



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR FOCUS SCHOOL BERKELEY CAMPUS

DfE No: 916/6002

The key inspection judgements for this school are:

The quality of education	outstanding	1
Pupils' personal development	outstanding	1
Safeguarding pupils' welfare health and safety	outstanding	1
Leadership, management and governance	outstanding	1

Compliance with the Independent School Standards:

The school meets the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Dates of inspection: 1-3 November 2017

SECTION A: SUMMARY OF MAIN FINDINGS

Focus School Berkeley Campus meets all of the independent school standards and provides an outstanding quality of education. The school has made substantial improvements in all aspects of its work since its last inspection in February 2016. All students, irrespective of age, gender or ability, now make excellent progress and achieve exceptionally well relative to their varied starting points. Results in public examinations are well above the average for schools in England and the school adds significant value at each key stage. Standards are very high in the core subjects of English and mathematics right across the school. Exceptional work was also seen in geography, history, business studies, art and textiles. Strong leadership ensures that the quality of teaching and learning is consistently high and that teachers use the school's excellent marking policy rigorously to give students a clear idea of their progress and how to improve their work. Accurate assessment, close tracking of students' progress and the strong analysis of data enable teachers to set detailed and challenging individual targets and identify quickly any students who struggle to reach them. The support in place for students with special educational needs and/or disabilities (SEND) is highly effective and helps these students to close the gap with their peers. The curriculum is outstanding in breadth and balance including in the sixth form through the increasing use of technology to widen the choice of study. Self-directed learning is helping students to develop enquiring minds and excellent research skills. The excellent careers programme prepares them very well for their chosen area of work. Students behave well and work hard. An outstanding programme of personal development and citizenship helps students to acquire a strong moral compass and a clear understanding of the diverse nature of British society and its values, including democracy. Some students told inspectors that they thought the school council was not particularly effective. The school's arrangements for safeguarding students and securing their welfare, health and safety are outstanding. Staff recruitment and checking procedures are meticulous. Since the last inspection the trustees and senior leaders have managed successfully an ambitious programme of change. The school's leadership, management and governance are now outstanding and their work has a significant impact on all students' progress and achievement.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- explore with students their views of how they think the school council should make a greater difference to school life.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors observed lessons in a range of subjects throughout the school, some of which were conducted jointly with the school's senior leaders and trustees. Inspectors spent time in the Learning Centre and examined examples of students' work alongside the school's progress data. They looked at the school's website, documentation and records, and observed the life of the school, including at break and lunch times. They spoke to groups of students, staff and trustees and also took account of parents' and students' views through their responses to pre-inspection questionnaires.

The inspectors were:

Reporting Inspector:	Mrs Jane Cooper
Team inspectors:	Mr Jonathan Palk

INFORMATION ABOUT THE SCHOOL:

Focus School Berkeley Campus is a non-selective independent day school for boys and girls aged between seven and eighteen years. It is owned by Prospect Education Trust and supported by the Focus Learning Trust. It is an independent charity being registered with the Department for Education (DfE) as a school with a special religious character. The secondary school was relocated to its present site in 2012 and primary pupils were admitted from that time. Situated in the residential area of Wanswell in Gloucestershire, the school admits children from Plymouth Brethren families in Taunton, Bristol and Chippenham who travel to school by minibus. The school aims to 'encourage all students to reach their full potential and to strive for personal excellence; provide a flexible educational experience which meets the needs of individuals in a welcoming, safe and supportive community; promote awareness of others, understanding and mutual respect; and maintain collaborative partnerships with the school and the community.' There are currently 174 students on roll, including 40 in the sixth form. One student has an educational health care (EHC) plan. The school has registered three students as having SEND and has identified a further 22 who are receive additional help. There are no students who have English as an additional language (EAL).

The school was last inspected by SIS in February 2016. At that time the school met all the independent school standards but aspects of its leadership, management and governance required improvement.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is outstanding.

Pupils' learning and achievement

All students, irrespective of age, gender or ability, make excellent progress and achieve exceptionally well relative to their varied starting points. From an intake which is broadly average, the school adds significant value, so that by the end of each key stage students' achievement is well above the national average for all schools in England. Last year over half of all Advanced Level (A Level) or Business and Technology Education Council (BTEC) grades were A, B or distinction, and 87.5 per cent of students achieved at least 5 A* to C (9-4) grades in the General Certificate of Secondary Education (GCSE) including in English and mathematics. One third of all GCSE grades were A* or A (or 9 to 6). Results in the Statutory Assessment Tests (SATs) at the end of key stage two were also high, particularly so in reading. Data from the close tracking of students' progress showed that targets were exceeded at every stage and that pupils of all abilities made excellent progress. Standards are high in the core subjects of English and mathematics right across the school. Progress tracking data shows that students with SEND are catching up with their peers.

The students learn exceptionally well. The participative approach encouraged through self-directed learning (SDL) fosters their enthusiasm and enables them to become self-reliant and resilient learners. They work sensibly together; develop strong research and critical thinking skills and use technology skilfully. They are articulate in discussion and can construct and sustain a logical and coherent argument. A strong focus on basic skills in the primary classes helps students to become fluent readers who can assimilate and interpret information in many different contexts. They become clear, accurate and convincing writers with an excellent understanding and mastery of numbers and graphs. Some exceptional individual and group project work was seen throughout the school in a range of subjects. Of particular note were a 'young enterprise' project which demonstrated a clear understanding of business; an investigation by primary pupils into what makes a settlement using the Anglo Saxons as a case study; and some exceptionally creative work in art and textiles. The students also enjoy sport and play competitively and with enthusiasm, demonstrating good skills and teamwork.

The quality of teaching and assessment

The quality of teaching and assessment is outstanding and has an excellent impact on students' learning and progress. The most important single feature of the excellent teaching is its consistency. Lessons in all subjects are well planned and carefully linked to schemes of work. Tasks are suitably differentiated to provide a high level of challenge for students of all abilities. Teachers' expectations are high. They insist that all students produce their best work and take care over its presentation. Students are encouraged to evaluate their own and their peers' work to improve its quality. This nurtures their critical skills effectively. Activities are varied to enable students to experience different ways of working. Open-ended tasks facilitate the sense of achievement that students gain from planning, collaborating and completing a longer piece of work.

Teachers have very good subject knowledge and the school makes judicious use of it to ensure that high quality specialist teaching reaches all students, for example a specialist is deployed to teach French to primary pupils. Students with SEND receive excellent, specifically targeted support from well-qualified and experienced teachers and teaching assistants. This enables them to close the attainment gap with their peers.

Assessment is an outstanding feature of the school's work. Following the last inspection, senior leaders revised the marking policy and monitored its implementation rigorously so that high quality marking is now in evidence in all subjects and year groups. The new policy uses a colour-coded mark scheme which denotes teacher and peer assessment and provides for students to demonstrate what they have learnt from mistakes by correcting or redrafting their work. Consistently regular and rigorous marking of this kind, together with helpful written and verbal feedback, has made a substantial difference to the quality of students' learning as it shows them clearly how to improve their work. The school tracks closely the progress of each student so that realistic individual targets can be set and additional help can be provided swiftly for those who need it. A good example was the planning framework given to some boys who had found difficulty in structuring a larger piece of work. Rigorous scrutiny of the school's extensive progress data enables staff to track closely the performance of individual students and that of classes or particular pupil groups, for example, by gender, age or ability. This leads to swift intervention for any students, including those of higher ability, who are at risk of falling behind or not reaching their targets. Senior leaders use the data critically to measure the amount of value added by the school and to drive forward constant improvement.

The quality of the curriculum

The curriculum is outstanding. It is broad and balanced and provides an excellent range of opportunities for students to develop their capacity for intellectual enquiry and academic resilience in a range of different disciplines. Schemes of work ensure continuity of experiences from years 3 to 13, resulting in well-rounded and knowledgeable learners. Strategies for SDL are fully embedded so that students have challenging tasks which match their interests and develop their skills. The approach typically starts with a 'big question' which encourages brain-storming and collaborative research, and culminates in a piece of written work or a presentation to others. Since the last inspection, further developments in information technology have helped provide a twenty-first century approach to learning, enabling students to use research skills and present their ideas in more varied ways. Creativity is given prominence in the curriculum. SDL has enabled teachers and teaching assistants to devote time to individual needs and give more dedicated support to students with SEND who respond well to the deeper thinking required. Personalised programmes and expert help contribute to their rapid and sustained progress. The sixth form curriculum offers an exceptional combination of A Level studies and vocational courses, including, for example, chef skills. The use of virtual learning and 'CANVAS', the online platform for sharing resources, enables students to undertake a broader range of level 3 courses through the pooling of teachers across the Focus Learning group. These include BTEC business studies, accounting and law. Students in Year 6 have access to a young enterprise programme in the form of a 'Dragon's den' which fosters their leadership, social, interpersonal and business skills. The curriculum

is enhanced by a range of trips and visiting speakers.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of students' personal development is outstanding and successfully underpins the Focus Learning Trust's 'OneSchool' aims of fulfilling potential and creating lifelong learners and leadership skills. A particular strength of the school is the rigorous auditing of its provision for students' spiritual, moral, social and cultural development. There are excellent programmes for personal, social, health and economic education (PSHEE) and citizenship, which are very well planned and resourced and enable students to gain an excellent understanding of British values, the law and civil rights and responsibilities. Here, and in other subjects such as art, music, history, geography and food technology, students learn about the diversity of faiths, cultures and lifestyles which make up modern British society and treat others with respect. Students are informed and inspired by displays around the school such as one on the contribution to society made by influential women. They learn about democracy in action through visits to the Houses of Parliament and from local Members of Parliament and councillors who come to speak at school. They vote for school councillors, but told inspectors that they felt the school council was not particularly effective. This may reflect a legacy from an era where students' views were not taken seriously which is proving hard to shift. Trustees and senior leaders should work with students to improve this.

Students behave very well. They develop a strong moral code that guides their behaviour and respect for truth and justice. Public speaking enables them to explore moral issues and develop their views on topical themes. Sixth formers mentor students in years 7 and 8. This enables younger students to learn from their mentors' experience and helps older students to exercise fairness and take responsibility for others. Through SDL methods students are expected to make a positive contribution to the group and are trusted to complete work within a timeframe. This experience equips them very well for lifelong learning and the world of work. The careers advantage programme (CAP) is a particular strength of the school's provision. It affords excellent preparation for life beyond school through young enterprise, extensive work experience, and the partnership of community businesses which sponsor short courses for students to build up expertise in areas such as business management and accounting skills. As a consequence, all students leave the school very well equipped for the world of work and all find employment.

Social development is an area of significant improvement since the last inspection. Opportunities to lead are now richer and more purposeful. Beginning in the primary phase where there is emphasis on house and group leadership and extending to older students who run clubs and young enterprise projects, there are many opportunities for students to develop and exercise interpersonal, organisational and leadership skills. Excellent progress and the celebration of their many achievements mean that the students' self-esteem and confidence are high. They make a very positive contribution to school life and to the wider community, for example at music festivals, by giving concerts for the elderly and by helping other disadvantaged groups through charity fund-raising events.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The arrangements for safeguarding students' welfare health and safety are outstanding. A rigorous culture of safeguarding pervades the school and ensures that students are very well cared for and feel safe. There is an effective anti-bullying policy which is operated consistently by staff. The safeguarding and child protection policy fully meets requirements. It is implemented effectively and monitored closely on a weekly basis by the designated trustee. Posters around the school ensure that those members of staff with key safeguarding responsibilities are well known. There is a deeply embedded culture of safeguarding that acknowledges the risks posed by the use of technology. Every care is taken to ensure that students' use of technology is supervised appropriately and that all students understand the potential dangers of social media and know how to stay safe online. E-safety lessons are organised with local police officers and followed up in PSHEE sessions. Safeguarding training for staff is comprehensive and ensures that they are knowledgeable and vigilant about all aspects of safeguarding including the possibility of radicalisation or extremism. Regular safeguarding updates are also issued to parents.

The single central record contains all the required information and thus provides a comprehensive record that the school's robust recruitment and vetting procedures have been operated meticulously. One trustee and three members of staff have been trained in safer recruitment and this has had a positive influence on the school's procedures for appointing staff.

Health and safety requirements are met in full. Thorough risk assessments are carried out for all activities undertaken by students on site and during visits out of school. Information technology provides a highly effective system for monitoring the implementation of all health and safety systems and ensuring that swift action is taken when issues are identified. Fire risk assessments, fire safety equipment checks and fire drills are regularly carried out and documented appropriately. Record-keeping is excellent. An effective badging system makes clear to students the status of any adult in school. The school has provided staff with appropriate training in safeguarding, first aid, fire prevention and health and safety. Vigilance on the part of site maintenance and cleaning staff contributes to a very secure environment in which students can learn safely. The school's admissions and attendance registers are well kept. Attendance is around the national average and the school follows up absence carefully.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The effectiveness of the school's leadership and management is outstanding and has improved substantially since the last inspection when it was found to require improvement. Working with guidance from the Regional Principal, very good coaching and shadowing opportunities at other Focus Learning schools were arranged for senior leaders and campus administrators, which helped them to draw up and implement a detailed initial improvement plan, clarify roles and responsibilities and introduce greater accountability. There is now a clear vision for the school's development which is shared with and by everyone. Morale is high and staff are well-motivated. All trustees and staff work harmoniously towards the common goal of facilitating excellence in all areas of the school's

work. The ambition and drive of trustees, leaders, staff and students enable this goal to be realised. There is a strong culture of learning and learning to learn among staff and students alike, and a relentless focus on improvement.

The current school improvement plan (SIP) has been carefully developed from an accurate evaluation of the school's strengths and weaknesses informed by critical analysis of the school's excellent data. It covers inspection standards and the OneSchool skills, and rightly focuses on quality and improvement in all areas. It is implemented and monitored rigorously. Improvements are well resourced and are evaluated carefully for their impact on students' achievement and personal development. Senior leaders are highly visible in the school and undertake regular 'learning walks' as part of a strong system of performance management which is linked to coaching and exceptional continuing professional development opportunities which empower teachers and middle managers to succeed. The highly effective teamwork of leaders, trustees and teachers enables all students to flourish.

Parents are welcome in the school and support it strongly, often as volunteers. They are kept well-informed through the website and by newsletters and receive useful reports on their children's progress at key points in the school year. The school provides them with all the required information, including the school's complaints policy which meets the independent school standards.

Governance

The effectiveness of governance is outstanding. Since the last inspection, the trustees have worked very hard to improve the effectiveness of governance, reducing in number from eleven to seven committed members and ensuring that the post-inspection action plan was delivered effectively. The trustees' handbook is a very useful and important document, setting out both the roles and responsibilities of trustees and providing a rich source of data about the school and its progress. This ensures that trustees are well-informed and in a strong position to monitor and evaluate effectively the work of senior leaders. The trustees have now established and maintain a strong culture of accountability. They meet regularly with senior staff and are frequent visitors to school. They have undertaken substantial training, particularly for safeguarding young people, and they ensure that the school's management of safeguarding is timely and efficient. Succession planning is secure. The trustees are fully aware of their statutory responsibilities and the requirements of the standards for independent schools and have ensured that they are met. They have also ensured that the school premises and accommodation provide a suitably safe, clean and well-maintained learning environment for students.

SCHOOL DETAILS

Name of school:	Focus School – Berkeley Campus			
Address of school:	Wanswell, Berkeley, Gloucestershire. GL13 9RS			
Telephone number:	01453 511282			
Email address:	berkeley.secondary@focus-school.com			
Web address	www.berkeley.focus-school.com			
Proprietor:	Prospect Education Trust			
Campus Administrator and Chair of Trustees	Mr Gerry Leflaive			
Head Teacher:	Mrs Lucy Sherrin			
DfE Number	916/6002			
Type of school	Independent school			
Annual fees	Fees are charged internally			
Age range of pupils	7-18			
Gender of pupils	Male and Female			
Total number on roll	full-time	174	part-time	0
Number of compulsory school age pupils	Boys:	68	Girls:	66
Number of post-compulsory pupils	Boys:	22	Girls:	18
Number of pupils with statements of special educational need	Boys:	1	Girls:	0
Number of pupils with English as an additional language	Boys:	0	Girls:	0
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionservice.co.uk.