



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR RIDGEWAY CAMPUS FOCUS SCHOOL

DfE No: 8116007

The key inspection judgements for this school are:

The quality of education	Good	2
Students' personal development	Outstanding	1
Safeguarding students' 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: 16-18 October 2018

SECTION A: SUMMARY OF MAIN FINDINGS

Focus School Ridgeway Campus meets all the independent school standards and its own aims. It provides a good education for its students. Students' learning and achievement are good overall. The outcomes of national assessments in Year 6 over the last three years show that students achieve well above the national average in reading, grammar, punctuation and spelling (GPS), but less so in writing and mathematics, where outcomes in 2018 were well below the national figure. Students' achievement improves rapidly in the secondary phase and the proportion of students achieving the national benchmarks of Attainment 8, Progress 8 and the English Baccalaureate (EBacc) qualification at GCSE is and has been well above the national average in most measures over the last three years. The outcomes of A Level examinations have been in line with or above the national figure since 2016. The provision made for students with special educational needs or disabilities (SEND), including those with education, health and care (EHC) plans is outstanding because they receive highly effective support from specialist staff. The provision made for those that are additionally gifted and talented (AGT) is also outstanding because they benefit from additional activities which deepen their knowledge and understanding and extend their skills. Teaching is good or better in most subjects and year groups but some of the teaching in the primary phase requires improvement because students are not given enough opportunities to apply their knowledge and skills in problem-solving tasks or plan and organise their work and write extensively across the curriculum. The school's assessment procedures are very rigorous but assessment data is not used well enough by a few teachers in key stage 2, so the tasks provided for students do not always challenge them. The outstanding curriculum and very good teaching underpin older students' rapid progress and academic success. The curriculum provided for students in key stage 2 is good but some teachers do not adapt tasks well enough to challenge students sufficiently. Students' personal development is outstanding. They are thoughtful and courteous young people who have a thorough understanding of British values and institutions. Visits out of school and visitors to the school ensure that students have a good understanding of the diversity of British society. The school's arrangements for safeguarding and ensuring students' welfare, health and safety are outstanding. The procedures for ensuring the suitability of staff are clear, appropriate and consistently applied. Leadership, management and governance are good. The campus trustees, administrators and headteacher have dealt effectively with some challenging situations over the past year including the amalgamation of two schools and the move to a new site. The latter has been managed well with very little disruption to students' education. Plans to improve the few remaining weaknesses in the school are robust but it is too early to see any sustained impact from the actions taken.

RECOMMENDATIONS FOR IMPROVEMENT

Whilst not required by the regulations, the proprietor should:

- improve students' achievement in mathematics at key stage 2 by providing more opportunities for them to apply their knowledge and skills in problem-solving tasks;

- improve students' writing skills in key stage 2 by giving them opportunities to plan and organise their writing and to complete extended pieces of writing in all subjects; and
- eradicate the few remaining weaknesses in teaching at key stage 2 by ensuring that teachers understand the requirements of national assessments at key stage 2, use assessment data in lesson planning and by increasing opportunities for teachers to observe and learn from the existing good practice within the key stage.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(3) 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 observed lessons, carried out joint observations with the senior leadership team, held meetings with the campus administrators, the headteacher, the leadership team, the regional principal, newly appointed staff and students. They examined the school's website, documents and records, scrutinised students' work and reviewed responses to parents, staff and students' questionnaires completed before the inspection.

The inspectors were:

Reporting Inspector:	Mrs Christine Graham
Team inspectors:	Mrs Judith Richardson, Mr Stephen Grounds

INFORMATION ABOUT THE SCHOOL:

Focus School Ridgeway Campus is a co-educational, non-selective faith school for the children of Brethren families. The school is part of a national network of schools affiliated to Focus Learning Trust (FLT). The school caters for students from 7 to 18 years. Students travel from Hull, Grimsby, Doncaster, Lincoln and Chesterfield. The campus is equidistant from all locations. The campus was previously based in Cottingham, Hull. In November 2017 Cottingham Campus amalgamated with Bramley Campus and almost doubled in size. In September 2018 the campus moved to its new location in Scunthorpe and became Ridgeway Campus. Most of the Cottingham teachers have transferred to Ridgeway Campus and five new teachers have been appointed. There are 243 students on roll, 81 are in key stage 2, 64 in key stage 3, 52 in key stage 4 and 46 in the sixth form. Thirty one students have been identified as having special educational needs and/or disabilities (SEND) and five students have an education, health and care (EHC) plan. Thirty eight students are identified as being additionally gifted and talented (AGT). There are no students with English as an additional language. All students go on to employment at the end of their time in school. Cottingham Campus was last inspected in October 2015. Bramley Campus was last inspected in May 2016.

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Students' learning and achievement

Students' learning and achievement are good overall. When students join the school their achievement is below that expected nationally. There are weaknesses in their understanding of grammar, punctuation and spelling (GPS), their writing skills and their mathematical knowledge and application of mental strategies. Students make very good progress in reading and in GPS so their achievement in national assessments taken at the end of Year 6 is very high. Students' achievement in mathematics declined in 2018 and was well below average but cohort sizes were small. Teacher assessments of students' writing show their achievement was below the national average. Students' achievement improves rapidly in key stage 3. Outcomes at most benchmarks at GCSE have been above the national average over the last three years. Girls outperform boys but both genders made similar progress in 2018. Outcomes at AS and A Level are also good and school data shows that significant value is added to students' education during their time in school. Students identified as having special educational needs and/or disabilities make good progress from their individual starting points because they are very well supported. Students' learning skills are very good overall but in a small number of classes in key stage 2 students have too few opportunities to develop self-study skills. The design of the new campus supports students' learning very effectively. Older students said they appreciated having the space to learn in the way that suits them best. This was exemplified during a Year 11 English revision lesson seen during the inspection. Students worked in a variety of groupings on self-selected revision tasks. Groups and individuals were able to work within their preferred learning style. A strong feature of all the activities was students' ability to identify what was already known and what they needed to find out. They were confident and resilient and fully focused on their tasks.

The quality of teaching and assessment

Teaching and assessment are good. Most teachers have good subject knowledge and high expectations of what students might achieve. They use assessment data very effectively to plan tasks for students of all abilities ensuring that all students make at least good progress. Direct teaching is challenging, teachers' questioning skills are good and all students are actively included in the lesson. Relationships are good so all students participate in discussion and collaborative work. Effective interventions by teachers help students refine their ideas and give precise answers. Self-directed learning (SDL) is used very effectively to deepen and extend students' knowledge and understanding. Teaching requires improvement in a small number of classes in key stage 2. Teachers do not take enough account of information from marking and day-to-day assessment so students spend too long consolidating topics that they have already mastered and do not move onto new learning quickly enough, this limits their progress in mathematics.

Assessment is good. The school has a well-structured assessment framework. There are internal assessments which take place four times each year, diagnostic tests, National Curriculum assessments at key stage 2, and GCSE and A Level examinations. Most teachers use assessment data very effectively, they identify any gaps in students' achievement and provide interventions for any pupil at risk of falling behind. Assessment data is not used as well in a few key stage 2 classes. In order to improve this the school has introduced 'Same Day Intervention' a maths intervention programme run by the local authority mathematics hub, this will facilitate a much more effective use of assessment information. The school uses students' potential achievement at GCSE to set personal targets for students in key stage 3 and 4, this ensures they are well prepared for the next stage in their education. Marking is regular and gives students guidance on how to improve their work. Some primary teachers do not use information from marking to identify the next steps in students' learning.

The quality of the curriculum

The curriculum is outstanding. It meets the school's aims and prepares students well for their future lives. It is based on the National Curriculum and examination specifications. There is a good range of subject options available at GCSE which allow students and the school to reach national benchmarks such as the EBacc measure and Attainment and Progress 8. Work experience, vocational qualifications and A Level options motivate students and provide them with the skills they will need in their future lives. The school's provision for students identified as being additionally gifted and talented is excellent. There is a very good range of additional activities, including opportunities for younger students to take A Level courses. The needs of students with SEND and those with EHC plans were taken into account in the planning of the building so they are very well provided for. Small quiet rooms can be used for private study and benches in practical rooms are designed so that all students can access the curriculum. Technology is a major part of the curriculum and the learning centres are very well equipped allowing all students to learn in the way that best meets their needs. Students use these spaces very responsibly. Schemes of work and curriculum planning documents provide effective guidance for staff. Lesson planning is usually effective but planning for mathematics and writing in some key stage 2 classes requires improvement. A minority of teachers would benefit from further training on curriculum requirements at key stage 2, particularly the need for students to consolidate their extended writing skills in all subjects and to apply their mathematical knowledge in problem-solving tasks. Where these opportunities are available, as in a Year 5 maths lesson, students thrive and enjoy checking their calculations and justifying the results. There is a very good range of extra-curricular activities which take place at lunchtime. These are open to students of all ages so cross phase working is developed. A very good range of visits linked to the school's curriculum enriches the provision as does a well-planned programme of visiting speakers.

2. THE QUALITY OF STUDENTS' PERSONAL DEVELOPMENT

Students' personal development is outstanding. The OneSchool aims are well known by the students and exemplified throughout their school life. Students are

polite, courteous and friendly. They are thoughtful young people with a very good awareness and understanding of national and international issues. The citizenship and personal, social, health and education programme (PSHE) is of excellent quality and supported by a very good range of enrichment activities, for example discussions about the news, themes of the week and topical issues displayed on the school's video screens. The curriculum enables students to gain a very good understanding of British values and institutions, enhanced, for example, by the visits of local politicians and trips to Parliament. Students experience democracy in action voting for form representatives to the school council and participating in student voice surveys and conversation cafes. These activities led to the development of the school's current rewards and sanctions system which is highly regarded by the students. Students are entrepreneurial and have achieved considerable success in recent years in the regional Young Enterprise competition. Careers education begins in Year 3, with the introduction of 3-1-3 careers and Year 13 students are particularly enthusiastic about the annual careers fair, an opportunity to meet local employers, present their curriculum vitae and make speeches.

Students' social development is outstanding. They make a very good contribution to wider society. They have made significant donations to the local good causes and raised considerable amounts of money for specific charities. More links with local organisations are planned as the school becomes established on its new site. Students have very positive attitudes to learning with some students saying they wanted even more time to work independently. Students are very sensible at breaks and around the school. There is very little bullying, younger students said that staff always listen to them and that any issues are sorted out very quickly. Year 13 play a significant role in the school, for example, coaching younger students in self-directed learning techniques and running mega cognition, news tutor group sessions and monthly house competitions. Students' attendance and punctuality are good, attendance having improved in recent months.

Students' moral development is outstanding. Behaviour is very good. It is particularly noteworthy that when large numbers of students are in the learning centres, they all work on their tasks and are not distracted by social conversations. They have a very well developed sense of right and wrong. Students' spiritual development is outstanding. They have a good understanding of other faiths and cultures as a result of the excellent PSHE programme. They show great respect and tolerance to all. Students have written poems on the theme of respect and Year 5 and 6 students undertook a project "who lives next door" with a focus on tolerance. Students' cultural development is outstanding. There are visits to museums and sites of literary interest such as the Brontë Parsonage. The quality of work in art is outstanding.

The school takes every opportunity to enhance students' enjoyment of school. The annual Cottingham Bake Off has moved to a new location at Ridgeway where the new, very spacious food technology room provides an excellent resource for ambitious baking. The theme of the primary bake off, which took place during the inspection, was British values and the finalists produced a range of stunning cakes which exemplified the traditions and diversity of British society.

3. SAFEGUARDING STUDENTS' WELFARE, HEALTH AND SAFETY

The safeguarding of students' welfare health and safety is outstanding. The new building was designed with the safety of students in mind. The building is very well adapted to the needs of students, staff or visitors with disabilities. The school's procedures to safeguard students are very well established despite only having been in place for a short period of time. All students and staff know what is expected of them and routines for the arrival and departure of students are thorough and very well organised. Students say they feel safe and secure in the new campus. The school's policies are regularly reviewed. There is a comprehensive, compliant child protection and safeguarding policy which takes account of the latest government guidance in setting out the school's child protection procedures. The policy emphasises the importance of safeguarding for the whole school community and the fact that it is everyone's responsibility. All staff have had training on the changes to KCSIE 2018, and in the positive support of students with mental health issues and the use of the child protection online management system (CPOMS), the school's electronic system for recording and analysing child protection issues. The senior team check that all staff understand the duties placed upon them. Staff are very well aware of key people in the relevant local authorities and of the procedures which must be followed in the case of an incident. The thoroughness of the school's approach is indicated by the results of the pupil questionnaire in which the overwhelming majority of students say that they feel safe in school and that they have a member of staff to whom they can turn in the event of worries or concerns.

There is a designated safeguarding lead (DSL) and a deputy DSL. The former is a recent appointment and has extensive and relevant experience as a DSL in a large maintained school. These staff have been trained and have a secure understanding of the DSL role. A campus administrator has also received safeguarding training. The school's e-safety arrangements are very robust. Students of all ages know how to stay safe online. There is a central Focus monitoring system which tracks all school online activity. The system identifies inappropriate activity or websites but also identifies the use of websites which may indicate serious issues, for example, a student suffering from stress. The school makes students aware of the dangers of abuse and sexual exploitation and of radicalisation and extremism.

The school has compliant policies for health and safety and risk assessments for buildings and activities on and off site meet requirements. Senior leaders ensure that the school is a safe and secure environment for students and staff and that any issues are identified and dealt with very promptly. The school's anti-bullying strategies and behaviour policies are very effective and successfully promote positive behaviour. The school has a particular focus on students' emotional well-being. A new staff appointment at senior leadership level will further develop this aspect of the school's work.

Policies and procedures for all aspects of fire safety meet requirements, are well organised and consistently implemented. Fire risk assessments are carried out, recorded and reviewed. Fire equipment, including alarms, detectors and

extinguishers will be regularly checked by qualified contractors and the results recorded.

First aid procedures are very effective. There are qualified first aiders, all of whom have up to date training. The first-aid policy shows the procedures to be followed in the event of a medical emergency. The school has an effective system which ensures that staff are aware of students with medical conditions and of any necessary treatments.

The carefully planned deployment of staff ensures that students are always properly supervised. In discussion, senior students said that they were sure bullying was not an issue and that their perceptions of the school over the last year was that behaviour had improved significantly. Teachers spoke of the school's efforts to develop its system of 'citations' to acknowledge and reward positive attitudes. The school has a fair system of sanctions and keeps detailed records. Attendance and admissions registers are accurate, up to date, and meet requirements. Staff recruitment procedures are robust. The school makes all the required checks on the suitability of staff, volunteers and trustees and maintains an accurate and comprehensive single central register (SCR).

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Leadership, management and governance are good. The school leaders have an accurate view of the school's strengths and areas which require improvement, most specifically some teaching of mathematics and writing at key stage 2. They have drawn up robust well-targeted action plans for improving these areas and have clear strategies for monitoring and evaluating progress rigorously. These are at an early stage of implementation so it is too soon to judge longer term efficacy. The headteacher has a clear and ambitious vision for the school, based on her successful improvement of Cottingham Campus and on sound educational principles and values. The headteacher and trustees have managed the challenges of amalgamating the school and moving to a new site very effectively. They planned all aspects of the relocation well so when the building project was delayed students did not suffer any detriment to their education. Secondary students were taught at home using zoom technology and self-study and primary students went on visits linked to the curriculum. Students' welfare and safety is a key priority for the school so even at this early stage procedures to keep students safe are well established and understood by all. The headteacher has appointed talented senior leaders who carry out their responsibilities very effectively. Performance management is used to improve teachers' performance and senior leaders provide personalised support and guidance for teachers who require further development. There is a very good professional development programme provided by Focus Learning Trust and this is complemented by training delivered by the school. The headteacher and senior leaders are excellent role models for staff and students, they have very high expectations for all aspects of the school's provision. School based training follows the self-directed learning model used by students. This gives teachers a very good understanding of the challenges faced by students and deepens their understanding of self-study. Students know that staff are also learning to learn. This transparency and shared vision has resulted in a cohesive and happy

school community. Staff that are new to the school praise the induction and training they have received. They say that they have been well supported in understanding the aims and ethos of the school and its high expectations for students. They already feel part of 'Team Ridgeway'. The school meets the standard for premises and accommodation. Students' needs were a key priority in the planning of the building so learning centres and studios provide an excellent environment for learning. Particular attention was paid to the acoustics of the building so it is quiet and calm even when most students are working collaboratively. The school has a compliant complaints policy but there have been no formal complaints in recent years.

Partnership working

The school provides a very good range of information for parents. There are regular written reports, weekly briefings and the use of the parent CANVAS app which gives them access to their children's work and achievement. Parents work closely with the school, for example working as volunteer mini bus drivers. Positive working between home and school has seen attendance improve in recent months. Responses to the parental questionnaire indicate that parents are very happy with all that the school provides. Ridgeway Campus works closely with other Focus schools and within their own community. Cottingham Campus had links with institutions within the local area and these links are being developed in Scunthorpe. The school has made links with the local NHS trust, housed in a building adjacent to the school, and a presentation on careers in medicine will be provided for students in the coming year. Local MPs also visit the school as part of teaching on democracy. The school has links with schools in the local area and with the local authority.

Governance

Governance is good. The campus trustees and administrators have a very good understanding of the independent school standards (ISS) and of the strengths and weaknesses of the school. All of the campus administration (CA) team have designated roles and responsibilities, this includes compliance with the ISS and health and safety. The CA team work together very effectively. They receive accurate information from the senior team and they have a thorough understanding of school data and the provision made for students. There are regular, formal and informal meetings with the headteacher and this helps them to monitor the school's effectiveness. The CA team fully support the headteacher and senior team but will also challenge the team where necessary.

SCHOOL DETAILS

Name of school:	Focus School Ridgeway Campus			
Address of school:	Ridge Way Kingsway Scunthorpe DN17 1BS			
Telephone number:	03300 552 611			
Email address:	Ridgeway.campus@focus-school.com			
Web address	www.ridgeway.focus-school.com			
Proprietor:	Northmoor Education Trust			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Mr Dan Turner (Chair of Trustees)			
Head Teacher:	Mrs Kimberley Hutton			
Early Years Manager	N/A			
DfE Number	8116007			
Type of school	Independent school			
Annual fees	Fees charged internally			
Age range of students	7 years – 18 years			
Gender of students	Male & Female			
Total number on roll	full-time	243	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 students	Boys:	94	Girls:	103
Number of post-compulsory students	Boys:	19	Girls:	27
Number of students with an education and health care (EHC) plan	Boys:	3	Girls:	2
Number of students with English as an additional language	Boys:	0	Girls:	0
Type of inspection	Section 109(3) of the Education and Skills Act 2008			

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.schoolinspectionsservice.co.uk.