SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR FOCUS SCHOOL KENLEY AND CARSHALTON CAMPUS

DfE No: 319/6073

The key inspection judgements for this school are:

The quality of education	**Good**	**2**
Pupils' personal development	**Good**	**2**
Safeguarding pupils' welfare health and safety	**Good**	**2**
Leadership, management and governance	**Good**	**2**

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: 18-20 October 2016

SECTION A: SUMMARY OF MAIN FINDINGS

Focus School Kenley and Carshalton Campus provides a good quality of education for all pupils and has successfully integrated those from Pulborough School which closed in 2015. The school fulfils its aims to provide an education 'based on Scriptural values and Christian beliefs' in an environment where 'learning to learn' is becoming more firmly established through on-going developments in self-directed learning (SDL). Pupils make good progress in almost all year groups and achieve standards that are at least in line with national expectations. Assessment procedures are in place but the use of data to inform teaching and learning is not used consistently across the school. The quality of teaching is good, particularly in the junior part of the school. It enables pupils to learn how to learn and to acquire skills that are transferable across subject areas. Not all teaching allows pupils to make excellent progress or achieve at higher levels. The curriculum is broad and well planned for pupils' academic and personal development. Provision for pupils with special educational needs and/or disabilities (SEND) is effective with clear procedures in place to quickly identify pupils who need support. Behaviour is good. Spiritual, moral, social and cultural (SMSC) development maintains its high profile and makes an important contribution to the overall personal development of pupils, which is good. Arrangements for safeguarding pupils' welfare, health and safety are good. Procedures to check the safe recruitment of staff are thorough and those responsible for child protection and the implementation of the latest child protection guidance have been suitably trained. Leadership and management, including governance, are good, although occasionally trustees and campus administrators are not clear about how their responsibilities directly support school improvement priorities. The headteacher has an excellent understanding of the school's strengths and areas to improve. Thorough systems are in place to ensure that the school leadership accurately evaluates its performance and identifies challenging targets for its continual development. It is making good progress in raising the quality of the teaching and learning.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- improve the use of assessment data so that teachers use it more effectively to plan lessons and improve pupils' progress;
- increase the challenge for pupils in the senior school so that more of them are able to reach higher levels of attainment; and
- ensure that trustees and campus administrators are more accountable by developing closer links between their work and the priorities in the school improvement plan.

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 were 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 during break and lunch times. They scrutinised the school website and other documentation and records. Parents' responses to the pre-inspection questionnaires were taken into account.

The inspectors were:

Reporting Inspector:	Mr Andrew Rickett
Team inspectors:	Mr Andrew Redpath Mr Mike Thirkell

INFORMATION ABOUT THE SCHOOL:

Kenley and Carshalton is a non-selective independent day school for boys and girls aged between seven and eighteen years. The school is owned by the Oakhill Education Trust. It is registered with the department for education (DfE) as an independent charity being a school with a special religious character. It serves families of the Plymouth Brethren Christian Church and is affiliated to the Focus Learning Trust (FLT) which provides support and direction for the school's management and development. The school's trustees 'subscribe to a Christian ethos to support parents seeking an education based on Scriptural values and Christian beliefs'. The school operates on a split site about eight miles apart. The senior school has moved to a new site since the previous inspection due to rising pupil numbers. It has also combined with pupils from another FLT school which closed in 2015. The school has 177 pupils including 41 in the sixth form. At the time of the inspection two pupils had an educational health care plan and 37 had been identified as having a special education need and/or disability.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Pupils' learning and achievement

Pupils make good progress. Achievement for nearly all pupils is at least in line with national expectations and the number who attain well in examinations is rising. The proportion of senior pupils who attain 5 A*-C in their GCSE examinations, including English and mathematics, is well above the national average and this represents at least expected progress from their attainment at the end of Year 6. Overall performance at Key Stage 5 is in line with the national average although there are variations in the standards achieved by pupils in the subjects taken at A level. Fewer pupils attain higher grades in both GSCE and A level than those nationally and though good progress is made, few pupils make exceptional progress. Standards in key stages 2 and 3 are at least in line with national expectations and pupils make good progress in acquiring the knowledge and skills that enable them to begin their GCSE courses at the start of Year 9. Key Stage 2 results have been at least in line with national averages in previous years although attainment dropped in mathematics in the 2016 national tests for Year 6. Leaders have acted speedily to identify what needs to be done to address this area as pupils move into the senior part of the school. Strategies to improve the quality of teaching in mathematics were observed in the classroom and were making a positive impact on pupils' achievement.

Pupils are effective learners and are acquiring the skills to enable them to 'learn how to learn'. Pupils in Key Stage 2 have a firm foundation in reading and writing. The standard of their writing is consistent across subjects and they apply their knowledge of spelling and punctuation across curriculum areas. As they move through the school, pupils are increasingly acquiring the study skills to enable them to direct their own learning. Pupils in Key Stage 5 work independently and support their classroom lessons by managing their independent learning effectively. They have the skills to organise and structure their tasks so that their work is mostly completed on time and to a good standard. Although pupils have the self-discipline and motivation to engage purposefully in private study, the full impact of SDL as an approach to learning, threading across teaching and learning in the curriculum throughout all year groups, is still at an early stage.

Pupils have positive attitudes towards learning and engage well in lessons. They respond well when given opportunities in lessons to contribute their opinions and ideas. Pupils are enthusiastic when discussing their work and have the ability to identify their own strengths and what they need to do to improve. The opportunities for pupils to explore their learning in depth is not always followed through by teachers in lessons and the lack of challenge in these lessons means that pupils do not always make as much progress as they are capable of. They work well collaboratively and learn from each other. Pupils frequently supported each other in lessons when they needed help with their work.

The quality of teaching and assessment

The quality of teaching and assessment is good. The majority of lessons observed during the inspection were judged to be good. Teaching reflects the expectations of the FLT curriculum and examination syllabi.

Teaching in Key Stage 2 is strong. Primary pupils have rich opportunities for learning with good quality teaching that ensures they make at least good progress. Lesson plans are exceptionally detailed and reflect the dedication of teachers to provide an education of excellent quality. They meet regularly to plan together under the leadership of the primary lead teacher. The high quality of planning is reflected in a wide range of classroom teaching strategies that enable pupils to be self-motivated and apply intellectual and creative skills to their learning across the curriculum. Teachers enhance their teaching by making good use of resources, such as interactive whiteboards. Pupils enjoy learning and have positive relationships with their teachers. Teachers demonstrate good subject knowledge which is appropriate to the age of pupils. Lesson plans in Key Stage 2 include a detailed account of the provision to be made for the pupils' different abilities which is reflected in classroom practice. Pupils receive good support from teaching assistants whose work is planned effectively to meet the needs of individual pupils.

Teachers in the senior school have good subject knowledge and deliver lessons with confidence and a clear grasp of the skills that pupils need to acquire to make progress. Lessons are generally well planned with clearly stated objectives of what pupils are expected to learn. In some lessons these learning objectives are not sufficiently challenging and pupils do not make enough progress. Lessons are often characterised by a variety of activities which captures the pupils' interest and to which they respond with enthusiasm. Teaching assistants are well deployed to support individual pupils. They have a good awareness of the needs of the pupils with whom they work, but they occasionally give too much help to pupils which limits their independence. The school has improved marking since the previous inspection. A clearer system is in place that regularly gives pupils feedback on their success and what to do to improve. In several subjects marking is used well and is in line with the school's policy. Teachers' suggestions about how pupils can improve their work are then followed up by pupils. Occasionally work is not marked regularly and pupils are unaware of the level at which they are working. The introduction of fortnightly checks is improving the consistency of marking.

Regular assessments are carried out in both primary and secondary parts of the school. The headteacher and leadership team use analyses of assessment data to identify trends and areas for improvement which inform whole school development priorities. The use of this data by middle managers, such as subject leaders, to inform them of how well their subject is doing, is at a developmental stage. Similarly, not all classroom teachers use information from assessment to prepare work that challenges pupils to make better progress. Assessment of pupil progress and attainment at Key Stage 2 and in Years 7 and 8 is currently being developed in line with the requirements of the National Curriculum and FLT

initiatives. The impact of this assessment to inform progress is still work in progress.

The quality of the curriculum

The quality of the curriculum is good. The curriculum for Key Stages 2 and 3 follow the National Curriculum using the prescribed FLT guidance. It is broad and balanced and includes all the required areas of learning. The curriculum ensures that pupils have a good range of opportunities to develop their reading, writing and mathematics across the curriculum and to develop creative and aesthetic skills.

Pupils choose their GCSE options at the end of Year 8 which allows three years to study GCSE courses. They are offered a satisfactory range of subject options at the end of Years 8 and 11. Some are provided through virtual classroom teaching where teaching capacity is not available in the school. Pupils are happy with these arrangements because they have more opportunity to follow their own interests.

The curriculum is becoming increasingly underpinned by the recently introduced SDL approach to learning whose development is a major priority across FLT schools. Pupils are positive about the opportunities provided by SDL for them to work independently and have more say in how they want to explore their learning in greater depth. Currently, SDL is in the process of being implemented. A good example was seen in a history lesson where pupils had researched the Weimar Republic following the First World War. Pupils gave lively presentations to the class using a range of resources. Personal computers have been introduced to support pupils' studies. They are becoming increasingly important as a resource for pupils' to direct their own learning.

The school provides few extra-curricular activities mainly because the vast majority of pupils travel in buses at the end of the day to take them to their homes. However, the school offers a wide range of off-site visits to enhance the pupils' learning experiences. This is supplemented by a good number of outside speakers, such as well-known politicians, and this provides a comprehensive programme that enhances the curriculum.

Pupils with special educational needs and/or disabilities have their needs met through individual learning plans which have as appropriate focus on developing independence. Those with the most complex needs receive therapy as specified in their education, health and care plans.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

Pupil's personal development is good. Provision for the spiritual, moral, social development of pupils remains outstanding as at the time of the previous inspection. Pupils have a clear grasp of right and wrong and possess a keen sense of fairness and social justice. They express with conviction the need to treat others with respect and dignity regardless of their background. Pupils express their views with confidence when discussing the moral and social issues

of contemporary society. For example, older pupils have clear views about the American presidential election and Brexit. The creation of an open learning environment that encourages the exploration of topical issues is very effective in supporting pupils to develop self-knowledge and self-esteem. This is further enhanced in Key Stage 2 through the introduction of 'mindfulness', a course which helps pupils reflect on the consequence of their actions. Opportunities for pupils to develop their awareness of the diversity of cultures and traditions, including their faiths, in Britain and around the world, as well as developing links with the wider community, are areas for further development.

Behaviour throughout the school is good. Pupils treat each other with care and consideration and the vast majority say that they feel valued by adults in school. Meetings with pupils in both parts of the school affirmed the strong positive relationships with staff. The school has effective systems in place to meet the pastoral needs of pupils. They have good and growing opportunities to be involved in the life of the school. They have a wide range of responsibilities from the head boy and girl, prefects and school council who make decisions that improve the quality of life in the school. The school ensures that pupils receive a balanced presentation of opposing views in any aspect of teaching and that the promotion of partisan political views is not part of the life of the school.

Personal, social, health and economic education (PSHEE) is provided as set out in the FLT schemes of work. There is no designated time for PSHE in Key Stage 2 though planning identifies where it is covered in lessons and through assemblies and regular school visits. The PSHEE curriculum is supported by various trips and visits, for example to the Mini factory in Oxford, the science museum and a geography field trip centre. The PSHEE curriculum reinforces the promotion of British democratic values, the rule of law and individual liberty. Pupils have good opportunities to develop knowledge of public institutions and a respect for civil and criminal law. The citizenship curriculum covers the role of citizens in a democracy and the values and principles of British society. The importance of tolerance and respect for others is an integral aspect of the PSHEE curriculum in the senior school.

Careers education and guidance are good. There is a strong emphasis on pupils developing the skills to prepare them for work. Pupils complete work experience placements in local businesses and report how much this has helped shape their ideas about future employment.

Attendance is in line with national averages and pupils arrive on time for lessons in an orderly way.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

Provision for the safeguarding of pupils' welfare, health and safety is good. The school provides an orderly and caring environment. Pupils report that they feel safe and that incidents of misbehaviour are rare. School records support this view. The behaviour policy emphasises on the positive management of behaviour which reflects the school's aims. It is implemented effectively. Pupils like the way their achievements are recognised through the award of certificates and house

points. The introduction of an SDL 'passport', a school initiative to promote the skills needed to access independent learning, is a good example of how pupils are being encouraged to become more involved in their own learning and take greater responsibility for it. The school has an appropriate anti-bullying policy. Prefects help to deal with incidents, which are rare and at a low level. Pupils and staff know what actions to take should incidents occur.

Procedures for ensuring that appropriate checks are made to protect pupils' safety are in place and comply with the latest guidance. Similarly, checks made to ensure the employment of suitable staff, supply staff and volunteers meet requirements. Leaders have ensured that appointment panels include at least one person who has received recent training in safer recruitment. Staff and trustees have received up to date training in guidance detailed in '*Keeping Children Safe in Education*' September 2016. The designated safeguarding lead is the headteacher who, together with the deputy safeguarding lead, have undertaken up to date training at the relevant level. Staff receive annual refresher training and have received training in identifying the risks concerning the prevention of radicalisation and extremism. Pupils understand the need to be mindful of personal safety including online safety. The school has appropriate filters in place to ensure that pupils are safe when using electronic media in school.

Appropriate health and safety polices are in place. Risk assessments are carried out for practical activities and all for off-site trips. Pupils use equipment sensibly and conduct themselves in as safe and orderly fashion around the school. The school is successful in meeting the welfare of pupils with complex needs. They have an appropriate intimate care policy and have consulted Great Ormond Street Hospital to ensure that medical needs are met fully.

The first aid policy meets requirements and is supported by several trained staff. There are separate medical room facilities on both sites which are maintained to a high standard. Accidents are recorded appropriately. Fire regulations are met and equipment is checked regularly. Fire drills are carried out each term.

Attendance is in line with the national average and the school keeps admission and attendance registers which are completed as required.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality and effectiveness of leadership and management, including governance, are good. The headteacher is an excellent leader who has quickly identified the school's strengths and what it needs to do to continue to improve. He has accurately identified key areas in teaching and learning to raise standards so that more pupils make excellent progress and achieve at higher levels. These are captured in a detailed improvement plan and the actions already implemented are making a positive impact on teaching and learning. For example, there is a clearer understanding of accountability throughout the leadership structure which is developing the role of middle leaders to take greater responsibility for the development of their subject. This is becoming more closely linked to the performance management of staff and to priorities in the school improvement plan. The full impact of these strategic improvements has yet to be realised.

Trustees and the campus administration team are becoming more integral to this process although the extent to which their accountability links to school improvement priorities is not always clear. Occasionally this impacts on the role of the headteacher whose time is sometimes drawn away from educational matters, if required to undertake administrative tasks.

The headteacher has created a strong leadership team which shares a common vision for the development of the school. They are becoming more confident and skilled to fulfil their roles and are taking greater responsibility for leading school improvement. There is a strong sense among staff that the school has a clear direction and that leaders are working together to achieve the improvements identified. Professional training by the headteacher for middle leaders is a good example of the support being given to ensure that leadership at all levels is properly equipped to carry out their roles and responsibilities to the best of their abilities. The use of 'teaching triads', teachers working together in groups of three, is helping to raise the quality of teaching by creating a culture in which teachers support each other in a constructive way. The leadership is supported by a recently appointed Regional Principal. He works closely with the headteacher and his leadership team and is already developing a good understanding of the school.

Parent responses to the pre-inspection questionnaire show that an overwhelming majority support the school's leadership and are positive about the education provided.

The premises are furbished to a high standard. Although there are specialist facilities for science and design and technology, there are none for creative arts such as art, music or drama, which limits the scope for these subjects to be studied. The school meets the required standards for the information available to parents and in its handling of complaints. There have been no formal complaints in the last twelve months. The school benefits hugely from the contribution of members of the community to the life of the school and their commitment to the education of their children.

Governance

The quality and effectiveness of governance are good. The school is very well supported by the commitment and involvement of trustees in the life of the school. They have a good understanding of the school's strengths and areas to improve. They work assiduously to ensure that policies are up to date and implemented. Occasionally, waiting for these to be sent from FLT centrally means that they are not adopted as speedily as they should be.

Communication between the trustees and school leaders is open and productive. The campus administration team provides good support for the school. They attend regular senior leadership meetings and provide an effective link to the trustees. The role of trustees and campus administrators in holding leaders to account is not fully developed as their understanding of how their work supports school improvement priorities is not always clear.

The trustees and school leaders uphold the ethos of the Plymouth Brethren Christian Church and its values based on Christian beliefs.

SCHOOL DETAILS

Name of school:	Focus School Kenley and Carshalton			
Address of school:	Victor Beamish Avenue (Senior) Caterham Surrey CR3 5 FX			
Telephone number:	01883 338634 (Senior) 0208 773 9966 (Primary)			
Email address:	Carshalton.secondary@focus-school.com			
Web address	http://kenleyandcarshalton.focus-school.com/			
Proprietor:	The Trustees of the Oakhill Education Trust			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	The Trustees of the Oakhill Education Trust			
Head Teacher:	Simon Murphy			
Primary Manager	Isabella Toomey			
DfE Number	319/6073			
Type of school	Independent school of special religious character			
Annual fees	Fees are charged internally			
Age range of pupils	7 - 18			
Gender of pupils	Co Educational			
Total number on roll	full-time		part-time	
Number of children in registered nursery	NA	NA	NA	NA
Number of children under-5	Boys:	NA	Girls:	NA
Number of compulsory school age pupils	Boys:	69	Girls:	67
Number of post-compulsory pupils	Boys:	21	Girls:	20
Number of pupils with statements of special educational need	Boys:	0	Girls:	2
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.