

# Inspection of Koru Independent AP Academy

90 Taunton Road, Harold Hill, Romford, Essex RM3 7SU

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Inspection dates: 25 to 27 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Leaders have created a safe and inclusive school where pupils and staff show respect to each other. Staff know and understand pupils well. Pupils trust the adults who work here. They know that staff care about them and want them to achieve. Indeed, leaders show a real determination to make a positive difference to pupils' lives.

Leaders have high expectations for pupils. They believe pupils can return to mainstream school, better equipped to succeed. Leaders and staff develop pupils' self-belief. Pupils who stay here until the end of Year 11 gain the qualifications they need to move onto further education or training.

Pupils behave well. They benefit from the mentoring they receive. Staff work with pupils to help them both manage and change their behaviour. Pupils make progress in developing the behaviours and attributes they need to become successful at school and in life. When bullying or other inappropriate behaviour happens, leaders deal with it well.

Pupils like being here. They socialise happily with each other and support each other's well-being. Staff listen to pupils' views and use them to develop the school environment. Pupils enjoy activities such as residential trips to an activity centre, ice-skating and bowling.

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

Leaders have a clear intention to prepare pupils for a return to mainstream education. They assess pupils' needs when pupils join the school and adapt the curriculum to meet those needs. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders have developed a flexible and well-sequenced curriculum. The curriculum details the essential knowledge and skills leaders want pupils to learn. Leaders ensure that the curriculum also supports pupils' social, emotional and behavioural needs. Leaders and staff meet pupils' needs well, including pupils with SEND. Many pupils make a successful return to their mainstream school.

Pupils who join the school in Years 7 to 9 focus on securing key knowledge and skills in English and mathematics. They also study science, physical education, and personal, social and health education. Leaders provide further curriculum breadth through 'Our World' and creative arts. They also ensure that pupils who are at an early stage of reading learn to read using phonics. Pupils get the social and emotional support they need to prepare them for the transition back to mainstream school.

In Years 10 and 11, pupils study a broad range of subjects. Leaders ensure that there is an appropriate level of ambition in pupils' programmes of study. Pupils who complete their studies at the school take GCSE examinations and functional skills qualifications. All pupils study English language and mathematics. Leaders also ensure that pupils can continue to study subjects that are of particular interest to them. For example, some pupils study subjects such as English literature and French. Leaders continue to

develop the curriculum. They have recently introduced construction. There is specialist on-site provision for the teaching of this. Pupils can also study a course in beauty therapy. Both of these subjects provide pupils with potential pathways to further study at college.

Leaders prepare pupils well for the next stage of their education or training. They ensure that Year 11 pupils receive the careers education and guidance they need to make informed choices about their future. They help pupils with college and apprenticeship applications. A high proportion of pupils move onto further education or training.

Teachers present new information well. They build up pupils' knowledge in a logical way and revisit what pupils have learned before. They also encourage pupils to discuss their ideas. This helps pupils to clarify their understanding. However, sometimes teachers do not select appropriate strategies to teach subject-specific content. Also, sometimes they do not provide enough structured support for pupils to complete their work. This results in some pupils not developing a secure knowledge and understanding of some aspects of the curriculum.

Pupils learn without significant disruption. Teachers are skilful in managing pupils' behaviour. Leaders and behaviour mentors provide extra support. This helps to minimise disruption in lessons.

Pupils learn about a wide range of topics that support their personal development. For example, they learn about equality and diversity, and citizenship. Leaders have implemented the statutory guidance on relationships and sex education. They provide pupils with health education. Pupils learn about these topics in an age-appropriate way. Leaders also provide pupils with individual help, often linked to safeguarding needs, where it is needed.

The proprietor is providing pupils with a high-quality alternative provision education. They meet their statutory obligations and hold staff to account well. They have formed a governing body with relevant expertise. Governors provide the proprietor with the necessary support and challenge. Leaders work collaboratively with staff. They prioritise staff well-being and ensure that staff workload is manageable.

The school meets all the independent school standards and fulfils the requirements of schedule 10 of the Equality Act 2010. Leaders show that they have both the capability and capacity to meet the independent school standards over time.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and are alert to the signs of risk in pupils. They report concerns about pupils immediately. Leaders are knowledgeable about local safeguarding risks. They have formed effective relationships with external agencies. They work with relentless

dedication to secure the help pupils need. Pupils learn how to keep themselves safe, including from various forms of exploitation. They benefit greatly from this.

Leaders complete all relevant pre-recruitment checks on staff. They publish the school safeguarding policy on the school website. The policy reflects current government guidance.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Sometimes, teachers do not select the most appropriate strategies to teach subject-specific content. Also, sometimes they do not give pupils the structured support they need to complete work at an appropriate level. As a result of this, some pupils' subject knowledge is not as secure as it could be. In addition, some pupils do not improve the quality of their work quickly enough. Leaders should ensure that teachers receive training that enables them to consistently secure pupils' knowledge and understanding, and to allow pupils to demonstrate this through work of a high quality.

## **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

<b>Unique reference number</b>	146973
<b>DfE registration number</b>	311/6004
<b>Local authority</b>	Havering
<b>Inspection number</b>	10286136
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	KORU Educational Services (Shona Anderson)
<b>Headteacher</b>	Shona Anderson
<b>Annual fees (day pupils)</b>	£11,940 to £33,000
<b>Telephone number</b>	01780 204560
<b>Website</b>	<a href="http://www.korueducation.co.uk">www.korueducation.co.uk</a>
<b>Email address</b>	<a href="mailto:shona@koru-ed.co.uk">shona@koru-ed.co.uk</a>
<b>Date of previous inspection</b>	21 to 23 January 2020

## Information about this school

- The school's previous standard inspection was on 21 to 23 January 2020.
- The school is an alternative provision independent school.
- The school uses no alternative provision.
- The school operates from 90 Taunton Road, Harold Hill, Romford RM3 7SU.
- The school is registered to admit 50 pupils.

## 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, who is also the headteacher, the director of curriculum, governors, and representatives from the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, physical education, and personal, social and health education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about some other subjects.
- Inspectors met with the school's designated safeguarding lead and members of the school's safeguarding team. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors considered responses to Ofsted's surveys for pupils and staff. They also considered responses to Parent View, Ofsted's online survey for parents.
- Inspectors toured the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school standards.

## **Inspection team**

Ian Rawstorne, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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