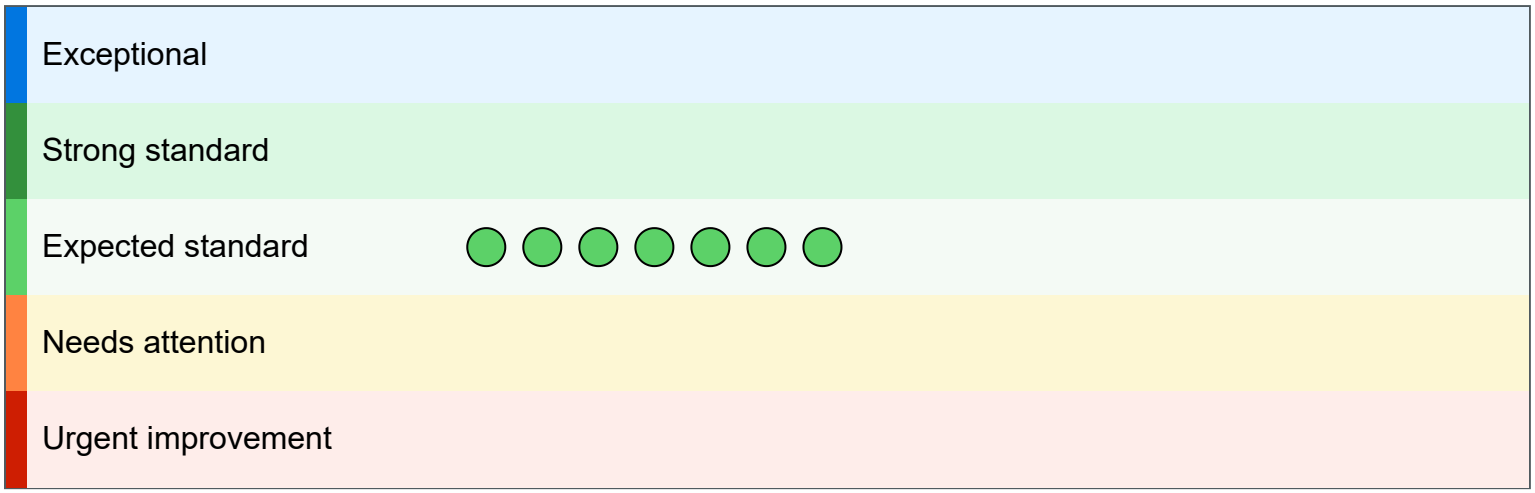
Strive for Education

Address: 21 North Park Road, Harrogate, North Yorkshire, HG1 5PD

Unique reference number (URN): 149401

Inspection report: 6 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard

Many pupils join the school having experienced significant disruption to their education, gaps in learning and barriers to engagement. Leaders check what pupils know and use individual learning plans and education, health and care plan targets to identify pupils' starting points and monitor their progress. They recognise that achievement includes academic outcomes as well as pupils' personal, social and emotional development.

Pupils make meaningful progress from their individual starting points. They achieve a range of recognised qualifications, including functional skills in English and mathematics, and progress towards GCSEs where appropriate. Last year, pupils achieved several additional qualifications, which recognise steps of progress and help build pupils' confidence and motivation.

Leaders support pupils to overcome barriers to learning, develop greater independence and prepare for their next steps. Pupils benefit from opportunities to develop practical skills and participate in work experience. Leaders work with pupils and their families to identify suitable destinations and support progression into further education, training and employment. As a result, pupils develop the knowledge, qualifications and wider skills needed for their future pathways.

Attendance and behaviour

Expected standard

Pupils attend school regularly and overall attendance is in line with national expectations. Leaders track attendance closely and identify concerns quickly. They act promptly when pupils begin to miss too much school. Pupils with special educational needs and/or disabilities and those who face other barriers to learning attend well. Staff know these pupils well and provide support that helps them attend regularly. Positive relationships with parents, carers and external agencies also contribute to improving attendance. As a result, many pupils improve their attendance from low starting points. Some now achieve high attendance. However, overall attendance remains lower than leaders would like and persistent absence is also higher than it should be.

Leaders have established an approach to behaviour that is built on strong relationships with pupils. They recognise that changes in behaviour can be a sign that a pupil needs help or support. Staff receive training to help pupils manage their feelings and respond calmly when difficulties arise. Individual learning plans identify pupils' needs and are reviewed regularly. Staff use rewards purposefully to recognise positive behaviour and encourage pupils to develop self-regulation. Leaders analyse behaviour incidents to identify patterns and adapt support accordingly. Suspensions and physical interventions are rare. Staff use restorative approaches and positive relationships to support. As a result, pupils behave well and have positive and trusting relationships with staff.

Curriculum and teaching

Expected standard

Leaders have developed a bespoke curriculum that reflects pupils' individual needs, abilities and starting points. Pupils follow functional skills or GCSE pathways, with opportunities to achieve additional awards and other qualifications. The curriculum combines academic learning with practical, therapeutic and vocational activities. Pupils' interests help shape their individual timetables, with opportunities including animal care, gardening, baking, creative writing and outdoor learning. Curriculum plans are in place and continue to develop as the provision expands.

Teachers demonstrate secure subject knowledge. They plan learning that is appropriately matched to pupils' abilities. In English and mathematics, teachers explain concepts clearly. They use questioning to check understanding and adapt support when needed. Additional adults provide effective targeted support. Pupils generally take pride in their work, which is typically neat and well presented.

Leaders have introduced assessments when pupils join the school to identify gaps in reading and number knowledge. These inform targeted interventions. However, some teaching approaches are not yet used consistently well across the school. Pupils do not always receive feedback that helps them improve spelling, punctuation and grammar. Pupils who miss learning because of absence do not always receive effective support to help them catch up. Leaders recognise that greater consistency in teaching and assessment is needed as the school expands.

Leaders support staff well to improve their teaching. This is to make sure that pupils receive a consistent experience across the school.

Inclusion

Expected standard

All pupils have an education, health and care plan. Leaders use information from pupils' education, health and care plans, discussions with families and information gathered when pupils join the school to understand their individual needs and identify barriers to learning. Individual learning plans and support plans help staff understand how best to support each pupil. Leaders review progress regularly and adapt support when pupils' circumstances change.

Staff receive training to help them meet pupils' needs consistently. For example, training in speech, language and communication helps staff adapt their language, pre-teach vocabulary and allow pupils time to process information. Staff also use approaches that support pupils' sensory needs and help them manage their feelings. Pupils access the sensory garden or spend time with the chickens to help them feel calm and return to learning successfully.

Leaders work closely with families, social workers, the virtual school and other professionals to support vulnerable pupils, including those who are looked after or known to social care. They maintain oversight of pupils' welfare and progress. They seek additional support when necessary. Alternative provision is used where pupils' needs cannot be met through the school's provision alone. Leaders check that placements are suitable and agree appropriate arrangements before pupils attend. They also undertake regular visits to monitor

safeguarding and the quality of provision. This helps ensure that support reflects pupils' individual needs and helps them take part successfully in learning.

Leadership and governance

Expected standard

Leaders have a clear vision for Strive for Education. They place pupils' education, wellbeing and preparation for adulthood at the centre of their work. Leaders understand the barriers that pupils face. They use this knowledge to personalise support to individual's needs. They understand the strengths of the school and identify where further development is needed. For example, they are continuing to improve the quality of the curriculum and its implementation as the provision expands across sites. Appropriate actions are in place to support these improvements.

Leaders work well with staff, families and external professionals to improve pupils' experiences and outcomes. There is effective oversight of attendance, behaviour, safeguarding and academic progress. Leaders use this information to identify emerging concerns and determine appropriate next steps. They prioritise staff training that supports pupils to manage their feelings. This training helps staff respond effectively to pupils' individual circumstances.

Staff are positive about the support they receive from leaders. They value opportunities to share effective practice. They recognise the consideration given to their workload and wellbeing. Regular team discussions help staff share information. This helps maintain a consistent approach to supporting pupils.

The proprietor has effective oversight of the school. They ensure that its statutory duties are met. Appropriate systems are in place to monitor compliance with the independent school standards. These support the effective running of the provision. Leaders demonstrate a clear understanding of their responsibilities. They ensure that arrangements for pupils' education and welfare remain appropriate. The school has the capacity to continue developing its provision in response to pupils' needs.

Personal development and wellbeing

Expected standard

Pupils' personal development and wellbeing are central to the school's work. Leaders recognise pupils' individual needs and interests. They provide opportunities to develop the knowledge, confidence and skills pupils need for adulthood. The personal development programme includes planned lessons in personal, social, health and economic education and relationships and sex education. Pupils learn about consent, healthy relationships, personal safety and how to keep safe online. They develop their understanding of equality, respect and diversity through lessons. Activities involving external professionals, including the police and inclusion organisations, support their understanding.

Leaders provide opportunities to broaden pupils' experiences beyond the classroom. Visits to places of worship and activities celebrating events, such as Chinese New Year and Black History Month help pupils explore different cultures and traditions. Practical activities, including visits to farms and gyms and opportunities to explore interests, such as music mixing, cars and sport, help pupils develop new skills. Leaders adapt activities to pupils' needs and interests. Pupils value the small school environment and the support they receive

from staff. Staff know pupils well and provide support that reflects their individual needs. Pupils feel accepted and know which adults they can approach if they have concerns.

Leaders place importance on preparing pupils for their next steps. Careers education is supported by a skilled careers adviser, who works across the school's sites. Pupils receive personalised careers guidance. They are provided with opportunities to visit colleges, meet employers and explore vocational pathways. Careers planning is linked to pupils' individual learning plans and preparation for adulthood arrangements. Leaders work with families, colleges and training providers to support transitions into further education, training and employment. For example, pupils access work experience in areas that reflect their interests, including construction and hair and beauty. This helps them understand the skills and qualifications needed to pursue their ambitions. Pupils move on to destinations that are well matched to their needs and aspirations.

Post-16 provision

Expected standard

Leaders have developed a bespoke post-16 curriculum that reflects students' individual needs and aspirations. Students successfully follow personalised programmes that combine academic study with personal development and preparation for adulthood. Teaching is adapted to address gaps in prior learning. Targeted interventions are used well to close gaps in knowledge. Students work towards appropriate qualifications, including GCSEs and functional skills, while developing the knowledge and skills they need for their next steps.

The curriculum includes opportunities to develop independence and employability. Students practise everyday skills through activities, such as cooking, shopping and planning tasks. Staff help students apply their learning to practical situations and develop their confidence in managing daily life. Students also benefit from individualised support to help them access education and overcome barriers to learning.

Leaders are developing vocational pathways, including construction and bike mechanics, alongside plans to broaden the range of courses available. Careers guidance and work experience are intended to help students explore future options and prepare for employment or further study. Students spoken to could describe their intended next steps, including progression to college and A-level courses. However, some students would like to access vocational options. Leaders recognise that some aspects of this provision are still developing. They are taking effective steps to meet students' interests and aspirations.

What it's like to be a pupil at this school

Pupils join Strive for Education following significant disruption to their education and periods of poor attendance. Staff take time to understand each pupil's needs, interests and experiences. Positive relationships help pupils feel safe, accepted and ready to learn. Pupils value that staff listen to them and treat them as individuals. They value the small school environment, where staff have time to provide help when they find things difficult.

Pupils feel that they belong to the school community. Everyone is accepted and staff understand pupils well. They know which trusted adults to approach if they have concerns

and trust staff to respond when concerns arise. Through the curriculum, pupils learn about respectful relationships, consent, equality and online safety. Staff help them understand their emotions and develop strategies to manage difficulties. When pupils feel anxious or overwhelmed, staff provide support to help them return to learning.

Learning opportunities reflect pupils' interests and ambitions. At the one of the school's sites, pupils develop practical skills through gardening and animal care, including taking responsibility for looking after the chickens. Across the school, they enjoy activities, such as sport, music mixing and visits to local places. These experiences help them develop confidence, independence and a wider understanding of the world around them.

Leaders and staff help pupils prepare for their futures. They work towards qualifications suited to their abilities and aspirations and access careers guidance, college visits and work experience. Some explore vocational interests through placements with local employers. Meeting the careers adviser helps pupils understand the options available to them. They are increasingly able to identify their ambitions and understand the steps needed to progress to further education, training or employment.

Parents and carers particularly appreciate the support their children receive at Strive for Education.

Next steps

- Leaders should continue to improve attendance, particularly for pupils who are persistently absent, so that they are able to access the curriculum regularly and successfully.
- Leaders should ensure that agreed curriculum and teaching approaches are consistently delivered to ensure that pupils deepen and embed their learning and achieve well.
- Leaders should further develop the post-16 vocational curriculum, so that students can access a wider range of courses that reflect their interests, needs and aspirations.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the proprietors, the headteacher (who is also a member of the proprietary body), deputy headteachers and other school leaders during the inspection.

The chair of the proprietary body is Andrew Brown.

The fees currently charged are between £48,000 and £70,000.

The school's email address is info@striveforeducation.co.uk

All pupils have an education, health and care plan.

The age range of the pupils that attend the school is 14 to 19.

The school uses 3 unregistered alternative providers.

The school operates across 3 sites:

North Park Road Site, 19 and 21 North Park Road, Harrogate HG1 5PD

Hookstone Vocational Centre, Unit 1, Hookstone Park, Harrogate HG2 7DB

Bishop Thornton Site, Colber Lane, Bishop Thornton, Harrogate HG3 2JR

Headteacher: Andy Brown

Independent school standards

Independent school standards are either met or not met for each category.

---

1. Quality of education provided Standards met

All standards have been met.

---

2. Spiritual, moral, social and cultural development of pupils Standards met

All standards have been met.

---

3. Welfare, health and safety of pupils Standards met

All standards have been met.

---

4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

---

5. Premises of and accommodation at schools Standards met

All standards have been met.

---

6. Provision of information Standards met

All standards have been met.

---

7. Manner in which complaints are handled Standards met

All standards have been met.

---

8. Quality of leadership in and management of schools Standards met

All standards have been met.

Lead inspector:
Jessica McKay, His Majesty's Inspector

Team inspector:
Linda Griffiths, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 6 October 2026

Total pupils

60

School capacity

66

Pupils with an education, health and care (EHC) plan

60

Pupils with special educational needs (SEN) support

60

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ⚫

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright