat atmosphere in the school generated by staff. Staff constantly model to pupils how they should behave in social situations. Leaders have

trained staff in approaches to support pupils when they are in crisis. Staff keep a very close eye on pupils. They are quick to spot when pupils feel anxious and step in to prevent pupils becoming too agitated. Generally, most pupils attend well. Leaders work exceptionally closely with parents and carers. They provide most parents with daily updates on how individual pupils have got on during the day. Consequently, parents feel better able to support their children, including encouraging them to attend school.

Leaders with responsibility for monitoring the effectiveness of the school's work, including the proprietor, have not carried out this aspect of their role effectively. They are not familiar enough with the independent school standards. Leaders' own audits of the school's work have been too generous. They do not give an accurate enough view of where any strengths and areas for development lie. Staff are positive about their experiences of working at the school. They feel that leaders support them well.

## **Safeguarding**

The arrangements for safeguarding are effective. The designated safeguarding lead (DSL) spends time with pupils, building up their trust in him and listening to any concerns they have. He keeps detailed records about safeguarding concerns and carefully follows up referrals to external services.

Inspectors found minor administrative errors in the single central record, which were put right during the inspection. Leaders are aware that some aspects of health and safety need tightening up. For example, risk assessments have not been detailed enough, and pupils do not currently use the outside area at the school, because it is unsafe. Leaders, including the DSL, have plans in place to improve these aspects, which are easily rectified. There are no serious failings that leave pupils either being harmed or at risk of harm.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Too many of the standards are not met. Leaders should ensure that all of the standards are met in future by carrying out accurate checks and audits. Leaders should ensure that actions that are planned in order to meet any of the standards that they have identified as unmet are effective and undertaken in a timely manner.
- The curriculum is not broad enough. It does not include all the subject areas outlined in the standards, in particular creative, aesthetic, and technological learning. This means that pupils are not prepared well enough for their next steps. Leaders should extend the range of subjects within the curriculum so that pupils gain a broader range of subject-related knowledge and skills. They should make sure that the breadth of the curriculum meets the independent school standards.

- Leaders and teachers do not have a thought-through intent for the afternoon curriculum. This means that there is no clear plan for what pupils will learn in this time. Leaders and teachers need to set out the knowledge that pupils will learn in this time. They should make sure that afternoon activities are planned and sequenced to deliver these curricular goals.
- Insufficient focus is placed on developing pupils' subject-specific vocabulary within the curriculum. This means that some pupils struggle to digest important knowledge. Leaders and staff need to ensure that subject-specific vocabulary is emphasised. Approaches to teaching vocabulary should be enhanced so that pupils remember the new vocabulary they have been taught.
- The reading curriculum does not enable pupils to gain the knowledge and skills they need to succeed in reading. In particular, it does not enable pupils to develop their wider vocabularies. Leaders and teachers should improve the reading curriculum, especially in English in key stage 3, so that pupils gain the knowledge they need to read skilfully. They should ensure that pupils read more high-quality texts with interesting vocabulary.
- Current approaches to assessing pupils when they join the school do not provide leaders and staff with a clear enough overview of pupils' gaps, including gaps in phonics as well as their specific emotional needs. Leaders should ensure that any assessments provide teachers with useful information about the specific academic and emotional areas in which pupils struggle. They should use this information to decide on the additional help and support pupils need.
- The PSHE programme needs developing. It does not fully meet the needs of pupils in the school. It does not provide pupils with important knowledge about British society and how it works. In particular, the RSE element within PSHE needs to be strengthened. Leaders should ensure that the RSE programme provides pupils with the knowledge and skills they need to move into adulthood, make healthy relationships and treat others respectfully.
- The programme for careers education within the school is not sufficiently strong. It does not help pupils enough with their next steps. Leaders should develop a progressive programme of careers education so that pupils know about different career options and the routes into them, as well as the world of work.
- A very small number of standards in part 3 and 5 of the standards were not met. Inspectors judged that these did not pose an immediate risk to pupils' safety and were easy to put right. Leaders should action the plans that they have in place to make the outside area of the school suitable and safe for pupils. Leaders also need to implement their plans to improve the quality of risk assessments so that they are more detailed.
- Pupils are not getting a good enough education. Leaders and the proprietor need to strengthen their oversight of the quality of education. They need to ensure that planned improvements are focused on the areas outlined above and are sustainable. They should monitor the progress of any improvements, holding staff to account for the pace and effectiveness of any changes they make.

## How can I feedback my views?

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

## School details

<b>Unique reference number</b>	148729
<b>DfE registration number</b>	807/6005
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10220890
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Stephen Morrison
<b>Headteacher</b>	David Parrish
<b>Annual fees (day pupils)</b>	£60 000
<b>Telephone number</b>	01642 502224
<b>Website</b>	<a href="http://www.invested-education.com">www.invested-education.com</a>
<b>Email address</b>	<a href="mailto:dave.parrish@invested-education.com">dave.parrish@invested-education.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is the first standard inspection since the school was registered in September 2021.
- The school currently has one pupil on roll. The school provides alternative provision for nine pupils. These pupils are dual-registered with their home school.
- The details held about the school on the government website 'Get Information about Schools' are incorrect. The school now has a sole proprietor, Stephen Morrison, appointed in July 2022.
- All the pupils enrolled have an education, health, and care plan relating to social, emotional, and mental health issues. Places for pupils are funded through the local authority.
- The proprietor and headteacher are both new to post, with the headteacher joining the school at the start of the autumn term 2022.

## 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held separate meetings with the headteacher, behavioural lead and the proprietor.
- Inspectors spoke with groups of pupils on several occasions.
- Inspectors carried out deep dives in English, mathematics, science and PSHE. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed documentation relating to the school's curriculum, along with the school's own self-evaluation and its development plans. Inspectors also sampled EHC plans for four pupils, as well as internal plans detailing the individual support these pupils require.
- Inspectors held telephone conversations with the headteacher of the Redcar and Cleveland virtual school, a senior leader from a local school that commissions this school as an alternative provision and a parent/carer.



- The single central record was checked, along with staff files. Two meetings were held with the deputy designated safeguarding lead. An inspector also reviewed records of safeguarding training, concerns and referrals.

### **Inspection team**

Sarah Hubbard, lead inspector

His Majesty's Inspector

Tricia Stevens

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work–
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 2(2)(d) personal, social, health and economic education which–
  - 2(2)(d)(i) reflects the school’s aim and ethos; and
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
  - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
  - 2(2)(e)(iii) helps to encourage them to fulfil their potential; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor–
  - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
  - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
  - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil’s parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

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

- 16 The standard in this paragraph is met if the proprietor ensures that–
  - 16(b) appropriate action is taken to reduce risks that are identified.

### **Part 5. Premises of and accommodation at schools**

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
  - 29(1)(b) pupils to play outside.

### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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Manchester  
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