Ofsted's accreditation visit to Chiron OEP

On 25 and 26 March, Ofsted visited Chiron OEP as part of the Online Education Accreditation Scheme. Through this scheme, providers of full-time online education to school-age children in England can apply to the Department for Education (DfE) for accreditation.

Ofsted visits providers to find out whether they meet the minimum standards for online education set by the DfE (the standards). This report sets out what we found during our visit on 25 and 26 March 2026. You can find out whether this provider is accredited by the DfE at Get Information about Schools.

Key findings

- **Chiron OEP meets all the minimum standards** for online education.
- Leaders have worked tirelessly to put positive relationships at the heart of everything Chiron OEP does. They recognise that most pupils have, in the past, found it difficult to access mainstream education and developed negative conceptions of schooling. Teachers support pupils in a safe, sensitive and nurturing online environment, where everyone is valued and personal and academic progress is recognised and celebrated. Pupils and their parents appreciate the lengths to which teachers and leaders go in ensuring that everyone attending Chiron OEP feels cared for and able to access learning that meets their needs.
- The principal has expertly recruited a small group of highly skilled teachers, who espouse the provider's ethos. They make effective use of assessment to identify gaps in pupils' prior learning and adapt the curriculum to design bespoke lessons based on individual pupils' interests, for example gaming or music. As a result, pupils are engaged in their lessons, enthusiastic about learning, and make strong progress towards the academic and pastoral targets set out in their education, health and care (EHC) plans.
- Leaders have a clear understanding of the provision's strengths and areas for further development. They have designed a set of guiding principles, which put the wellbeing of pupils and staff at the centre and underpin all decision-making. Although, at the time of this accreditation visit, Chiron OEP was catering for only a few pupils, leaders have an acute awareness of the risks associated with potential growth and have ensured that, as greater numbers of pupils access the provision, they will further build on its strengths and ensure that Chiron OEP continues to meet the minimum standards for online education.

Who is this online provider?

- Chiron OEP is part of Salutem Care and Education. While it is a stand-alone provision, leaders and teachers are able to access expertise, support and challenge from across the group.
- Chiron OEP caters for secondary-age pupils in key stages 3 and 4 who, for a variety of reasons, are unable to access full-time education in a physical school. Prior to starting the provision, most pupils have been out of education for prolonged periods, often totalling several years, or have a history of unsuccessful placements in a range of different settings.
- Chiron OEP's vision is for pupils to 'access high-quality education regardless of the complexity of their needs' and to 're-engage pupils who are not accessing education or who are at risk of being NEET (not in education, employment or training)' when they leave Year 11. The majority of pupils attend Chiron OEP short term (up to two academic terms) while staff build their confidence and resilience and provide them with the tools they require to either return to school or access post-16 provision. Pupils are placed at Chiron OEP by a local authority or a registered school.
- The curriculum offered by Chiron OEP is based on the English national curriculum. Pupils attending full time study a broad range of subjects, including English, mathematics, science, humanities, art and music. They also have lessons in personal, social, health and economic (PSHE) education. While this subject currently includes elements of physical education, leaders are further developing the scheme of work in this area so that it reflects the strengths seen in other curriculum areas. The aim is for pupils to re-enter mainstream education and, where appropriate, take external exams. Those pupils who remain at Chiron OEP, study for Level 2/3 qualifications, including the higher and extended project qualifications.
- Currently, 2 school-age pupils study with Chiron OEP full time. One of these pupils lives in England and has an education, health and care (EHC) plan. Another 2 school-age pupils study with Chiron OEP part time.

How are pupils taught at Chiron OEP?

- On enrolment, pupils receive a Chiron OEP tablet, which they use to attend live lessons. Depending on pupils' needs and their levels of confidence, lessons are either on a one-to-one or small-group basis. While all teachers have their cameras on, this is optional for pupils, and most pupils choose not to. Pupils respond to teachers via the chat function and by working collaboratively on interactive resources. Lessons, including any comments written by teachers and pupils, are recorded for training and safeguarding purposes.

- Teachers at Chiron OEP know their pupils extremely well. They know where there are gaps in pupils' learning, as well as how pupils like to learn. Teachers take time to talk to pupils and build relationships with them. They plan sequences of learning which build on pupils' prior knowledge and skills and frame these within pupils' experiences and interests. For example, if a pupil has an interest in a particular video game, teachers use scenes and characters from the game as the basis for lessons.
- Teachers display secure subject knowledge, as well as a deep understanding of pupils' needs. They use questioning effectively to gauge pupils' engagement levels, as well as their understanding of the topic being taught. This enables teachers to continually adapt their teaching, both in its content and the teaching style being used.
- Teachers make effective use of a wide range of online resources to supplement their teaching and record pupils' learning, including video clips, simulation software and interactive whiteboards. This encourages pupils to work collaboratively with their teachers, for example in annotating past exam questions with labels, explanations and diagrams.
- Leaders have designed a curriculum with the required components of social, moral, social and cultural (SMSC) education woven through. This ensures that pupils are taught about careers; fundamental British values; protected characteristics; and receive relationship and sex education and health education. As well as through lessons, some elements of SMSC and PSHE are covered through assemblies, which leaders are looking to further develop so that all pupils, including those on part-time timetables, benefit from the full breadth of topics covered.

What are Chiron OEP's arrangements like for keeping children safe?

- **Ofsted's visits to online providers can give only a limited level of assurance on the effectiveness of safeguarding, compared to our inspections of schools and other providers of face-to-face education and training.** However, we found that the arrangements for keeping children safe at Chiron OEP are appropriate.
- Leaders and teachers keep pupils at the centre of everything Chiron OEP does. This philosophy extends to the provider's safeguarding arrangements, which are rooted firmly in strong relationships and staff knowing their pupils extremely well. Policies are concise and precise, and this ensures that everyone has a clear understanding of their roles and responsibilities. Safeguarding leaders act proactively to ensure that pupils are kept safe and any barriers to pupils' ongoing wellbeing are reduced. Pupils are not required to use their cameras in live lessons, but leaders have put in place a range of measures to ensure that any concerns are quickly identified and acted on.

- At Chiron OEP, safeguarding is a team effort. Teachers know what to look for in their pupils and would recognise if a pupil is at risk because of how well they know them. Leaders are supported and challenged by a well-established network across the Salutem group, for example by safeguarding leads in physical schools and regional managers.
- Leaders have established rigorous safer recruitment procedures. Pre-employment checks are thorough and recorded meticulously. There is an extensive induction programme, as well as regular refresher training. This ensures that all staff are fully aware of the provider's procedures and expectations. Chiron OEP does not use supply staff.
- Pupils and staff are issued with devices which are pre-installed with software designed to maximise teaching and learning opportunities, as well as to keep all members of the community safe. Leaders have established an extensive monitoring programme to ensure that devices are securely maintained and opportunities for pupils to access harmful content are minimised.

What do pupils and parents and carers think about Chiron OEP?

- Pupils like attending Chiron OEP and describe the benefits it provides over other settings they have attended in the past. They appreciate how teachers adapt lessons to make learning relevant to their interests and enjoyable. Pupils say they feel safe and can give examples of how they are taught to stay safe online. They are also confident that there is someone they can talk to should they have any concerns.
- Parents are extremely positive about the provider. Those who spoke with the inspector, or who completed the online survey, described how attending Chiron OEP has made a difference to their children's ability to access learning, as well as to develop personally. Parents praised the staff for how well they know their children and how much they care. As one wrote, 'The teachers are fantastic. They really care about my child and what is best for their education and future.'
- Teachers provide regular feedback to commissioners and parents about pupils' attendance, wellbeing and achievements. Parents say that communication is effective, and as a result, they feel well informed and involved in their children's learning.

About the visit

- This is Chiron OEP's first accreditation visit. Jonathan Dyer, HMI, was the lead inspector.

Compliance with the DfE's standards for online education

This section reports on how well Chiron OEP meets the standards for online education. It is included primarily for the benefit of the DfE, to help inform their decision whether to accredit Chiron OEP.

Chiron OEP meets all the applicable standards for online education set out by the DfE. The standards that are not applicable to Chiron OEP are listed below:

The full list of standards can be found in DfE's guidance on meeting the online education standards.

Section 1. Quality of education provided (curriculum)

The provider meets all the standards in section 1 of the standards.

Section 2. Quality of education provided (teaching)

The provider meets all the standards in section 2 of the standards.

Section 3. Spiritual, moral, social and cultural development of pupils

The provider meets all the standards in section 3 of the standards.

Section 4. Welfare, health and safety of pupils

The provider meets all the standards in section 4 of the standards.

Section 5. Suitability of staff, supply staff and proprietors

The provider meets all the standards in section 5 of the standards.

Section 6. Provision of information

The provider meets all the standards in section 6 of the standards.

Section 7. Manner in which complaints are handled

The provider meets all the standards in section 7 of the standards.

Section 8. Quality of leadership in and management of the service

The provider meets all the standards in section 8 of the standards.

Standards that do not apply to this provider

The following standards do not apply to this provider:

- **Standard 1.8** only applies where the provider has at least one full-time pupil of above compulsory school age
- **Standard 5.8** only applies if a staff member lives or has lived outside of the UK
- **Standards 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18** only apply where the provider uses supply staff
- **Standard 5.22** only applies if a proprietor lives or has lived outside of the UK
- **Standard 6.3** only applies where a provider has a governing body
- **Standards 6.5, 6.10** only apply where a report on the provider has been published under the Online Education Accreditation Scheme at the time of the visit

Contact details for Chiron OEP

Person responsible for day-to-day running of the provider

Ayesha Allen

Address

Ingfield Manor School
Five Oaks
Billingshurst
West Sussex
RH14 9AX

Website

www.chironoep.com

Telephone number

01403 782294

Email address

ayesha.allen@ambitoeducation.co.uk

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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