



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR FOCUS SCHOOL LONG EATON CAMPUS

DfE No: 830/6039

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.

Date of inspection: 19 - 21 January 2016

SECTION A: SUMMARY OF MAIN FINDINGS

Focus School Long Eaton provides an outstanding quality of education for all groups of pupils of all ages. The education provided fulfils the school's aims to develop pupils academically, morally and spiritually. The innovative approach to the curriculum, teaching and learning is what makes this school outstanding because it enables all pupils to make excellent progress and achieve their very best. The high quality educational experience gives pupils increasing responsibility for their own learning and challenges them to think independently and creatively while also helping them understand how to work as a team. The broadening of the curriculum is enhancing pupils' understanding by placing learning in a wider context. Teaching is of a consistently high quality across the school. Teachers have excellent subject knowledge and set high expectations in their lessons. Pupils' work is assessed accurately and this helps them to make rapid progress and achieve standards which are well above the national averages at all key stages. Marking is regular but not all of it is of the same high quality. The quality of pupils' personal development is outstanding. Relationships throughout the school are characterised by respect and kindness towards each other. Behaviour is excellent. The opportunities for pupils to explore different cultures and become aware of moral and social issues are an increasingly influential part of their overall educational experience. Arrangements for safeguarding pupils' welfare, health and safety are excellent. Meticulous care is taken with procedures to check suitability of staff and to ensure the implementation of child protection policies. Staff are well aware of current guidance for protecting pupils from extremism. Leadership and management are outstanding. Robust procedures are in place to monitor and evaluate the school's effectiveness which links directly to school improvement. Governance holds the school to account and has a good understanding of strengths and areas for improvement. The trustees and managers have ensured that areas for improvement from the previous report have been addressed.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- extend the impact of the innovative approaches to teaching and learning developed through self-directed learning to enhance learning in all parts of the curriculum; and
- improve consistency in the quality of marking for pupils of all abilities so that it has greater impact on their achievement.

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 across a range of subjects and areas of learning. Examples of pupils' work were examined and data regarding pupil achievement was analysed. Discussions were held with members of staff and trustees and inspectors spoke with groups of pupils. Inspectors observed the life of the school, including break and lunch times. They analysed the school website and other documentation and records. Parents' responses to the pre-inspection questionnaires and secondary pupil questionnaires were taken into account.

The inspectors were:

Reporting Inspector:	Mr Andrew Rickett
Team inspector:	Mr Martin Cragg
Lay inspector:	Mr Colin Blake

INFORMATION ABOUT THE SCHOOL:

Focus School Long Eaton Campus is an independent day school for boys and girls between the ages of 7 and 18. It is registered with the Department for Education as an independent charity being a school with a religious character serving families of the Plymouth Brethren Christian Church. The school's aims are to 'realise potential through learning' underpinned by the Brethren community's Christian faith and values. The school moved to its present site on the outskirts of Nottingham in 2009. The proprietors are the Trent Valley Education Trust. The school has 90 pupils on roll evenly divided between boys and girls. At the time of the inspection, one pupil had a statement of educational need and ten had been identified as having some form of special educational need or disability (SEND). Thirty one pupils were deemed to be able, gifted or talented. The school is affiliated to the Focus Learning Trust (FLT) which provides support and direction for the school's management and education.

SECTION C: THE INSPECTION JUDGEMENTS

2. THE QUALITY OF EDUCATION

The quality of education provided by the school is outstanding.

Pupils' learning and achievement

Pupils of all ages and abilities make excellent progress in their learning. All pupils reach standards which are at least in line with the national average and the majority of them achieve well beyond it. Progress across the school is rapid and significantly exceeds national expectations. Attainment at the end of Key Stage 2 is exceptional: nearly all pupils achieve higher levels in reading, writing and mathematics. This is an improvement on the previous impressive results from 2013/14. Establishing a firm foundation in all aspects of literacy and numeracy enables the pupils to perform well in all their academic subjects.

Improvements in the quality of teaching and learning in literacy in Key Stage 3 has had a very effective impact on the rapid progress made by pupils. They are very close to meeting challenging targets only half way through the academic year. Results at the end of Key Stage 4 are consistently high and show a rising trend. There is a noticeable improvement in the number of pupils performing well at higher levels in their GCSE exams. This high achievement is continued into Key Stage 5. Reducing the subjects taken at A level to a more manageable number, with greater flexibility for pupils to choose those they take, has had a positive impact on the quality of pupils' learning. They have more time to study fewer subjects and show a greater interest in them.

Attitudes towards learning throughout the school are very positive. Pupils understand that their work in school is important to their future and show a commitment and enthusiasm to do well. They respond with excitement and a determination to succeed in lessons and relish the many opportunities that challenge them in their learning.

The quality of teaching and assessment

The quality of teaching is excellent. All lessons observed during the inspection were of a high quality. Teachers set very high expectations for all groups of pupils' in their learning. The impact of high quality teaching over time is that all groups of pupils make rapid progress that exceeds expectations. Teachers possess excellent subject knowledge and a sure grasp of key learning skills that underpin the delivery of the curriculum. Pupils confidently apply their knowledge and learning skills to help them absorb new areas of learning. Lessons are delivered at a brisk pace using a broad range of teaching and learning strategies that engage all groups of pupils.

The opening of the Learning Centre in October 2015 has provided an opportunity to approach teaching and learning in an innovative way. An ambitious programme to develop self-directed learning (SDL) is making a significant difference to the quality of teaching and pupils' approaches to their own learning. Teachers, and pupils, are responding to this with excitement and confidence. Pupils are very positive about the benefits of SDL and the impact that working in the Learning Centre has to the quality of their learning. Teachers are becoming increasingly

skilled in supporting pupils in SDL. Where teaching is at its very best, teachers successfully use the skills and techniques of SDL to enhance learning across all curriculum areas. As yet, outside of SDL, this has not been fully established.

Lessons are well planned and provide a high level of challenge for the range of abilities of all groups of pupils. Teachers encourage pupils to think for themselves and solve problems using their knowledge and skills. Teachers manage the classroom environment well. They ensure that pupils are engaged in their work through high quality learning experiences that capture the pupils' interest and imagination.

Marking of pupils' work is consistently regular and thorough. Comments made by teachers are relevant to the subject and reflect the high level of expectation. At their best, these comments help pupils to improve the quality of their work. There is some inconsistency in their quality for pupils of different abilities. Assessment is excellent. Thorough systems to regularly assess pupil progress and attainment are firmly in place. Assessment results are carefully monitored and used to track individual pupil progress and set challenging targets for improvement. The school is in the process of adapting its assessment procedures to reflect the requirements of the new curriculum.

The quality of the curriculum

The quality of the curriculum is outstanding. It is outstanding because an innovative approach to its delivery, particularly the development of SDL, is driving improvements in teaching and learning which is having a considerable impact on pupil attitudes and the quality of their learning. Pupils of all ages are exceptionally positive about this development because they appreciate the opportunities this brings for a more creative approach to curriculum delivery. The development of curriculum delivery through SDL has been enhanced by the creation of the business-standard Learning Centre with impressive information technology facilities. Pupils are able to articulate which space suits them best to reflect their learning style. The impact of this on the quality of work produced is outstanding.

The curriculum is broad and balanced across the full range and very well matches the needs of pupils of all abilities. It is based on FLT schemes and ensures that core skills in reading, writing and numeracy are strongly promoted. The curriculum has been improved through the introduction of innovations that are significantly enhancing the quality of the overall educational experience. A review of the library, with more up to date children's fiction, has raised the profile of reading and stimulated greater interest in reading from pupils. The introduction of units on major world religions as an aspect of personal, social, and health education (PSHE) makes a particularly important contribution to the pupils' broader appreciation of cultures in Britain and the wider world. Music is a strong part of the life and ethos of the school. Pupils sing with confidence and a clear tone with an impressive degree of expertise and maturity of performance.

The school has very effective procedures for identifying and supporting pupils with special educational needs and disabilities (SEND), including meeting those with specific medical needs. Detailed plans for each pupil are in place and focus on actions that support their specific needs. Challenging but realistic targets are

regularly reviewed and pupils with special needs achieve well. All staff have received training to support pupils with a range of special needs.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of pupils' personal development is outstanding. Pupils are excellent ambassadors for the school, for themselves, their families and the Brethren community. They are very polite, considerate, confident and eager to learn. They take responsibility willingly and are proud of their charity and fund-raising activities.

Provision for the pupils' spiritual, moral, social and cultural (SMSC) development is excellent. Through the extensive opportunities for personal, social, health and economic education (PSHEE), pupils have a good awareness of other cultures. The high quality of work in PSHEE and citizenship demonstrates its value. Presentation and effort are excellent and pupils write at length about important issues such as their views on world events or the life of Martin Luther King. The introduction of the study of world religions for older pupils has been very popular. They talk with a real enthusiasm when relating their experiences of finding out about a gurdwara or the Hajj or tasting Japanese food. A comprehensive programme of assemblies provides them with opportunities to learn about international events such as International Peace Day and healthy life styles through World Heart Day. The school's SMSC audit in the summer of 2015 improved coverage of key British values and institutions so that they are now comprehensively taught. Pupils talk with a strong conviction when expressing their views on fairness and inequality. They have a mature appreciation of social justice and the need to treat everyone with tolerance and respect.

Careers guidance has improved since the previous inspection and makes a good contribution to pupils' development. It is now offered to younger pupils. Year 7 pupils are engaged in research related to career choices as part of an SDL project. Year 8 and 9 pupils have opportunities to study units related to careers guidance and become business ambassadors. The school proposes to offer Year 9 pupils a Careers Fair. Key Stage 4 pupils complete work experience while Key Stage 5 engage in the Careers Advantage Programme which provides them with business mentors.

Pupils' spiritual development is deepened within the Christian ethos of the school and the opportunities to study different cultures and religions. They also have many opportunities to express their thoughts and ideas, and develop an aesthetic appreciation, through music and art and the study of literature such as relationships in Jane Eyre. The introduction of debating as part of the house system provides a further opportunity to explore big questions and ideas.

Pupils benefit from the wide range of enrichment and extra-curricular activities that develop their self-confidence, teamwork and leadership skills. The development of junior sports leaders, house roles, prefects and a variety of monitors offer good opportunities for pupils to take responsibility. This is supported by the excellent use of SDL projects that enable pupils of all ages to have some control of the pace and style of their learning.

Attendance is well above national levels. Pupils are punctual and take pride in their school environment.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The school's provision for safeguarding pupils' welfare, health and safety is outstanding. Procedures for ensuring that appropriate checks are made to protect pupil's safety are meticulously carried out with regular updates, and the latest guidance is speedily implemented. Staff and the trustee with responsibility for safeguarding have a thorough understanding of safeguarding procedures and the school is vigilant in ensuring that they are adhered to. The designated safeguarding lead and a deputy are senior teachers in the school who pupils say they are confident to approach if they have any worries. The safeguarding leads have received recent training at an appropriate level and all staff, trustees, management team and the many volunteers all receive regular training to refresh their understanding of the latest safeguarding guidance including the prevention of extremism.

Checks made to ensure the suitability of staff, supply staff, proprietors and volunteers are very thorough and comply with the standards required. Trustees and the headteacher have undertaken the relevant training to ensure the safe recruitment of staff and operate these effectively.

Procedures are in place to ensure that pupils are safe when using electronic media. A series of meetings with pupils and parents to raise awareness of the dangers of social media were held prior to the opening of the Learning Centre with its greater use of laptops for academic research. The school operates strong filters to preclude access to inappropriate websites from the school's systems and thereby ensures pupils' safety online. Pupils understand the need to be safe in all its forms including e-safety. They have a clear understanding of what constitutes bullying and say that it is rare in the school. They explain clearly the procedures about whom to ask for help if they have a concern or worry in school.

Behaviour throughout the school is exemplary. Pupils treat each other with respect and kindness. Relationships are a key strength of the school and reflect its aims and ethos. Trust and responsibility are embedded characteristics of the relationships between pupils and adults in school. Pupils know how to keep healthy and show a commitment to sport and physical exercise.

There is stringent supervision of pupils in school and on arrival and departure from school, at lunch and break times. Arrangements for health and safety are comprehensive and effective. Risks are assessed and managed well. Admission and attendance registers meet requirements and are an example of excellent practice. The school has a full range of specialist facilities to support learning that meet requirements. The school buildings and premises are well maintained and monitored regularly for safety.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality and effectiveness of leadership and management are outstanding. The developments in implementing a more innovative approach to teaching and learning and a dynamic curriculum are driving school improvement. They are

making a substantial contribution to the promotion of the school's distinctive ethos and vision to ensure that each child can develop academically, morally and spiritually. The headteacher articulates a clear vision for further development which is based on the analysis of robust evidence gathered from regular monitoring and evaluation. Challenging areas for improvement have been accurately identified and form the basis of a detailed school improvement plan. Actions from this plan are speedily addressed and their impact on teaching and learning evaluated. The campus administration and trustees are fully included in this process. Leadership and management procedures are rigorous and improvements have the best interest of pupils at their heart. There are thorough procedures in place to ensure that all requirements are met. The leadership and management have set themselves high aspirations to meet the needs of the pupils.

A particularly strong aspect of school management is the extent to which effective links between staff development and school improvement planning are closely interrelated. An excellent example of this is the implementation of SDL through the Learning Centre. Thorough professional development for staff to equip them with the knowledge and skills to successfully deliver SDL has been linked to performance management and regular feedback at staff meetings. These in turn are discussed at trustees' meetings. In this way, there is strong focus on addressing the priorities in the school improvement plan.

Parents strongly support the school and have a high regard for the quality of leadership and management. An exceptional number of parents serve as volunteers in the school and make valuable contributions to school life. Parents receive regular high quality newsletters. Information regarding school procedures is readily available through a variety of channels. The school premises are maintained to a high standard and support the pupils' learning well. The complaints procedure complies with the standards required. No complaints were received in the last year.

Governance

The quality of governance is outstanding. Trustees have a strong vision for the school which enables pupils and staff to succeed and excel. Trustees are fully aware of their statutory responsibilities and all requirements are met. Development planning is accurate and well-structured and leads to substantial benefit for pupils' learning and personal development and the effective management of the school. The trust manages the school through a campus administration team and the headteacher who together provide encouragement, challenge and support to staff who are highly motivated. The campus administration team keeps in close communication with the school and the trust regularly holds them to account for the quality of education and effective deployment of staff and resources. The trustees ensure that safeguarding, including the prevention of radicalisation and extremism is promoted strongly.

SCHOOL DETAILS

Name of school:	Focus School –Long Eaton Campus			
Address of school:	Wellington Street, Long Eaton, Nottingham NG10 4HR			
Telephone number:	01159 733568			
Email address:	longeatoncampus@focus-school.com			
Web address	www.longeaton.focus-school.com			
Proprietor:	Trent Valley Education Trust			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Mr Adrian Fowler			
Head Teacher:	Mrs Caroline Gray			
Early Years Manager	N/A			
DfE Number	830/6039			
Type of school	Independent school			
Annual fees	£2500 for the first child £2250 for the second child £2000 for the third child £1750 for the fourth and subsequent child			
Age range of pupils	7 - 18			
Gender of pupils	Co-ed			
Total number on roll	full-time	90	part-time	0
Number of children in registered nursery	N/A			
Number of children under-5	Boys:	0	Girls:	0
Number of compulsory school age pupils	Boys:	35	Girls:	40
Number of post-compulsory pupils	Boys:	5	Girls:	10
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.