SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR FOCUS SCHOOL WILTON CAMPUS

DfE No: 865/6037

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: 4-6 October 2016

SECTION A: SUMMARY OF MAIN FINDINGS

The charismatic and unambiguous leadership of the headteacher combined with excellent governance ensure the school is making rapid progress across all areas of its work. Leadership and management are good. The leaders have smoothly brought about the merger of the primary and secondary schools to an all through school on the Wilton campus. Shortcomings in teaching and assessment are being tackled quickly and prudently to help ensure that students make good progress over time. Safeguarding students' welfare, health and safety is good and students feel safe. Those responsible for safeguarding exercise their duties diligently, but some elements of the most recent statutory guidance have not been communicated to all staff. There is insufficient monitoring of the teaching about safeguarding to check its effectiveness. The quality of education is good. The curriculum is broad, balanced and well resourced. Not all the teaching demonstrates high enough expectations of students, particularly for those with special educational needs and for students in the sixth form. This reduces the impact of otherwise good teaching. There are good opportunities for students' spiritual, moral, social and cultural development including an understanding of British values. However, the school lacks a comprehensive and progressive programme for underpinning the teaching of personal, social health and economic education. Throughout the school, students' personal enthusiasm for learning is a positive factor in how they approach the school day; with enthusiasm and eagerness. Their behaviour is exemplary and reflects the very positive relationships they have with each other and their teachers.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- Ensure all staff are immediately informed about changes to safeguarding guidance;
- improve the quality of lessons, ensuring teachers make better use of information about students' skills, knowledge and understanding in order to better match work to students' abilities, encourage greater independence and raise expectations;
- ensure that the learning plans for students with a disability and those with special educational needs offer precise guidance and clear short term targets; and
- review and implement a progressive scheme of work covering all aspects of students' personal, social, health and economic education.

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 22 lessons, four registration periods, scrutinised students' work from each year group, spoke with students about their experiences, including their safety at school, and heard a group of students from Year 5 and 6 read. The inspectors had discussions with the headteacher, the leaders of the upper and lower school and the three members of staff who have responsibility for the students mentoring programme. An inspector met the governing body and also held meetings with the safeguarding governor. All documents relating to safeguarding were reviewed. An inspector attended assembly and observed playtimes and mealtimes. All aspects of the school's work were evaluated including school policies and other information from the school's website, to check compliance with independent school standards. Inspectors considered the views of 130 parents who returned the parents' questionnaire. The inspectors were:

Reporting Inspector:	Mr Jonathan Palk
Team inspectors:	Mr Andrew Rickett

INFORMATION ABOUT THE SCHOOL:

Focus School Wilton Campus is an independent day school for boys and girls aged between seven and eighteen in Wilton near Salisbury. The school is owned by the Wessex Schools Trust. It is affiliated to the Focus Learning Trust (FLT) and follows its policies and principles. The school opened as an all through school in September 2015 following the amalgamation of the primary and secondary schools, and it has also taken in some former pupils from the primary school in Yeovil. It is housed in a renovated former middle school. The headteacher took up post in May 2016. Students come from families of the Brethren communities in six surrounding towns. Admission is non-selective. Of the 259 students, 130 are boys and 129 are girls. There are two students above compulsory school age who are taught at their workplace. Five students have an education and health care plan for special educational need, and 21 students have been identified by the school as having additional learning needs and/or difficulties. Twelve students are identified by the school as being able, gifted and talented (AGT). This is the school's first inspection as an all through school.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Pupils' learning and achievement

The proportion of students attaining 5A*-C including English and mathematics is well above the national average and an improvement on the previous year. The number of students gaining the higher grades at GCSE is also above national averages for the previous year. This reflects the very effective teaching in Key Stage 4. The students start Year 3 with expectations commensurate with their age. Test results and assessed tasks in reading, writing and mathematics illustrate that students continue to achieve as expected year on year, and by the end of Year 6 have secured a firm platform for the secondary phase of their education. Results in the most recent national curriculum tests indicate that standards are broadly in line with those nationally. School records and the evidence from inspection indicate that no students are held back but few students make exceptional progress. The outcomes for students in Key Stage 5 are similar to the national picture. They are not as expected, given the relatively strong performance they exhibit in their GCSE examinations.

Students are effective learners and are encouraged by their teachers to do their best. Teachers do not always set high enough expectations of students in their lessons. The work they provide students, including those with special educational needs and the gifted, able and talented, to reach progressively higher outcomes is not always well matched. This aspect of teaching is inconsistent across the school and within subjects. In lessons some outstanding progress is made by students as a result of very effective discussions between students and teachers. These challenge the students to deepen their thinking and give them time to develop their own powers of reasoning. This was well exemplified in a science lesson where students were set a problem, provided with a carefully selected range of resources and encouraged through thought-provoking dialogue to find their way to a solution.

In some lessons teachers show excellent awareness of the gaps in students' skills and knowledge and address these effectively. In a Year 6 mathematics lesson students enjoyed repeating the skill of showing how they could express a calculation in the form of an equation. The examples became progressively more complex while successfully ensuring a greater mastery by both the less able and the most able. Nobody was left behind and neither were the most able left waiting for others to catch up.

Students have good opportunities to develop their speaking skills and are confident expressing their views and opinions in lessons. The students' strong foundation in speaking and listening, reading and basic numeracy provide a secure basis upon to which build achievement as they move through the upper school. Students write quickly, accurately and imaginatively. The quality of their written work is good and enhanced through neat presentation. They read widely,

and report they continue to enjoy reading. Students use their reading skills to build a good general knowledge that contributes well to their learning in humanities and science topics.

Students learn to calculate accurately. Mathematics lessons throughout the school provide a good balance of mental recall and repetition of calculation skills. Experiences in problem solving and investigative work are generally constrained to calculation skills and this does not help students make links across the full range of mathematics topics. Students do not apply their mathematical reasoning skills confidently at the higher levels, and this limits the progress made by middle ability students.

The quality of teaching and assessment

The quality of teaching and learning is good. Around a quarter of the lessons observed had significant or outstanding features. Few lessons were judged to be less than good with regard to the quality of teaching, learning and the progress made by students.

Lessons are effectively planned and there is little or no time wasted. Teachers have adjusted quickly to the longer lessons. They incorporate a variety of approaches to stimulate the students' learning and maintain their engagement. This is assisted by the small numbers in the class but also because students get on with their work, ensuring teachers have time to spend with individuals. Lessons are typified by positive relationships between teachers and their students.

The quality of learning of those with a disability or special educational needs is also variable. In some cases the feedback offered to students when their work is marked or during discussion is timely, accurate and consistent with their personal targets. At other times the teachers struggle to give precise feedback because the personal targets set out in their plans have too broad a focus.

Teaching was best where the students were engaged and encouraged to be independent. In these lessons the learning was at the rate of the learner not the rate of the teacher. Dialogues between teachers and students are challenging and supported students in understanding how they could make progress. In these instances the students used the feedback to improve their work.

Teaching assistants were deployed effectively to provide support and additional guidance. Assistants often work with less able students to encourage them to challenge themselves. The learning plans, underpinning the support, are too vague, and timings are not precise. They do not provide enough guidance to teachers and assistants on how to secure progression towards targets.

There have been a number of frameworks for assessing students' progress in recent years that has led to teachers' uncertainty about expectations. Credible information about students' previous achievement is only now beginning to be shared in order for teachers to set more ambitious and personal targets for their students. Not all teachers are using this information when setting work or during the lesson to drive the learning forwards. In some lessons teachers continue with

their planned lesson despite its being evident students have not mastered the skills required to make a success of their activity. Challenging questioning of students in the lessons and good marking of work that encourages students to think more deeply is not yet a feature in all classes. This affects the ability of students from different starting points to make the very best progress.

The quality of the curriculum

The quality of the curriculum is good. The curriculum provides a broad range of experiences and in sufficient depth to ensure students have mastered understanding of ideas and concepts at an appropriate level. A good range of writing and creative opportunities are offered across subjects and displays bear testament to this.

Subject leaders check that there is clear progression in the development of skills, knowledge and understanding as the students' move through the school. Daily and weekly planning is consistent across the classes. Thought goes into how teachers can best support the range of subject material covered each year.

The school is beginning to embrace 'new' technology to enhance the experience of students. More discrete teaching of computing skills is required before the potential of this technology is exploited. There are also new developments to match the curriculum more accurately to the individuals' capabilities through self-directed learning. This is still at an early stage and not yet fully implemented.

Teachers seek enjoyable ways to present new work with the aid of visits and visitors by bringing immediacy to the learning. Lessons place particular emphasis on students acquiring and developing effective oracy and literacy skills. This ensures that all are confident explaining their ideas and joining in discussions. Reading and writing skills are taught discretely but also developed in topic work. Teachers make good use of the many resources to deliver effective lessons, particularly in science, art and design technology. The use of the two virtual classrooms plays a key role in the sixth-form provision, although background noise during the lesson observed, made it hard at times for students to hear the tutor.

The sixth form curriculum offer provides a strong emphasis on vocational and business qualifications. There an adequate number of academic choices, some of which are provided through the virtual classroom connections with other schools. The school successfully promotes apprenticeships and work based training schemes for post eighteen students and continues to effectively support the learning of a few students who have left the school. All students take the information technology qualification and prepare for the extended project qualification.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of students' personal development is good. Tolerance and respect secure the very positive relationships between students. The school reinforces the importance of the roles of different cultures and faiths within modern British

society. This extends the strong moral code that students bring with them and contributes to their spiritual development.

The curriculum offers plenty of rich opportunities for students to collaborate both within their age group but also as part of mixed age lessons. These help students acquire confidence and interpersonal skills. The content of this programme has not been completed and evaluated to ensure it provides a progressive experience for students' personal, social, health and economic development. Prior to amalgamation both schools followed prescribed personal, social, health and citizenship education programmes that have ensured students have a strong basis upon which to build personal resilience and awareness. School leaders are reviewing the content of the curriculum to ensure it provides comprehensive teaching on matters relating to staying safe.

British democratic values are a key part of the school's approach in developing positive attitudes and behaviour and preparation for moving into the world of work. Topics are chosen to reflect current issues that students will become aware of, such as the plight of refugees. A number of people from different walks of life visit the school to support students as part of the programme. The students take part in inter school sports events and organise fund raising events for local and national charities. Through debates and discussions students show a good awareness of democracy. Sixth form students take advantage of regional debating events that provide additional breadth to their experiences in school. Discussions with students attest to a very positive view about British society. This is supported by good knowledge of British law commensurate to their age. The school ensures when appropriate, that students receive a balanced presentation of opposing views and that the promotion of partisan political views is precluded from any aspect of teaching or in the life of the school.

There is a well-established and effective careers advisory programme. Sixth formers benefit from the excellent sponsorship, training and employability partnership programme. Year 13 students are sponsored by community businesses and offered relevant work experience. This accredits students for skills which demonstrate their employment capabilities.

Behaviour during inspection was exemplary. Very few incidents are recorded of poor behaviour. Students are very clear as to how sanctions will be administered.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

Safeguarding students' welfare health and safety is good. Those responsible exercise their duties diligently, but some elements of the most recent statutory guidance have not been communicated to all staff. These matters were addressed during the inspection. The members of the safeguarding team have received appropriate training and understand their responsibilities. The daily accountabilities for keeping student safe work effectively. Concerns are clearly recorded and acted upon speedily. Staff knowledge reflects the new duties expressed in *Keeping Children Safe in Education 2016*, which covers radicalisation and extremism, female genital mutilation (FGM), e-safety and children missing from education. Staff consider they are well supported in implementing their responsibilities to keep students safe. The records pertaining

to staff training and the dissemination of updates is not well organised, limiting the effectiveness of communication and monitoring arrangements.

The teaching about safeguarding is not yet built into a comprehensive programme to raise students' awareness of all risk situations and how to keep themselves safe. The policies for e-safety are aligned to local and national expectations and training has now been provided to all students, parents, staff and volunteers. Monitoring of the impact of safeguarding provision is not routine and this limits the teaching and development of the education programme to help students develop good awareness of how to keep themselves safe.

Appropriate checks are made on all staff before they are employed at the school including references being sought and disclosure and barring checks obtained. A good level of training is provided by the trustees for those staff involved in recruitment and maintenance of the single central record.

In all other respects students' welfare is of the highest quality. The school premises are maintained to a high standard. Students look after the building which is augmented by the attractive displays of their artwork and ceramics. The outdoor areas are safe and well maintained by staff.

The school has a very effective behaviour policy which is implemented successfully. Students say they feel very safe in school and that there are many adults who would help them if they had a problem.

The school leaders, along with the trustees, have ensured compliance in all aspects of welfare, health and safety. The monitoring of fire safety is undertaken regularly and the knowledgeable and the committed campus administrator is diligent in responding to any perceived risks. Documents are thorough and detailed. A good number of staff are trained as fire wardens. Procedures for first aid are all in place and are very well organised.

Attendance is broadly average. The start of the day for some students is often delayed because of traffic problems which affect the arrival of school buses and this has an impact on the first lesson each morning which leads to a loss of learning time for some students.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The leadership, management and governance are good. The headteacher is dynamic, determined and clear sighted. He has high expectations of what all students can achieve. He is accurate in his appraisal of the teaching, curriculum and assessment. Recent appointments to the teaching and management team provide high quality support in pursuing his vision for improvement.

The headteacher has the trust and confidence of students and staff. The parents responding to the pre-inspection questionnaire were unanimous in their positive views about leadership. School leaders communicate the vison for the future very well to all staff and there is a tangible appetite for change. There is a clear strategy for school improvement focusing on the most important issues. Improvements at a strategic level are well underway but the impact of these has

not yet been felt. A new management structure is in place and working well. This is supporting staff in working towards improving how the curriculum is taught.

Leaders are approaching the implementation of self-directed learning with the effective support of the regional principal director and her team. A step by step approach has been taken that encourages teachers to learn from each other, and use the strategy only when they have mastered the core principles. Peer mentoring, guidance and training and are effective tools in this process. Developing staffs' other interests through enrichment activities is helping to bring together the whole school community. The students enjoy working together across the age ranges and look forward to Wednesday afternoons when they can select from a wide range of sports and creative lessons.

The headteacher has grasped the nettle of managing the performance of teachers and has strengthened the accountability framework by linking provision to student progress, particularly for those with special educational needs and the able gifted and talented. There is effective support for teaching that is not yet good. Professional development is integral to this. The headteacher's approach to managing improvement has increased the outward looking aspect of the school.

The headteacher is ably supported by the two heads of school. They provide good oversight of the quality of daily planning and the teaching. With the headteacher's guidance a positive start has been made to secure accurate and regular assessment with a significant raising of expectations for all students, particularly the able, gifted and talented.

The school meets the Independent School Standards for premises and accommodation, information to parents and handling complaints. The school's relationships with parents and the wider community are highly effective and reflected in the careers programme and the large numbers from the community who volunteer in the school.

Governance

The quality and effectiveness of governance are outstanding. The trustees have an excellent understanding of the work of the school. They are well organised to provide support to the school management to ensure all matters relating to compliance are effectively discharged. Their oversight of development is impressive and they have taken an active involvement in monitoring the effectiveness and planning for the strategic development of the campus. They ensure they are regularly informed of the performance of the school in relation to other Focus schools and the national picture. They have an intimate awareness of day to day matters and are active in gathering information to help them in their decisions. For example they have carried out their own reviews of special educational needs and of the sixth form. These have been comprehensive and provided evaluation at a deep level. Acting on these reviews the governors have raised their expectations in relation to both these groups of students.

Trustees are careful in their response to weaker teaching and learning, making sure the school has the resources to improve. They work effectively with the campus administration team and the headteacher to secure the daily running of

the school is smooth and maintains the values of the Brethren community. Channels of communication between staff and governors are open and built around governors' strong commitment to ensuring all independent school standards are met.

SCHOOL DETAILS

Name of school:	Focus School Wilton Campus			
Address of school:	The Hollows Salisbury SP2 0JE			
Telephone number:	01722 741910			
Email address:	wilton@focus-school.com			
Web address	www.wilton.focus-school.com			
Proprietor:	Wessex Schools Trust			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Mr Julian Aris			
Head Teacher:	Mr C McShane			
DfE Number	8656037			
Type of school	Independent school			
Annual fees	£2500-£1750			
Age range of pupils	7-18			
Gender of pupils	Mixed			
Total number on roll	full-time	259	part-time	0
Number of children under-5	Boys:		Girls:	
Number of compulsory school age pupils	Boys:	130	Girls:	129
Number of post-compulsory pupils	Boys:	2	Girls:	
Number of pupils with statements of special educational need	Boys:	3	Girls:	2
Number of pupils with English as an additional language	Boys:	Nil	Girls:	Nil
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.