

Inspection of Omnia Foundation

London Road, Rayleigh SS6 9DT

Inspection dates: 11 to 13 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils arrive at the school having previously had negative experiences of education. Pupils appreciate staff taking the time to understand them as an individual prior to them starting. They benefit from the extensive induction the school outreach team provides for them. This means that most pupils are comfortable to re-engage with their learning when they join the school.

Pupils start each school day calmly thanks to the warm welcome they get from the dedicated staff team. They enjoy settling down to breakfast and a chat with the staff who work with them in their 'hub' classrooms. This helps pupils to talk through any worries or concerns they may have before they begin lessons.

Pupils learn how to cooperate with each other and manage disagreements when they happen. Pupils successfully engage in the sporting activities leaders plan for them. They enjoy playing football together and developing their teamwork skills. They attend mixed martial arts sessions in school and in the local community. This helps to teach pupils the importance of self-discipline and how to control their emotions. Overall, pupils respond positively to the high expectations staff have of them.

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

Leaders are passionate about providing pupils with the individualised curriculums that they need to be successful. They have a clear ambition for all pupils to achieve well. In most subjects, leaders have decided the important content that pupils will learn throughout their time at school. They have put this content into a logical order. Leaders have also identified the qualifications that they want pupils to achieve in these subjects. Most pupils leave school with some qualifications. This supports them to access their next stages of learning. In a few subjects, leaders have not mapped out clearly enough the important knowledge that pupils need to learn. In these subjects, they have also not identified the qualifications that pupils could achieve. Where this is the case, pupils do not progress as much as they could or have the opportunity to extend their range of qualifications and awards.

Leaders ensure that staff have the subject knowledge that they need to teach the curriculum effectively. They also ensure that staff know how to check pupils' understanding of what they have learned. Teachers use careful and precise checks to help them decide what pupils need to learn next. In mathematics, for example, pupils move on to complete mathematical problems once they know their times tables.

Leaders have introduced a new curriculum for the teaching of early reading. Teachers identify any pupil who needs extra help with reading as soon as they start school. Well-trained staff support these pupils to develop their confidence and reading fluency. Leaders have identified the range of books and stories that pupils

will study. Pupils enjoy their reading for pleasure time where they have the opportunity to read and to listen to different stories.

The personal, social, health and economic (PSHE) curriculum provides pupils with the knowledge and skills they need to be successful once they leave school. Pupils learn about important themes such as the dangers of gambling. They develop their understanding of how to budget and manage their finances. The curriculum teaches pupils to show the school's values and to be 'open-minded, motivated, noble, independent and achievers'. Pupils receive useful careers guidance through sessions in school. They are also supported to make their choices through visits to colleges and employers out in the community.

Many pupils arrive at school requiring support to manage their feelings and emotions. Staff are consistent in the way they support pupils to improve their behaviour. Staff teach pupils useful strategies to regulate their own behaviour. Alongside this, the school outreach team are tenacious in supporting pupils who have barriers to their attendance at school. Changes to the way the school's outreach team supports pupils as they join the school have had a positive impact on raising the attendance of new pupils.

Leaders have ensured that the premises are well maintained and meet the required health and safety standards. Information, including the safeguarding and complaints policies, is available to parents on the website or by request from the school. The executive board ensures that the school meets the independent school standards, including the requirements under schedule 10 of the Equality Act 2010. They hold leaders to account for the quality of education pupils receive at school. Parents are positive about the support the school gives their child. They appreciate how staff seek to understand their child and their individual needs. Staff enjoy working at school. They are proud of the positive difference they make in pupils' lives.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff understand how to spot the signs that a pupil may be at risk of harm. Staff are vigilant towards any potential safeguarding concern. They record concerns consistently, using the agreed procedures. Leaders use the information they receive to ensure they have clear oversight of all pupils. When required, leaders seek additional help from external professionals. They also provide additional support for pupils within school. The curriculum teaches pupils how to keep safe. Leaders ensure that they complete and record all the required checks on adults new to the school.

What does the school need to do to improve? (Information for the school and proprietor)

- In a few subjects, leaders have not mapped out clearly enough the important

knowledge pupils need to learn. In these subjects, leaders have also not identified the qualifications they would like most pupils to achieve. This means pupils do not develop as full an understanding of the curriculum in these subjects as they do in others or have the same opportunities to achieve qualifications or awards. Leaders need to clearly identify the important knowledge pupils will learn over time in these subjects.

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.

School details

Unique reference number	147704
DfE registration number	881/6076
Local authority	Essex
Inspection number	10286141
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	9
Proprietor	Omnia Foundation
Chair	David Kreyling
Headteacher	Lianne West
Annual fees (day pupils)	£82,500
Telephone number	01268 385997
Website	www.omniafoundation.co.uk
Email address	f.grocock@omniafoundation.co.uk
Date of previous inspection	15 to 17 March 2022

Information about this school

- The school is an independent day school operated by Karalius Education Limited. There is an executive board which is responsible for the governance of the school.
- At the time of the inspection, the school was officially known as The Karalius Foundation and had recently applied to the Department for Education (DfE) for a material change to become known as The Omnia Foundation. This change has subsequently been granted.
- The school offers full-time and part-time programmes. All pupils have an education, health and care plan. All pupils arrive at the school having experienced periods away from education.
- The school does not currently use supply staff.
- The school does not currently use any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school's recent inspection history:
 - The school received its previous standard inspection in March 2022, when it did not meet all the independent school standards. At the time, the school's overall effectiveness was judged to require improvement. The independent school standards relating to quality of education provided and quality of leadership and management were not met.
 - Following the 2022 standard inspection, the school submitted an action plan to the DfE to address the areas for improvement identified during the inspection. The action plan was evaluated on 11 November 2022 and was judged as acceptable.
 - The first progress monitoring inspection in February 2023 found that the standards relating to quality of education and leadership and management were met.

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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to judge the quality of the provision and determine if the school has met all of the independent school standards.
- Inspectors carried out deep dives in these subjects: English, mathematics, PSHE and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors scrutinised safeguarding policies, the school's register of background checks for adults working at the school and a sample of child protection files. Inspectors also spoke with members of the executive board, the designated safeguarding lead and staff about the school's safeguarding practices.
- Inspectors held meetings with the headteacher, the special educational needs coordinator, the curriculum leader, the member of staff responsible for outreach, staff, pupils and members of the executive board.
- To check compliance with the independent school standards, inspectors spoke to the headteacher, members of the executive board, staff and pupils. Inspectors visited lessons, observed social times and toured the school site.
- Inspectors considered responses to the Ofsted online questionnaire, Ofsted Parent View, alongside telephone conversations with parents.
- There were no responses to Ofsted's questionnaire for pupils. Inspectors spoke with pupils throughout the inspection to gather their views.
- Inspectors considered the responses to Ofsted's questionnaire for school staff. Inspectors also met with staff throughout the inspection to gather their views.

Inspection team

Michael Williams, lead inspector

His Majesty's Inspector

Russell Ayling

Ofsted Inspector

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