

# Koru Academy

90 Taunton Road, Romford RM3 7SU

**Inspection dates**

27 March 2019

## Overall outcome

**The school is likely to meet all the independent school standards. It is currently operating without registration.**

## Main inspection findings

### Part 1. Quality of education provided

*All paragraphs in Part 1 of the Standards.*

- The school's curriculum policy sets out a curriculum well matched to the school's proposed age range and pupils' learning requirements. The curriculum provides for full-time education, with the option to provide part-time arrangements for some pupils who may remain dual-registered with their placing schools.
- Schemes of work and planning templates have been prepared for each curriculum area. Each pupil will have an individual learning plan which will give them access to each of the required areas of learning. Subjects taught are to include English, mathematics, science, art, computing, personal, social, health and economic (PSHE) education, physical education and humanities.
- The curriculum includes a PSHE programme which addresses a range of topics related to the personal and social development of pupils. PSHE schemes of learning cover key themes such as relationships, mental health and substance abuse, among many others.
- The assessment policy includes plans for baseline assessment of pupils' starting points, in addition to any information provided by the placing school. Assessment procedures will assess pupils' progress from their various starting points.
- Pupils will have access to external accreditation across the curriculum. Accreditation will be available at a variety of levels, including entry levels 1, 2 and 3, functional skills and GCSE.
- All pupils will have access to careers information and guidance. Of the 26 pupils currently in Year 11, all but two have received offers to continue their studies at college.
- The school's policy for pupils with special educational needs and/or disabilities (SEND) includes a commitment to make reasonable adjustments to meet individual needs. The curriculum and planning arrangements provide for tasks and activities at various

levels.

- During this inspection, pupils across a range of year groups were present, working in the three classrooms. They were well supervised by teachers and additional adults, and were engaged in their learning.
- The school is likely to meet all the standards in this part.

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

*All paragraphs in Part 2 of the Standards.*

- The school aims to provide pupils with a holistic education which will 'help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they may relate to others in a socially acceptable way'.
- The school's spiritual, moral, social and cultural (SMSC) policy sets out aims which actively promote an understanding of the fundamental British values. These include an appreciation of the range of diverse cultures in the United Kingdom, respect for the civil law of England and democracy.
- The school's schemes of learning for PSHE include a range of themes and activities to promote pupils' spiritual, moral, social and cultural development. Themes within the planned curriculum include understanding how behaviours have consequences and the development of pupils' voice, for example through the school council.
- Respect for the protected characteristics in the Equality Act 2010 will be developed through themes and experiences set out in aspects of the school's planned PSHE programme. Opportunities to promote the protected characteristics have been carefully mapped out through an audit of schemes of learning and are reflected in the SMSC policy.
- The staff code of conduct includes requirements to promote British values, not to express prejudicial views, and not to attempt to influence or impose personal values, attitudes or beliefs.
- The school is likely to meet all the standards in this part.

## Part 3. Welfare, health and safety of pupils

*All paragraphs in Part 3 of the Standards.*

- The school has created a set of policies that meet its statutory requirements, including the management of behaviour, the prevention of bullying, managing attendance and the use of safe restraint. The school has suitable systems in place to record the implementation of these policies.
- The school's safeguarding policy takes account of the latest government guidance and of the requirements of the local safeguarding children's board. All staff receive appropriate training, including regular updates, on the fulfilment of their safeguarding responsibilities. The school's designated safeguarding lead has been trained to the required standard.
- The planned curriculum allows for appropriate elements of personal safety. Staff understand the vulnerabilities of the pupils who are to attend the school and ensure that they are taught about healthy lifestyles, knife crime, drugs education, sexual

exploitation and the inappropriate use of the internet.

- The proprietor has prepared suitable policies for all aspects of health and safety, including fire safety. Logs are in place to record details of regular checks on fire safety equipment, together with records of fire safety drills. The proprietor has established suitable arrangements for external contractor checks on services and equipment throughout the site.
- Additional policies provide robust arrangements for first aid, the assessment of risk and the recording of admissions and attendance.
- All required policies, including safeguarding, are to be made available to parents through the school's proposed website.
- The school is likely to meet all the standards in this part.

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

*All paragraphs in Part 4 of the Standards.*

- The proprietor has prepared a suitable staff recruitment policy which includes appropriate procedures for checking the suitability of staff. This has been implemented appropriately for all staff appointed to date. Details of all required checks on staff and the proprietor are entered onto a single central record.
- The school does not plan to appoint supply staff through an agency.
- The school is likely to meet all the standards in this part.

#### Part 5. Premises of and accommodation at schools

*All paragraphs in Part 5 of the Standards.*

- The main building is a former primary school with three large classrooms which are suitable for teaching a range of subjects, and one room for administration. The school has an arrangement with a nearby provider to allow access under close supervision to practical science.
- There is sufficient outdoor space for play and recreation and for the teaching of physical education.
- The premises are secure and plans were seen for the installation of electric gates for both pedestrian and vehicular access. Visitors to the school must sign in at the reception and have their identity checked before accessing the main part of the school. Closed-circuit television is used to enhance the school security.
- The premises meet all requirements related to acoustics, lighting, provision of hot and cold water, showering facilities, together with separate toilets for boys, girls and staff.
- Plans were seen for the installation of a medical room which is to have running water and is to be adjacent to the toilets. A telephone discussion with the contractor confirmed that the medical room is to be installed during the Easter holiday.
- The school is likely to meet all the standards in this part.

#### Part 6. Provision of information

*All paragraphs in Part 6 of the Standards.*

- The school's proposed website is to provide parents with access to the required school

policies.

- The proprietor is aware of her responsibility to add additional information as this becomes available once the school is established. They have plans in place to display, on the website, details of pupils' academic performance in the previous school year, to provide access to any Ofsted reports, and to provide an account of income and expenditure to placing authorities.
- The school is likely to meet all the standards in this part.

#### Part 7. Manner in which complaints are handled

*All paragraphs in Part 7 of the Standards.*

- The school policy and procedures for managing complaints provide for the required informal, formal and panel stages to the resolution of any complaints. The procedures require the completion and availability of suitable records. The policy will be available to parents through the school's website.
- The school is likely to meet all the standards in this part.

#### Part 8. Quality of leadership in and management of schools

*All paragraphs on Part 8 of the Standards.*

- The proprietor, who is also the headteacher, has firm plans in place for establishing a governing body so that she can be held to account for the school's overall effectiveness and the school's compliance with the independent school standards.
- The proprietor plans to appoint approximately six governors with a wide range of experience, including education and financial management. The proposed chair of the governing body has previous experience in senior school leadership.
- Senior leaders currently comprise the headteacher and the office manager. Plans are also in place to appoint a current member of staff to the post of assistant headteacher.
- The proprietor and senior leader demonstrate a good understanding of the arrangements required to meet the independent school standards.
- The proprietor and senior leader have ensured that all the independent school standards are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

## **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	146973
DfE registration number	311/6004
Inspection number	10099754

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	Other independent school
School status	Independent school
Proprietor	Shona Anderson
Chair	Not yet appointed
Headteacher	Shona Anderson
Annual fees (day pupils)	£14,000
Telephone number	01708 204560
Website	<a href="http://www.korueducation.co.uk">www.korueducation.co.uk</a>
Email address	<a href="mailto:info@koru-ed.co.uk">info@koru-ed.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	49
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	6
Total hours operating as a school per week	25
Total hours of teaching provided per week	18

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	11–16	11–16	11–16
Number of pupils on the school roll	49	50	50

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Mixed	Mixed
Number of full-time pupils of compulsory school age	0	50
Number of part-time pupils	49	10
Number of pupils with special educational needs and/or disabilities	10	20
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	4	5
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	4	25

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	6.1	8
Number of part-time teaching staff	2	2
Number of staff in the welfare provision	3	4

## Information about this proposed school

- Koru Academy is located in a residential area of Romford in the London Borough of Havering. It currently operates as an alternative provision that provides part-time education for 49 pupils in the age range 11 to 16 years.
- Koru Academy is seeking to register as an independent school. It proposes to provide full- and part-time education for up to 50 pupils who are excluded or at risk of exclusion from mainstream schools. It will provide for pupils with social, emotional and mental health needs, autistic spectrum disorders and associated behavioural difficulties.
- Koru Academy aims to 'support each young person in reaching their educational potential through a personalised curriculum'.
- The school does not propose to use the services of any alternative providers.

## Information about this inspection

- This inspection was commissioned by the Department for Education to assess whether the provision is likely to meet all of the independent school standards if registered as an independent school. This is the school's first pre-registration visit.
- Koru Academy is currently operating but it does not meet the definition of an independent school. The current provision operates as Koru Educational Services Ltd, which is a private limited company. All pupils are dual-registered and remain on the roll of the placing school. The proprietor is also the headteacher.
- The inspector met with the proprietor and with additional members of staff.
- The inspector toured the premises and accommodation, including the three teaching rooms occupied by part-time pupils.
- The inspector scrutinised several school policies, procedures and records to check the school's likely compliance with the independent school standards. He discussed all aspects of policy implementation with the proprietor. The inspector also viewed architect's plans for changes to the buildings and spoke to contractors to assess the likelihood of the proposed changes being implemented in time for the school's opening.

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### Inspection team

John Daniell, lead inspector

Ofsted Inspector

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