

Inspection of The Karalius Foundation

Rayleigh Town Sports & Social Club, London Road, Rayleigh, Essex SS6 9DT

Inspection dates: 15 to 17 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils' well-being is a priority in this school. Pupils appreciate the care and support that staff show. When asked their views on the school, pupils automatically talk about how helpful the staff are, especially when supporting them to manage their emotions and behaviour. A number of parents also share this view. Many comment on how well pupils develop confidence, self-worth and resilience.

Pupils say that bullying hardly ever happens but there can be fallings-out between pupils on occasion and this affects attendance. Pupils generally trust staff to deal with issues as they arise. Pupils are mostly taught in small groups.

Pupils learn skills that will help them in later life, such as cooking for the staff and their peers. Pupils also take part in gardening and grow their own vegetables. They have access to a range of professional services, including art and equine therapy. However, pupils do not receive an overall good quality of education. There is insufficient focus on the development of pupils' literacy and numeracy knowledge and skills.

What does the school do well and what does it need to do better?

Since the school opened, there have been several changes of headteacher. This instability has affected pupils' behaviour and attendance. The new leadership team has focused on 'steadying the ship'. Leaders have made sure that pupils and staff have productive working relationships, and that pastoral support is stronger. However, while they have made much improvement with these areas, there is still more work to do with the curriculum.

Teachers design a bespoke curriculum for each pupil. All pupils follow entry-level qualifications in English and mathematics. However, pupils' literacy and numeracy knowledge and skills are not developed sufficiently or systematically at other times. Leaders have been focused on a 'therapy first' approach and recognise that they need to increase the academic ambition they have for pupils.

Currently, teachers do not teach reading consistently. Some pupils have access to independent reading, some do not. Some teachers need better phonic knowledge and understanding of pupils' reading abilities. This is so they can support pupils' reading and spelling better. Some parents whose sons attend on a part-time basis have concerns that there is too little remote education for English and mathematics and feel that there should be more.

Too many pupils do not attend school full time. Leaders work hard to establish relationships with pupils, many of whom have not attended an educational setting for many years. Several pupils have experienced success, enjoying the access to a variety of sports such as boxing and rugby. Others appreciate the wraparound care. However, there are some pupils who are harder to reach. They may attend for a short while and then stop attending again. In some cases, an incident or exchange

with a peer might put them off attending school for the rest of the week. Some pupils have not attended again for some time.

The nature of many of the pupils' special educational needs and/or disabilities (SEND) means that, often, their behaviour can be challenging. There are established systems in school to support staff in managing such behaviour. Staff have received training to help pupils to self-regulate. The use of the large field, the gardening area and the therapy rooms all help with this. Leaders' records show that their behaviour management approaches are working. There are less serious incidents and less requirement for physical restraint. No pupils have been excluded since the school opened.

There is a broad range of provision for pupils' personal development. They follow programmes that develop emotional resilience, support physical and mental health and foster citizenship. Pupils learn about the world around them through community visits and volunteering experiences. Teachers educate pupils about life in modern Britain and fundamental British values.

Currently, the delivery of the personal, social, health and economic (PSHE) education curriculum is not planned coherently. Teachers choose which aspects of the curriculum they consider are suitable for their pupils. Leaders have not checked whether pupils are receiving the appropriate coverage, for instance age-appropriate sex education. Pupils below Year 11 are not receiving the careers education that they should.

The proprietor acted quickly to address issues with leadership, appointing a chief operating officer to support leaders until the new headteacher could take up post. However, he has not ensured that the school meets all the independent standards.

Members of the executive board know the school well. They have kept a close eye on improving the quality of behaviour and have challenged leaders over the use of restraint. The proprietor and the executive board have made sure that the school is compliant with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to pupils' needs and notice very quickly if pupils' behaviour changes. They are well versed in the risks that pupils face. This includes making sure that, where appropriate, staff accompany pupils when travelling to and from school. Staff report concerns immediately so that leaders can work effectively with other agencies to provide pupils with the help they need. Leaders regularly update risk assessments so that pupils are safe.

The school's safeguarding policy is published on the school website. The policy is in line with statutory guidance.

What does the school need to do to improve?

(Information for the school and proprietor)

- The curriculum for English and mathematics is narrow in its scope. Teachers are not consistently assessing pupils' abilities in reading and mathematics. There is not a consistent approach to the teaching of reading. The varying approaches mean that some pupils are not supported well enough. This hampers pupils' progression in the basics of literacy and mathematics. Some part-time pupils are not receiving enough English and mathematics tuition. Leaders should ensure that there is a well-designed curriculum with frequent opportunities for pupils to develop literacy and numeracy knowledge and skills, including for those who are home learning. Leaders should make sure staff follow an agreed approach to the teaching of reading and that pupils' knowledge builds sequentially over time.
- Some pupils attend school only to then stop attending again. They are not benefiting from the full extent of the school's provision, nor receiving all elements of the curriculum. Leaders need to continue with their efforts to improve attendance and make sure that part-time pupils receive their curriculum entitlement.
- Leaders have not checked which aspects of PSHE and relationships and sex education (RSE) have been delivered by staff and which have not. As a result, there are gaps in pupils' provision. Leaders have also not made sure that pupils in Years 9 and 10 receive careers information, advice and guidance. Leaders need to put in place a more robust monitoring system to ensure they have an accurate picture of provision. This means they can then address any shortfalls.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147704
DfE registration number	881/6076
Local authority	Essex
Inspection number	10212838
Type of school	Other Independent special school
School category	Independent school
Age range of pupils	12 to 16
Gender of pupils	Boys
Number of pupils on the school roll	18
Number of part-time pupils	10
Proprietor	Karalius Education Limited
Chair	David Kreyling
Headteacher	Lianne West
Annual fees (day pupils)	£82,00 to £91,000
Telephone number	01268 385997
Website	www.karaliusfoundation.co.uk
Email address	admin@karaliusfoundation.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school was first registered on 2 March 2021. This is the first standard inspection of the school.
- The school caters for up to 18 pupils aged 12 to 16 years of age. 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.
- The school provides education for pupils with SEND, particularly attention deficit hyperactivity disorder and social, emotional and mental health needs. All pupils have an education, health and care plan.
- The school does not use any alternative provision.
- Pupils are temporarily learning in demountable buildings until new school buildings are built.
- The new headteacher joined the school in January 2022.

Information about this inspection

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

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the proprietor, members of the executive board, the chief operating officer, the newly appointed headteacher, senior leaders and staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, physical education and PSHE/RSE. For each deep dive, inspectors spoke with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and pupils and looked at examples of pupils' work. Inspectors looked at work from a range of subjects and qualifications.
- Inspectors spoke with representatives from three local authorities: Essex, Thurrock and Leicestershire.
- Inspectors spoke via telephone to five parents.
- Inspectors spoke with staff and pupils informally about different aspects of school life.

- Inspectors had a tour of the school to review the suitability of the premises.
- To evaluate the effectiveness of safeguarding, inspectors checked the single central record of pre-appointment checks, looked at safeguarding records and spoke with staff.
- Inspectors took account of 10 responses to Ofsted’s survey for staff. Inspectors noted the free-text comments made by parents. There were too few responses to Ofsted Parent View for results to be available. No pupils responded to the Ofsted online survey for pupils.

Inspection team

Liz Smith, lead inspector

Her Majesty's Inspector

Sue Cox

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(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.
- 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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