

The Karalius Foundation

London Road, Rayleigh SS6 9DT

Inspection date

2 February 2023

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

1, 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(b), 2(2)d, 2(2)(d)(ii), 2(2)(h), 2(2)(i), 2A(1), 2A(1)(b)

- At the time of the standard inspection in March 2022, these standards were not met. The curriculum for English and mathematics was too narrow in its scope. This hampered pupils from developing their knowledge in the basics of literacy and mathematics. Some part-time pupils were not receiving enough English and mathematics tuition. This was not helped by some pupils' low and variable attendance.
- The previous inspection also found that leaders did not check which aspects of personal, social and health education (PSHE), relationships and sex education (RSE) and health education were being delivered by staff and which were not. As a result, there were gaps in these areas of pupils' provision.
- The proprietor body submitted an action plan intended to address the areas of weakness in the quality of education. This action plan was evaluated in November 2022. It was deemed acceptable. The evaluation stated that the independent school standards which had not been met at the previous inspection were likely to be met if the action plan was implemented effectively.
- Leaders have rewritten their curriculum policies and schemes of work. These now detail what leaders want pupils to learn and when. This means pupils experience the broad curriculum that they are entitled to. This includes in English and mathematics. For example, the schemes of work identify what mathematical knowledge each pupil will learn, and how this connects to previous and future learning. Leaders have put in place well-considered processes to help teachers plan a series of lessons that build pupils' understanding. Leaders ensure that learning is planned around pupils' needs. Leaders check closely what pupils are being taught. If pupils miss aspects of learning, teachers adapt the delivery of the next content. This helps pupils to catch up with what they have missed.
- The home learning for pupils not attending school has been reviewed and subsequently restructured. This work has been effective. Leaders have appointed an outreach team to

focus on the needs of pupils who find it difficult to engage with the on-site educational provision. The few pupils who learn at home access the same curriculum as their peers. Leaders keep a close eye on what pupils learn. These pupils are learning English and mathematics more successfully than they were. While this is the case, these improvements are in their early days and still to be fully developed. Most pupils have improved their attendance compared to a year ago. Leaders know they need to continue their work to help pupils attend better.

- Leaders have revised the curriculum for PSHE. They have planned the key knowledge they want pupils to learn in areas such as healthy relationships. Leaders monitor whether pupils learn what they should. They make sure staff know how to deliver RSE and health education. Leaders involve agencies to enhance the delivery of RSE and health education. For instance, the police present sessions on harmful sexual behaviours. Teachers help pupils make connections with what they have learned, such as learning about puberty in science. Pupils develop detailed and in-depth knowledge. They thoughtfully and maturely discuss difficult and complex topics, for example consent.
- These standards are now met.

2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)

- The previous inspection report identified gaps in pupils' careers provision. Leaders had not made sure that pupils in Years 9 and 10 receive careers information, advice and guidance.
- Leaders now plan pupils' future steps as soon as they join the school. Leaders ensure that careers guidance supports what is in pupils' education, health and care plans. New legislation is being followed. All pupils have meaningful encounters with employers. Teachers know how to give well-considered and objective careers education. Pupils have the knowledge they need to make informed decisions about their next stage of education, employment or training. Consequently, most of them move on to and sustain positive destinations. Leaders know they still need to improve some aspects of careers provision. For example, they plan to appoint a careers leader so that pupils can get information, guidance and advice from a qualified professional in school.
- These standards are now met.

3(a), 3(c), 3(d), 3(e)

- These standards were not met at the previous inspection. This is because there were inconsistencies in the delivery of the curriculum. Staff did not follow an agreed approach to the teaching of reading. Because of this, pupils' knowledge did not build sequentially over time. Teachers did not consistently assess pupils' abilities in reading and mathematics. These weaknesses meant that some pupils were not being supported well enough to learn to read.
- Reading is now prioritised. Staff have been trained well to teach phonics. They do this systematically, where it is needed. Pupils apply their phonics knowledge to develop their accuracy, fluency and confidence in reading. Staff adeptly help pupils use their reading knowledge to improve their writing.
- Leaders now provide effective training for staff in how to implement the curriculum consistently. Teachers have appropriate subject knowledge and know how to deliver leaders' plans. Leaders and teachers support pupils' special educational needs and/or

disabilities (SEND) skilfully. Parents are regularly involved in the planning of this. Teachers check learning well. If misconceptions arise, they correct these. As a result, pupils are building up their knowledge well, especially in English and mathematics. That said, leaders know there is more to do in some areas. For example, while teachers assess learning well, leaders are still developing a more rigorous oversight of pupils' achievement.

- These standards are now met.

Part 8. Quality of leadership in and management of schools

34(1), 34(1)(a), 34(1)(b)

- These standards were not met at the previous inspection. The report states that the proprietor had not ensured that the independent school standards were consistently met. Leaders had not put in place a robust system to check that they had an accurate picture of the quality of education that pupils receive.
- The proprietor has worked closely and effectively with leaders to rectify the issues regarding the standards in Part 1 that were unmet. As a result, these are now met. Leaders are reflective about the issues raised at the previous inspection. They have ensured they know the quality and content of the curriculum pupils are receiving, so they can improve areas of weakness.
- The proprietor body have put in place processes to ensure their monitoring of provision is rigorous. The executive board has the knowledge it needs to support and challenge leaders' work effectively. For example, the board has suggested improvements to the reading curriculum, which leaders have put in place.
- Safeguarding was effective at the time of the previous inspection. While this remains the case, more stable leadership and staffing have contributed towards the school being a calmer and safer place. The school safeguards the welfare of pupils and publishes an appropriate safeguarding policy which meets the requirements of paragraph 7 of the independent school standards.
- This standard is now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- (1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2).
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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School details

Unique reference number	147704
DfE registration number	881/6076
Inspection number	10266335

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School status	Independent special school
Age range of pupils	12 to 16
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	18
Number of part-time pupils	0
Proprietor	Karalius Education Ltd
Chair	David Kreyling
Headteacher	Mrs Lianne West
Annual fees (day pupils)	£82,000 to £91,000
Telephone number	01268385997
Website	www.karaliusfoundation.co.uk
Email address	f.grocock@karaliusfoundation.co.uk
Date of previous standard inspection	15 to 17 March 2022

Information about this school

- The school has recently started trading under the name 'The Omnia Foundation'. Leaders intend to apply for a Material Change so that this change of name becomes official.
- The school is registered with the Department for Education to admit a maximum of 18 pupils between the ages of 12 and 16 years.

- The school provides education for pupils (SEND), particularly pupils with attention deficit hyperactivity disorder and social, emotional and mental health needs. All pupils have an education, health and care plan.
- Pupils are referred by the local authority, typically because they have been excluded from mainstream schools, special schools or pupil referral units. Most pupils have experienced significant disruption to their schooling.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's first additional inspection to monitor progress.
- To check compliance with the independent school standards, the inspector met with the headteacher, the chief operating officer of the proprietor body and other leaders, and spoke with staff and pupils. The inspector held a conversation by phone with the chair of the proprietor body.
- The inspector looked at a range of curriculum documents, visited lessons and looked at pupils' work. The inspector looked at the school's policies, the action plan and a range of other documentation.
- The inspector discussed the safeguarding processes with leaders and scrutinised the school's single central record of pre-appointment checks.

Inspection team

Charlie Fordham, lead inspector

His Majesty's Inspector

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