



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR FOCUS SCHOOL CAMBRIDGE CAMPUS

DfE No: 873/6034

The key inspection judgements for this school are:

The quality of education	Good	2
Pupils' personal development	Outstanding	1
Safeguarding pupils' welfare health and safety	Outstanding	1
Leadership, management and governance	Good	2

Compliance with the Independent School Standards:

The school meets the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Date of inspection: 13th – 15th March 2018

SECTION A: SUMMARY OF MAIN FINDINGS

Focus School Cambridge Campus meets all of the independent school standards and provides a good quality of education. The school has successfully addressed the recommendations from the previous inspection which related to the need for greater awareness of safeguarding requirements. Pupils' learning and achievement are good overall but they are consistently better in the secondary than in the primary phase of the school. Pupils in the primary phase are keen to learn and make rapid progress when given the opportunity, but they do not make enough progress in Years 3-5 because the tasks they are given are not well enough adapted to their needs, so that the most able pupils are not challenged sufficiently and the least able are not given enough support. Pupils' progress improves rapidly through the secondary phase and pupils gain a good level of knowledge and independent learning skills, particularly through self-directed learning (SDL). Outcomes in GCSE examinations over the last three years have been above and often well above the national figure. Outcomes at A and AS Level examinations are above the national expectations, although over the last three years a significant proportion of pupils did not meet their predicted grades. Teaching and assessment are good in the secondary phase but there are weaknesses in the primary phase. The school is taking action to remedy this variation, but it is too early to measure its impact. The curriculum is good and meets the aims of the school. Schemes of work and planning are strong in the secondary phase but much weaker in primary. The quality of personal development is outstanding, reflected in pupils' positive attitudes and enjoyment of learning. There is excellent provision for spiritual, social, moral and cultural development (SMSC) and personal, social, health and economic education (PSHEE). Safeguarding the welfare, health and safety of pupils is outstanding. Staff recruitment and checking arrangements are very well managed. Leadership, management and governance are good. Recent changes to senior staff and trustee roles have resulted in a renewed focus on improvement. In the areas of personal development of pupils, safeguarding, welfare, health and safety this focus has resulted in outstanding outcomes. Good progress has been made in identifying the scope for improvements in the quality of education in the primary phase.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- improve teaching and assessment in key stage 2 to enable all pupils to make good progress; and
- provide better challenge for the more able pupils and better support for those with SEND in key stage 2.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors scrutinised school policies and other documents, met with staff, pupils and trustees and observed lessons. The inspectors were:

Reporting Inspector:	Mr. Peter Jones
Team inspectors:	Mrs. Christine Graham

INFORMATION ABOUT THE SCHOOL:

Focus School Cambridge Campus is an independent day school for boys and girls between the ages of 7 and 18. It is registered with the DfE as being of a special religious character and serves a community of Christian Brethren and their families. It opened as Beechwood School in 2003, under its proprietor, the Beechwood Education Trust. The school aims to ensure that all pupils are 'life ready and learn to learn'. It relocated to its present premises on the outskirts of Cambridge in 2006 and remains under the same proprietors. The school has 125 pupils on roll of whom 36 are in key stage 2, 21 boys and 15 girls, 70 are in key stages 3 and 4 (32 boys and 38 girls) and 19 are in the sixth form (7 boys and 12 girls). Pupils come from Cambridge and its surrounding area, and from Thaxted and Stamford. It does not select by ability. It accepts the children of Brethren families. At the time of the inspection two pupils had a statement of educational need; five had been identified as having some form of special educational need or disability (SEND); and 21 were deemed able, gifted or talented. The school belongs to the world-wide organisation of One School Global and the FLT and follows its curriculum and guidance. The school was last inspected in June 2015.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Pupils' learning and achievement

Pupils' learning and achievement are good. They are consistently higher in the secondary phase than in the primary phase. When pupils join the school in Year 3 their achievement is below that expected nationally, and there are weaknesses in their literacy skills, their independent writing skills and their ability to apply mathematical knowledge in investigative tasks. Pupils do not make enough progress in Years 3-5 because the tasks they are given are not well enough adapted to their needs, so the most able pupils are not challenged and the least able are not given enough support. Consequently, although the pupils are keen to learn, the tasks they are given are insufficiently matched to their needs which significantly reduces the quality of their learning, including that of pupils with SEND.

Pupils' achievement, as measured by the outcomes of key stage 2 assessment tests, improves in Year 6 and in 2016 the vast majority of pupils reached the expected standard in reading and writing and most reached this in grammar, punctuation and spelling and mathematics. The number of pupils who reached the expected standard in all three subjects is well above the national figure. . In 2017 outcomes in mathematics and writing declined. The proportion of pupils reaching the expected standard in reading and grammar, punctuation and spelling was high but outcomes in mathematics and writing were below the national figure. The proportion of pupils reaching the expected standard in all three subjects was above the national figure. The school's own analysis of pupils' achievement matched the assessment tests results. These results, which show underachievement in two key areas were reflected in work seen in lessons and in pupils' books during the inspection.

Pupils' progress improves rapidly as they move through the secondary phase of the school. They gain a good level of knowledge and skills. These are applied with particular success in the well-planned and managed SDL lessons which take place both in classrooms across the school as well as in the very well-planned SDL centre. As a result, pupils have excellent independent learning skills. Outcomes in GCSE examinations over the last three years are above and often well above the national figure with a high proportion of pupils achieving A*-B grades.

Outcomes at A and AS Level examinations are above the national figure. Pupils' speaking and listening skills are very well developed. They listen carefully to their peers and teachers and participate well in discussion and can present information to their class very effectively. Outcomes in LAMDA examinations are high with 100% pass rate, with most pupils achieving merits or distinctions.

The quality of teaching and assessment

Teaching and assessment are good. The school is aware that there is variation in the quality of teaching and has taken appropriate action to address weaker teaching, but it is too early to measure its impact.

Teaching is least effective in key stage 2. Lessons lack challenge, are not purposeful enough and organisation is weak. There are too few opportunities for pupils to develop new knowledge or skills, and teachers do not use data from assessment or from learning plans to plan lessons which meet the needs of all pupils. There is an over-reliance on undemanding worksheets which do not allow pupils to develop their learning skills.

Teaching in key stages 3 to 5 is at least good and often outstanding. Teachers use data from assessment to plan lessons which help all pupils to make good or better progress. Teachers have high expectations of all pupils and encourage them to produce good quality work although there is some variation in the quality of presentation. They ensure that pupils gain a good level of knowledge and understanding. Teachers facilitate and manage SDL lessons very effectively, helping pupils to refine their ideas or correcting misconceptions and ensuring that tasks are well suited to their needs. Teaching of this quality ensures that pupils make at least good progress in all subjects.

The school's assessment framework includes internal subject based assessments, external assessments such as MidYis, Yellis and ALIS, key stage 2 SATs tests, GCSE examinations and AS and A Levels. The school recognises that some pupils did not achieve well enough in the past and has recently implemented a progress tracking system which identifies any under achievement at an early stage. There are regular meetings to discuss underachieving pupils and plan further support. Pupils with SEND are identified at an early stage and interventions are put in place although this is not implemented well enough in key stage 2.

Marking in the primary phase does not always identify errors in pupils' work or provide sufficient guidance to help pupils improve, particularly in literacy and numeracy. Marking in the secondary phase complies with the school's marking policy. It is regular and well targeted, and secondary teachers provide very effective oral feedback during lessons.

The quality of the curriculum

The curriculum is good. It meets the aims of the school and its curriculum statement and secondary phase schemes of work are of good quality. There are weaknesses in the planning and delivery of the key stage 2 curriculum for pupils with SEND and the more able pupils, but the secondary curriculum addresses the needs of these pupils well. Teachers' planning is more effective in the secondary than the primary phase. The curriculum is based on the national curriculum and examination specifications. Self-directed learning is well developed in the secondary phase and this deepens pupils' learning, gives them effective work-related skills and ensures that they are independent learners. The use of ICT makes a strong contribution in all subjects. The school is aware that current GCSE options place some restrictions on pupils' ability to reach national

benchmarks such as five good passes or, more recently Achievement 8 and is planning to increase the number of GCSEs pupils can take. Sixth form students take up to three A Levels and there is a good range of alternative vocational qualifications. The school is introducing more extra-curricular opportunities at lunchtime and there are good links with local rugby and football clubs. Pupils participate in mathematics and technology challenges against other Cambridge schools and there are good opportunities for public speaking and performance.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of pupils' personal development is outstanding.

The positive attitude shown by the pupils is the school's greatest asset. They are lively young people with a zest for life, and a keen interest in learning about the world around them. They have a very powerful work ethic and want to succeed and excel. The pupils develop as well rounded, polite and articulate young people and this reflects positively on the school's well-established provision for pastoral care and personal development. Pupils show mature approaches to learning, and they know that effort and achievement bring self-esteem and self-confidence. This reflects the school's emphasis on good and responsible behaviour and on ensuring that pupils are 'life ready'. The pupils' behaviour is excellent. They develop very good social skills and show attitudes of respect and tolerance to others within the school and in wider society.

The school makes excellent provision for the pupils' spiritual, social, moral and cultural development (SMSC). Personal, social, health and economic education (PSHEE) are of high quality and ensure that pupils are good ambassadors for British values. Careers-related education is well planned. PSHE and Citizenship courses include careers input. Pupils are involved in Young Enterprise projects and they undertake work experience. Involvement in courses in the sixth form which continue at tertiary level is valued by students as a way of planning further education provision post-18. Business mentors support sixth form students by checking CVs, participating in careers events and listening to students' individual employability presentations. Through PSHEE and citizenship lessons and tutorial sessions at all key stages, visiting speakers and school visits, pupils gain a very good awareness of the variety of cultures, religions and lifestyles in modern Britain and of the importance of equality. They learn about the history and development of Britain, as, for example, when secondary pupils used their historical knowledge to grapple with complex moral and ethical issues in a discussion about colonialism and the British Empire. They visit and learn about towns and cities, including London, Cambridge and Norwich, and, for example, carry out market research using questionnaires related to their school projects. Pupils have visited the nearby American Military Cemetery and the Imperial War Museum at Duxford. They have learned much from the school's Equality Days related to disabilities and gender, and from their celebration of International Women's Day. They could describe faith practices different to their own, including, for example, the Jewish and Sikh faiths. Older pupils have discussed alternative lifestyles within PSHEE lessons. The outcomes of pupils' work on

different religions, cultures and lifestyles are shown in many well-prepared displays around the school.

Interviews with pupils and questionnaires they completed in connection with this inspection show that pupils feel strongly that this is their school and that their voice is heard. A School Council made up of pupils elected from each class meets regularly and its members say that they are able to help improve the school by making suggestions which are followed up and acted on. Older pupils enjoy their formal leadership roles as prefects and team leaders and support the work of the school in, for example, sports tournaments and other school events. Pupils make a wholehearted contribution to their school community. Year 11 pupils act as anti-bullying advocates and anti-bullying work is integral to the curriculum, including an Anti-Bullying Day. Pupils have an excellent understanding of right and wrong, and the school strongly promotes the importance of being a law-abiding citizen. General awareness of the legal system comes for example through visits by older pupils to a court of law in session, and through learning about the role of Young Offenders establishments. Pupils are very clear about the importance of British values and have a good knowledge of democracy and its development. They participate in current affairs debates, and they vote for example, when selecting members of their School Council. They have a good knowledge of national and local government through visits out of school and speakers. From their citizenship lessons they learn, for example, about the impact of Brexit and immigration on employment in Britain. Their understanding of the dangers of extremism and radicalisation across the political spectrum is supported by the Prevent training undertaken by staff.

The school has established good provision for the arts over a number of years and in the summer of 2017 was awarded the Arts Mark Silver Award. Pupils are involved in regular music, poetry and drama performances and talent shows. They experience very good visual art practice through for example, working with a visiting artist in residence. Pupils have good and regular contact with pupils from other schools for example at swimming galas and cricket and technology tournaments. They value the recognition they receive through citations and house points rewards when they 'go above and beyond' in their efforts and accomplishments and say that this helps maintain their self-esteem and self-confidence. The pupils show excellent awareness of the needs of others, both within their school community and beyond. The school holds fundraising days where pupils raise funds for local, national and international charities including support for a local hospice, homeless people, a teenage cancer charity and links with a school in Africa.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

Safeguarding pupils' welfare, health and safety is outstanding.

The school has established a climate in which the safeguarding and welfare of the pupils is of prime importance. This meets the recommendations from the previous inspection related to the need for greater safeguarding awareness. Trustees and staff are now fully involved in and aware of safeguarding and safer

recruitment. The school has a comprehensive safeguarding policy, which includes references to up to date child protection requirements. Staff, trustees and parents show strong commitment to safeguarding. The pupils say that they feel safe in school and know who they can turn to in the event of any worries or concerns. The school has in place the required arrangements for a designated safeguarding lead (DSL) who, together with a deputy DSL, has received up to date training. The DSL shows very strong awareness of child protection referral and case conference procedures. Staff awareness of safeguarding is raised through a weekly staff meeting, regular training through the Focus Learning Trust and Cambridgeshire local authority, relevant content in the staff handbook and routine checks on staff knowledge of child protection procedures.

The school has very effective behaviour and anti-bullying strategies. There are clear guidelines on acceptable behaviour. A successful approach to counter bullying has been put in place in the whole school, including older pupils acting as anti-bullying advocates and anti-bullying work integral to the curriculum, and an Anti-Bullying Day. E-safety measures, including technical safeguards and monitoring of the school's on-line activity, are very thorough. Discussion with pupils showed that they had a very good understanding of the potential dangers of on-line communication and knew how to guard against them.

The school's health and safety measures are highly effective, with careful attention to detailed recording of maintenance checks and risk assessments in place for on-site and out of school activities. The buildings and premises are very well maintained and are clean and orderly. The school's fire safety measures are very well organised and include up to date training of staff as fire marshals, good fire evacuation route signage and regular, recorded fire drills and routine checks on firefighting equipment. First Aid provision is well established, and the medical room meets the Standards requirements. On site supervision of pupils is secure both in and outside the school buildings. The school has well organised and accurate admissions and attendance registers and any absences are followed up quickly.

The school makes all the required checks on the suitability of staff, trustees and volunteers, including DRB and prohibition checks, and maintains an accurate and comprehensive Single Central Register of appointments (SCR).

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The effectiveness of the school's leadership and management is good, maintaining the quality established at the time of the previous inspection.

A new senior leadership team, including a new headteacher, two assistant headteachers and a campus administrator has been appointed since the previous inspection. The new leaders have ambitions for the school which have been realised in a number of ways. They have high expectations for the social behaviour of pupils, who respond very well to the school's positive ethos. Leaders have put in place new and effective measures to counter bullying, and pupils remark on the difference this has made. Leaders are very aware of the importance of the personal development of all pupils. They have put in place a

range of very effective measures which have enabled the pupils to access excellent, up to date and very relevant provision for SMSC and PSHEE. They have ensured that pupils are well informed about the range of cultures, religions and lifestyles that make up modern Britain, and are very aware of the need for respect for others who have characteristics different from their own. Since the time of the previous inspection, school leaders and trustees have worked hard to ensure that safeguarding is a key focus of the school. This is reflected in the very high quality of welfare, health and safety provision, including teaching pupils about e-safety, arrangements for safer recruiting and the preparation of a fully effective SCR. The school's premises and grounds are well organised and managed, and site security has been enhanced since the time of the previous inspection.

Leaders have put in place a progress tracking system which better identifies under achievement at an early stage. The successful promotion of self-directed learning (SDL) has been a major achievement of leadership and management in the secondary phase and has enabled pupils to enjoy learning quickly and effectively. The school has benefited from the One School organisation's good provision for continuing professional development (CPD) which has helped teachers to make best use of SDL to enhance pupils' learning. Senior leaders make accurate assessments of the quality of teaching and plans for school improvement are in place, including the continued improvement of the quality of teaching and learning. These have been very successful in the secondary phase. Weaknesses in teaching and learning in the primary phase have been identified, but improvement planning has yet to have sufficient impact. Day to day management of provision for pupils with SEND is good, although the monitoring and assessment of the quality of SEND provision by the senior team is still in the process of development.

School leaders provide all the required information for parents, including a complaints policy which meets requirements. There have been no formal complaints from parents since the last inspection. Parents value the school's informative website and the long-established and well produced newsletter. A system of drop-in and live on-line remote consultation sessions providing regular information on pupil progress has been introduced and is welcomed particularly by those families who live a considerable distance from the school. Questionnaires completed for this inspection showed that parents continue to support the work of the school.

Governance

The effectiveness of governance is good. Since the last inspection trustees have worked hard to develop a strong safeguarding culture in the school. They have been assiduous in making sure that as governors responsible for statutory compliance the school has in place all the required policies and procedures related to safeguarding, including safer recruitment and the SCR. Trustees have been instrumental in developing the school site, including improved site security, the adaptations required for SDL and a new school assembly hall. Trustees have supported the senior leadership team effectively in promoting pupils' personal development. They have been instrumental in moving the school forward

significantly in the safe and effective use of information technology and on-line learning through their support for SDL. Trustees hold the school's senior team closely to account and provide very good support as the school works to meet future development plans, including the improvement of teaching and learning in the primary phase.

SCHOOL DETAILS

Name of school:	Focus School – Cambridge Campus			
Address of school:	Cherry Hinton Road Shelford Bottom CAMBRIDGE CB22 3BF			
Telephone number:	01223 400190			
Email address:	cambridgecampus@focus-school.com			
Web address	http://cambridge.focus-school.com			
Proprietor:	Beechwood Education Trust			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Mr Philip Anderson			
Head Teacher:	Mrs Sashi Siva			
DfE Number	873/6034			
Type of school	Independent school			
Annual fees	£2,000 - £2,500			
Age range of pupils	7 – 18			
Gender of pupils	Male & Female			
Total number on roll	Full-time	124	Part-time	0
Number of children in registered nursery		0		0
Number of children under-5	Boys:	0	Girls:	0
Number of compulsory school age pupils	Boys:	53	Girls:	53
Number of post-compulsory pupils	Boys:		Girls:	12
Number of pupils with EHCP (Educational Health Care Plan)	Boys:	2	Girls:	0
Number of pupils with English as an additional language	Boys:	0	Girls:	0

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionservice.co.uk.