

The Karalius Foundation

Rayleigh Sport and Social Club, London Road, Rayleigh, SS6 9DT

Inspection dates

27–28 January 2021

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

- At the time of the first pre-registration inspection, in July 2020, two of the three independent school standards for the quality of education were unlikely to be met. These standards are now likely to be met.

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i)

- All pupils likely to attend the proposed school will have special educational needs and/or disabilities (SEND), with an associated education, health and care (EHC) plan for social, emotional and mental health (SEMH) needs. Typically, they will have experienced significant disruption to their educational experience prior to joining. Pupils are likely to arrive at different points during the academic year.
- The proposed curriculum is designed to provide different pathways to meet the needs of individual pupils between the ages of 12 and 16. Leaders' intention is to assess pupils' starting points when they join the school so that individual programmes are pitched at the most appropriate level.
- Across year groups, leaders aim to ensure that pupils will be taught an appropriately broad programme. This includes English language, mathematics, science and technology, alongside a themed approach to the teaching of geography, history, art and religious education. Pupils will have the opportunity to gain a range of qualifications, including, where appropriate, studying for GCSE qualifications.
- A nurture programme aims to provide specialist support and interventions for pupils who are unable to access the curriculum because of acute SEMH needs. On all routes, curriculum planning reflects leaders' intent to provide a suitably challenging balance of academic study, personal development, intervention and therapeutic support.
- Physical education (PE) and one-to-one and small group tutorials are integral components of daily life in the school. Project-based learning will offer pupils the opportunity to focus on a particular area of interest. A range of enrichment activities is planned, including different sports such as horse riding and playing golf.

- According to their needs and interests, some pupils will be supported to follow a route that includes extended, supervised work experience. Across all year groups, leaders' ambition, to enhance pupils' employability skills and to support them to make a useful contribution to the community, is woven carefully through the intended programmes of study.
- Curriculum plans now give a more detailed insight into how learning is structured, and how the knowledge and skills are intended to be developed over time. Opportunities for pupils to practise and apply literacy and mathematical knowledge and skills across the curriculum are mapped. Teachers will be supported by subject specialists in implementing leaders' intent.
- The curriculum places a strong focus on pupils' personal development and well-being. The personal, social, health and education (PSHE) curriculum is suitably designed to meet pupils' different needs. Plans are linked, for example, to managing feelings, healthy relationships, respecting the views of others, exploring the potential risks online and in using social media. The PSHE programme includes careers education and preparation for making choices post-16.
- Leaders plan to offer impartial and age-appropriate careers advice. A suitable variety of opportunities are planned, including work experience, work-related learning, on-site visits and visiting speakers.

■ Leaders have ensured that this standard is likely to be met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- At the pre-registration inspection in July 2020, curriculum plans were not developed well enough to ensure that teachers could plan lessons effectively. Plans did not build on pupils' prior knowledge, skills and understanding.
- Across subjects, an appropriate range of resources is now in place. Plans are linked to detailed skills and knowledge maps to support teachers' planning to meet individual pupils' learning needs. Leaders aim to ensure that individual plans will be based on an analysis of starting points when pupils join the school. These plans will be subject to regular reviews involving pupils, teachers, support staff and, as necessary, parents.
- Leaders have given significant attention to how they will use the considerable experience available in the school to support pupils' SEMH needs across the curriculum.
- The behaviour policy and systems, supported by the curriculum, are designed to support staff in promoting positive behaviour for learning in their lessons.
- Leaders have ensured that this standard is likely to be met.

Paragraph 4

- Leaders have a system in place to check and report on pupils' progress and achievement. Pupils will be assessed during induction to identify gaps in their prior knowledge and the extra help required to support their individual learning needs.
- There are appropriate procedures planned for reporting to parents about their child's educational performance.
- Leaders have ensured that this standard is likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- At the time of the first pre-registration inspection, in July 2020, this independent school standard was likely to be met and this remains the case.
- The school's values, ethos, PSHE curriculum, and the strong culture of safeguarding are likely to promote the spiritual, moral, social and cultural development of pupils effectively.
- The proposed PSHE curriculum reflects how fundamental British values will be actively promoted when the school opens. Pupils will learn about the rule of law, alongside respect and tolerance for individual differences, in a range of different settings.
- Pupils will be supported to build effective relationships through activities designed to capture their interest and engagement.
- Leaders are ambitious in their aim to prepare pupils for adulthood and employment, and for pupils to make an effective contribution to the school and the wider community. The curriculum is designed to enable pupils to make positive choices.
- Leaders have ensured that this standard is likely to be met.

Part 3. Welfare, health and safety of pupils

- At the time of the first pre-registration inspection, in July 2020, three out of the nine independent school standards for pupils' welfare, health and safety were not likely to be met. All the standards are now likely to be met.

Paragraph 7, 7(a), 7(b)

- The school's child protection policy is published on the website and is available to parents on request. The policy is up to date with the latest statutory guidance.
- Safeguarding leaders are knowledgeable and vigilant. Routine training for staff is thorough and regularly revisited. Roles and responsibilities in keeping pupils safe are well understood, especially for working with pupils with SEMH needs.
- Links with external agencies offering support are well established. Effective systems are in place to ensure prompt referrals when pupils are identified as at risk of harm.
- Leaders have ensured that this standard is likely to be met.

Paragraphs 9, 9(a), 9(b), 9(c)

- Leaders' expectations of positive behaviour and how it will be promoted are set out for pupils, parents and staff in the behaviour policy. Expectations are closely matched to the school's ethos and values.
- An electronic system is in place to record and monitor behaviour patterns. Staff aim to use this information to provide support for pupils and to secure continuous improvement in pupils' behaviour over time.
- Leaders have ensured that this standard is likely to be met.

Paragraph 10

- Staff are appropriately trained in the procedures and expectations detailed in the school's anti-bullying policy. The policy covers different types of bullying, including issues related to people with protected characteristics.
- The electronic recording system in place will be used to monitor any bullying incidents. Leaders will review the incidents recorded and the effectiveness of actions taken in order to continue to improve their response to pupils' needs.
- Leaders have ensured that this standard is likely to be met.

Paragraph 11

- The required health and safety, including fire safety, policies are in place. The policies detail leaders' and their team's responsibilities in keeping the premises, pupils, staff and visitors safe.
- Leaders are aware of the requirements to keep daily and weekly checks on the premises and services, alongside the required annual checks carried out by external contractors. They plan to use an online system to record these checks.
- Leaders have ensured that this standard is likely to be met.

Paragraph 12

- At the July 2020 pre-registration inspection leaders had not fully established procedures that complied the Regulatory Reform (Fire Safety) Order 2005. The evacuation procedures described in the emergency fire action plan were not clear or detailed enough.
- The fire risk assessment now details all the buildings on site. Evacuation procedures are much clearer, including detailing how the presence of staff, pupils and visitors will be checked in the event of an evacuation. The overdue actions that needed to be taken as a result of the fire risk assessment are completed.
- Leaders have ensured that this standard is likely to be met.

Paragraph 13

- This standard was likely to meet at the July 2020 inspection. This remains the case. An appropriate first-aid policy is published on the school's website. The required staff training is in place.
- A suitable range of first aid equipment is available across the school.
- Leaders have ensured that this standard is likely to be met.

Paragraph 14

- At the July 2020 pre-registration, this standard was not likely to be met. Leaders had not set out the detail of arrangements for supervising pupils at different points during the school day.
- Procedures are now set out more clearly. Staff know what is expected of them in different situations when supervising and working with individuals and groups of pupils. Arrangements for supervision include expectations of staff when pupils receive part of their education off site, for example when experiencing the world of work.

- Leaders have ensured that this standard is likely to be met.

Paragraph 15

- This standard was likely to be met at the previous inspection and this remains the case.
- There are appropriate systems for recording pupils' admissions and attendance. The associated policies set out procedures clearly.
- Leaders know the information they need to record and retain in the admissions and attendance registers when pupils join, as well as over pupils' time in the school.
- Arrangements for registering each pupil's attendance on a day-to-day basis are clear. Leaders have ensured that staff are fully aware of the actions they need to take if a pupil has not arrived on site and they have not been notified of the absence.
- Leaders have ensured that this standard is likely to be met.

Paragraph 16, 16(a), 16(b)

- At the time of the previous pre-registration inspection, this standard was unlikely to be met. While there was a risk assessment policy in place, it was too generic. It did not consider all the areas leaders intended to, or needed to, risk assess.
- Risk assessments have been updated to include full-site and premises risk assessments. Arrangements for pupils' transfer to and from school have now been risk assessed.
- Risk assessments contain the necessary detail as to how risks will be mitigated, including in outdoor areas around the pond and the trees in the grounds.
- The risk assessment process for the running of the curriculum and school during the COVID-19 (coronavirus) pandemic has been carefully considered.
- Leaders have ensured that this standard is likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6)

- At the time of the first pre-registration inspection, in July 2020, the independent school standards for the suitability of staff and proprietors were likely to be met and this remains the case.
- The proprietor and headteacher keep up to date with changes in the requirements. They ensure that the necessary recruitment checks on staff are completed prior to new appointments.

- Statutory checks have been completed on the proprietor and the headteacher. At the time of the inspection, one of the required checks for a member of the executive board was still being processed.
- The single central register of employment checks is in place and meets requirements.
- Medical fitness checks have been completed.
- Leaders plan to use agency staff when required. They are aware of the necessary safeguarding checks needed when agency staff are deployed.
- School leaders have ensured that these standards are likely to be met.

Part 5. Premises of and accommodation at schools

- At the time of the first pre-registration inspection, in July 2020, two of the independent school standards for premises and accommodation were not likely to be met. All of the standards are now likely to be met.

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2)

- The school buildings, comprising a mix of new portacabins and refurbished premises, are bright and welcoming.
- The toilets are sufficient and suitable for use by pupils. A separate toilet is used by staff. The supply of hot and cold running water is maintained at an appropriate temperature.
- At the first monitoring inspection, there was outstanding work in the PE changing rooms for pupils. This work is now complete. The showers and new flooring have been fitted to an appropriate standard.
- Leaders have ensured that this standard is likely to be met.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- The medical room is located close to a toilet and washing facilities. First aid equipment is stored in a lockable cupboard.
- In the current circumstances, leaders have designated a separate area to be used in the event of a pupil displaying COVID-19 symptoms.
- Leaders have ensured that this standard is likely to be met.

Paragraph 25

- At the time of the first pre-registration inspection, the boundaries of the site posed a significant risk for vulnerable pupils, with gaps in the perimeter hedging and fencing. The planned new fencing has now been installed.
- The arrangements for entry and exit to the school site for pupils, parents and staff are now clear.
- The premises are now of a suitable quality to meet the educational needs, and the health, safety and welfare needs, for the school's proposed registration.
- Leaders have ensured that this standard is likely to be met.

Paragraphs 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- Classrooms and corridors are well lit. The acoustics in classrooms are adequate. There is a large range of suitable external lighting.
- Drinking water is labelled and accessible to pupils from the kitchen.
- The water available in washing facilities is maintained at a temperature that does not pose a scalding risk to users.
- The outdoor spaces available for recreation, PE and team sports are extensive.
- Leaders have ensured that these standards are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- At the time of the first pre-registration inspection, in July 2020, the independent school standard for the provision of information was likely to be met. This remains the case.
- The proprietor body is choosing to use the school's website to provide much of the required information to stakeholders, such as the school's performance information. The information is available in different formats on request.
- The proposed checks on pupils' progress and achievement will form the basis of the necessary reports to parents and local authorities.
- Pupils who attend the school when it opens will be funded by a local authority. Leaders are aware of their responsibility to provide a breakdown of income and expenditure related to the funding they receive. They understand what they need to do to implement effective processes linked to pupils' EHC plans and the associated annual reviews.
- Leaders have ensured that this standard is likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- At the time of the first pre-registration inspection, in July 2020, the independent school standard for the provision of information was likely to be met. This remains the case.
- An appropriate complaints policy is available to parents on the school's website and on request from the proposed school. The information provided includes the procedures to be followed in dealing with informal and formal complaints and an explanation of the provision for a panel hearing. Suitable timescales for dealing with each stage of the complaint are set out clearly.
- Plans are in place for maintaining written records of all complaints and information about the follow-up actions taken.
- Leaders have ensured that this standard is likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the time of the first pre-registration inspection, in July 2020, the independent school standard for leadership and management of the prospective school was not likely to be met. The standards related to the quality of education, premises and accommodation and the standard for maintaining the health, welfare and safety of pupils were not likely to be met. Leaders did not have a secure understanding of the independent school standards.
- Leaders and the proprietor body have a more secure understanding of the independent school standards. They have acted to ensure that they are likely to meet all of the independent school standards, including those standards where there were shortcomings in the previous pre-registration inspection.
- Curriculum planning is now ambitious, detailed and more closely matched to meeting individual pupils' learning needs. Health and safety procedures, including risk assessments, fire safety and arrangements for the supervision of pupils, have been strengthened. Outstanding works to shower areas have been completed. New boundary fences have been installed.
- Leaders are committed to establishing high-quality provision for pupils with SEND. They have an appropriate range of experience in working with vulnerable pupils, especially those with SEMH needs.
- Proposed lines of accountability through the executive board are clear. The board has governance expertise. The chair of the board is committed to the responsibilities in holding leaders to account for the performance of the school.
- Towards the end of this inspection, the proprietor body reflected on the original intention to admit 30 pupils to the school's roll. The new proposal is to admit a maximum of 18 boys between the ages of 12 and 16 years.
- Leaders have ensured that this standard is likely to be met.

Schedule 10 of the Equality Act 2010

- The accessibility plan provides details of how pupils will access the premises and the curriculum effectively.
- All requirements are likely to be met.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147704
DfE registration number	881/6076
Inspection number	10171711

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent School
School status	Independent special school
Proprietor	Karalius Education Ltd
Chair	David Kreyling
Headteacher	Gemma Quantrill
Annual fees (day pupils)	From £65,000
Telephone number	01268 385997
Website	www.karaliusfoundation.co.uk
Email address	admin@karaliusfoundation.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	N/A	12–16	12–16
Number of pupils on the school roll	N/A	18	18

Reason for inspector's recommendations

- Leaders changed their original proposal from up to 30 boys to a maximum of 18 during this second pre-registration inspection. There is appropriate room and resources for this maximum number of pupils.

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Boys
Number of full-time pupils of compulsory school age	N/A	18
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	18
Of which, number of pupils with an education, health and care plan	N/A	18
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	18

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	23
Number of part-time teaching staff	N/A	4
Number of staff in the welfare provision	N/A	8

Information about this proposed school

- The proprietor, Karalius Education Limited, seeks registration with the DfE as an independent special school to admit boys between the ages of 12 and 16 with SEND.
- The school anticipates admitting pupils with SEMH needs and autism spectrum disorder. All pupils attending the proposed school will have an EHC plan.
- The proprietor aims to establish the school for a maximum of 18 boys. Leaders changed their original proposal from up to 30 boys to 18 during this second pre-registration inspection.
- Pupils who will attend the school will often have been permanently excluded from mainstream education and the local authority's SEMH provisions.
- Because of turbulence in their previous education history, pupils are likely to arrive at the school with significant gaps in their knowledge and skills.
- The proprietor does not intend to use supply staff.
- The headteacher of the proposed school acts as a consultant on behaviour support for pupils with SEMH needs that are currently not attending an education provision.
- The proposed school is on the site of the Rayleigh Sport and Social club. During the school day, from 7am to 5pm the proposed school will be the sole user of the site.
- The proprietor plans to establish the proposed school following registration and then open other similar schools in future years.
- At the time of the pre-registration inspection, leaders were offering part-time, temporary provision for 14 pupils awaiting a full-time placement in other schools. The provision was set up under an agreement brokered by Essex local authority in April 2020.

Information about this inspection

- This is the second pre-registration inspection of the proposed school.
- In the first pre-registration inspection, in July 2020, the standards linked to the quality of education, pupils' welfare health and safety, premises and accommodation, and leadership and management in schools were judged as not likely to be met.
- This second pre-registration inspection was carried out to establish whether the school was likely to meet all the independent school standards and other statutory requirements.
- The inspection was commissioned by the DfE during the COVID-19 pandemic. Some of the inspection was conducted remotely.
- Inspectors visited the proposed school on the first day of the inspection. They met with senior leaders, including those with oversight of safeguarding arrangements. They also met with teaching and administrative staff. The team inspector reviewed the single central register of pre-employment checks and conducted a tour of the premises with the chair of the proprietorial body.
- On the second day of the inspection, inspectors held online meetings with the chair of the proprietor body, the headteacher, other senior leaders and subject leads.
- The lead inspector spoke on the telephone with a representative from the school commissioning team at Essex County Council.
- Inspectors reviewed a range of risk assessments. They looked at premises safety checks and school policies relating to the independent school standards. They also considered documents related to curriculum planning and reviewed the single central register of pre-employment checks for new staff.

Inspection team

Christine Dick, lead inspector

Her Majesty's Inspector

Kim Pigram

Her Majesty's Inspector

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