

Omnia Foundation

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

Unique reference number (URN): 147704

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

Pupils join the school with very low starting points. Many have missed significant periods of education. They often lack confidence in learning and find it difficult to engage with school. Staff help pupils overcome these barriers effectively. As a result, pupils make progress from their starting points across the curriculum.

Pupils typically secure knowledge in early reading, writing and mathematics. Targeted extra help enables pupils to improve their handwriting, spelling and early number skills. Pupils typically apply this knowledge competently across their learning. They mostly achieve well. This includes pupils with the most complex needs and barriers to learning.

Pupils develop positive attitudes to learning over time. Their attendance, engagement and conduct improve. Pupils build confidence and take part more fully in school life. This prepares them well for the next stage of education. The school's work with pupils and families successfully removes barriers that have affected learning. As a result, pupils are better placed to succeed both in school and beyond.

Attendance and behaviour

Expected standard 

Leaders make attendance a high priority. They understand the notable barriers many pupils face before joining the school. Most pupils have missed long periods of education. Staff work closely and well with families and other professionals to improve attendance. They competently use personalised plans to provide targeted support for pupils. Staff treat absence as an important safeguarding matter and make checks on pupils when they are not in. Attendance is broadly in line with schools with a similar cohort and need type. Many pupils remain persistently absent, however they have made notable improvements in attendance over time. This shows that the school's individual work with pupils and families is effective.

Pupils typically behave well across the school. Staff build positive relationships and understand pupils' individual needs. They identify situations that may cause pupils to become upset and adapt support before problems develop. This helps pupils stay calm and engaged with learning. Pupils show respect to staff, visitors and each other. They demonstrate positive attitudes to learning. Bullying and discriminatory behaviour are rare. Staff respond expertly and quickly and keep clear records when concerns arise.

Curriculum and teaching

Expected standard 

The curriculum covers a broad range of content. The units taught align with the outcomes of the national curriculum. In subjects such as mathematics, personal, social, health and economics education and outdoor learning, learning is well sequenced. Pupils are able to build knowledge and skills in a logical order. However, this is not consistent across all subjects. There are some subjects where the school has not defined the knowledge that pupils should learn as clearly. The sequence of knowledge and skills in these subjects is not as precise as is evident in other subject areas. This means pupils do not learn as well in

these subjects as they do in other areas of the curriculum. Leaders understand that these areas need further refinement. They have already strengthened parts of the curriculum. Leaders are taking appropriate action to ensure all subject areas are of the same high quality.

Staff identify gaps in pupils' reading, writing and mathematics knowledge accurately. They provide successful extra activities to help pupils close gaps in early core knowledge. This includes help in phonics, spelling and handwriting. Staff understand the range of pupils' individual needs well. They successfully adapt the environment to help pupils to engage in education. Teaching is typically effective. Occasionally, the subject knowledge of some staff in some subjects, is not as secure as it could be. Leaders recognise this and provide appropriate guidance and support to improve teachers' expertise.

Inclusion

Expected standard 

The school meets pupils' needs well. The school identifies pupils' special educational needs and/or disabilities and wider needs accurately. Staff use information from these checks to inform individual outcomes for pupils, which match their education, health and care plans. Pupils' 'personalised learning intentions' form a vital part of their provision. They break important long term goals into manageable steps that pupils can achieve. Staff review these steps regularly alongside parents and carers and pupils.

Staff know pupils well. They understand pupils' wider experiences and the barriers that affect their learning. The school provides targeted support for pupils. This includes specialist counselling, well planned pastoral support and trauma and attachment informed practice. Staff implement this support well. They adapt pupils' provision to effectively support pupils' engagement. As a result, pupils make notable progress from often very low starting points. Many improve their attendance, engagement and behaviour over time.

The school provides two clear learning pathways. Most pupils learn on site. Pupils with the greatest barriers receive bespoke support. Staff engage these pupils successfully. Over time, pupils rebuild positive relationships and trust with adults. This increases their participation in education. Leaders understand pupils' and families' wider needs. They work with families productively to reduce barriers to pupils' engagement and learning.

Leadership and governance

Expected standard 

Leaders, governors and the proprietor share a clear ambition for pupils. They are determined to improve pupils' life chances. This ambition shapes the school's work and decision making. Governors and the proprietor maintain regular oversight of the school's work. They provide effective support and challenge. They understand their statutory responsibilities well. They maintain secure oversight of safeguarding, inclusion and the independent school standards. Leaders meet these requirements well.

Leaders identify the school's priorities accurately. The proprietor has strengthened capacity by appointing leaders with clear responsibilities for key areas of the school's work. This provides focused oversight of improvement areas, such as the curriculum. Leaders monitor individual pupils carefully. They now need to make greater use of whole-school analysis to identify wider patterns and inform future priorities with even greater precision.

Leaders provide staff with relevant professional development. This is particularly evident in meeting pupils' social, emotional and mental health needs. The proprietor has established a well designed layered approach to staff well-being. Staff value this support. They feel listened to and are proud to work at the school. They recognise how well leaders prioritise their well-being and workload and appreciate this.

Leaders maintain regular contact with parents and carers through hub leaders and pastoral staff. They provide appropriate and effective practical support and signpost families to other services where needed. Throughout the school, leaders place pupils' best interests at the centre of their work. This has a positive impact on pupils' experiences and outcomes.

Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development. The personal development programme is planned well. It includes a well sequenced personal, social, health and economics education and relationships and sex education curriculum. The curriculum meets statutory requirements. It also reflects pupils' needs. External professionals strengthen this work. Visits from the police, fire service and health service professionals, help pupils learning about vital aspects. These include healthy relationships and consent, personal safety, criminality and the law and risks within the community. This broadens pupils' understanding of the world and helps them make informed choices.

The school's outdoor learning programme and pastoral curriculum complement this work effectively. Pupils take part in visits and activities that extend their experiences beyond school and their own community. These activities help pupils to develop confidence and prepare them for everyday life. Staff identify pupils' individual personal needs precisely. They provide expert personalised support through pastoral sessions, counselling and therapeutic activities. The school's 'hub leaders' provide a vital link between school, pupils and families. This overcomes barriers that affect pupils' learning and wider development.

Pupils learn about different faiths, cultures and backgrounds. They develop respect for people whose experiences or beliefs differ from their own. They learn about equality and why discrimination is wrong. Pupils also learn about democracy, the law and individual rights. Staff encourage pupils to contribute positively to school and the wider community. Pupils show respect for others and understand the importance of responsible behaviour.

Preparation for adulthood is a priority for the school. Staff help pupils develop confidence, independence and practical life skills. Careers education supports pupils to consider future pathways. Pupils receive specialist independent careers advice and guidance. They also benefit from suitable work based experiences. As a result, pupils are well prepared for their next stage of education, training or employment and adult life. They are confident and independent. Pupils develop self belief and clear goals and aims for their future.

What it's like to be a pupil at this school

Pupils join the school with very low starting points. All are pupils with special educational needs and/or disabilities. Many have missed long periods of education and face significant

barriers to learning. Pupils rebuild confidence through positive relationships with staff and the carefully planned support they receive. They improve their attendance, engagement and participation in school life over time. Pupils typically develop secure knowledge in reading, writing and mathematics from their individual starting points. They generally learn well across the curriculum. In most subjects, pupils build learning through a clear sequence of knowledge. There are some areas where knowledge is not yet sequenced as precisely. Overall, pupils secure an ambitious range of knowledge and skills, both academic and personal. This prepares them well for their next stage of education.

Pupils are included in all aspects of school life. They benefit from staff who understand their individual needs and adapt support accordingly. Pupils build positive relationships with staff and their peers. These relationships help remove barriers that have affected pupils' learning and personal development before coming here. Pupils take part in outdoor learning and a wide range of visits beyond the classroom. These experiences broaden pupils' understanding of the world and support their personal development. Pupils benefit from close working between the school, families and other professionals when additional support is needed.

Pupils behave well across the school. They engage positively in learning because staff understand their needs and provide consistent support. Pupils treat staff, visitors and each other with respect. Pupils experience a calm learning environment. Bullying and discrimination are rare. Staff respond quickly and effectively when concerns arise. Pupils learn how to keep themselves safe and understand healthy relationships. They develop respect for different cultures, faiths and backgrounds. Pupils develop character further by learning about democracy and individual rights. These experiences prepare pupils well for life beyond school and in modern Britain.

Next steps

- Leaders should ensure that ambitious curriculum end points are clearly defined across all subjects within the curriculum, with precise sequencing of the knowledge and skills pupils need to learn.
- Leaders should continue their work to ensure that staff have the subject expertise required to implement all areas of the curriculum highly effectively and to a consistently high standard.
- Leaders and those responsible for governance should continue their work to strengthen further how they use information to identify priorities accurately and act promptly, ensuring consistently high-quality provision across the school.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior and middle leaders, the chair of the proprietor body, 3 other members of the proprietor governing body and a representative from a placing local authority, during the inspection.

The school is a specialist provision, supporting pupils with social, emotional and mental health needs. Most pupils join here following extensive periods out of education. Nearly all pupils have an education, health and care plan.

The school does not currently make use of alternative provisions.

The school has appointed a new headteacher since the previous standard inspection.

The school is operated by Omnia Education Ltd, David Kreyling is the proprietor. An executive board is responsible for the governance of the school. This is the only school operated by the organisation.

The school operates from the following address: Rayleigh Town Sports & Social Club, London Road, Rayleigh, SS6 9DT.

The school email address is admin@omniafoundation.co.uk

The school's annual placement fee is £97, 551.

Headteacher: Luke Mason

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Nina Marabese, His Majesty's Inspector

Team inspector:

Robert James, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 30 June 2026

Total pupils

30

School capacity

30

Pupils with an education, health and care (EHC) plan

29

Pupils with special educational needs (SEN) support

1

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ●

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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