

Emmanuel Christian School

The Grounds of Braunstone, Evangelical Free Church, Didsbury Street, Braunstone LE3 1QP

Inspection dates

5–7 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and the governing body have ensured that the school meets the requirements of all the independent school standards. All unmet standards from the previous inspection have been addressed.
- The headteacher provides effective leadership. He knows the strengths and development areas of the school well and has the full confidence of parents and carers and staff.
- The vast majority of pupils attain well. Pupils make good and sometimes very good progress in a wide variety of subjects.
- School improvement plans contain concise actions, timescales and monitoring opportunities. The governing body, therefore, holds leaders fully to account for their actions.
- The headteacher and governing body have effective monitoring systems in place to ensure that the quality of teaching, learning and assessment is consistently good throughout the school.
- Pupils who have special educational needs (SEN) and/or disabilities make good progress in a wide variety of subjects.
- Pupils' conduct is good. Pupils behave well in lessons, around the school and when outside during social times.
- Relationships between adults and pupils are warm and positive throughout the school.
- Children in the well-led early years make a good start to their learning. Teaching and progress are consistently good.
- The overwhelming majority of parents state that pupils are happy, safe and making good progress.
- The systems to assess and track pupils' attainment and progress are under review due to some shortcomings in their effectiveness.
- There are few opportunities for leaders and staff members to share good practice with colleagues from other schools.
- Pupils do not have frequent enough opportunities to meet with people from faiths different to their own.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Complete a review and implement plans for the recording and evaluation of assessment information in order to strengthen school leaders' and governors' understanding of pupils' attainment and progress.
- Strengthen external links with other schools in order to share and learn from colleagues.
- Provide pupils with increased opportunities to meet with adults and pupils from other faiths.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and governing body have ensured that the unmet independent school standards from the previous inspection are now met.
- The headteacher and governing body have developed an ambitious culture at the school where pupils thrive in a safe, caring environment. Pupils' historic and current outcomes are positive, with pupils making good and sometimes very good progress in a wide range of subjects.
- School improvement plans contain precise actions, timescales and monitoring opportunities. Consequently, the governing body holds leaders to account for the actions they take.
- The headteacher and staff know pupils and their families extremely well. Several parents and staff members told the inspector that the school has a 'family feel' to it. Consequently, communication between school and home is strong and any rare issues that arise are dealt with swiftly.
- The leader responsible for the provision for pupils who have SEN and/or disabilities is effective in ensuring that pupils who require extra support receive it promptly. There are good links with outside agencies, such as an educational psychologist and occupational therapist. Consequently, pupils who have SEN and/or disabilities make good progress from their various starting points.
- The leader responsible for careers information, advice and guidance has ensured that this aspect of the school has improved significantly since the previous inspection. Pupils in key stages 3 and 4 now receive frequently timetabled careers lessons. Key stage 4 pupils have undertaken appropriate work-experience placements and practice interviews, and have attended numerous careers fairs. A recent 'business enterprise week' helped pupils to display their talents and gain an insight into the world of work.
- Performance management procedures are effective. Staff, including the headteacher, receive appropriate targets relating to specific areas on the school improvement plan.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is good. For example, during the inspection, the headteacher led a whole-school assembly on the upcoming football World Cup. The pupils took an active role discussing street children from Uruguay and saying prayers for them. Two guitarists and a trombonist from key stage 4, expertly accompanied whole-school hymn singing. Future assemblies are planned to discuss the different countries and cultures that are participating in the World Cup.
- Leaders have ensured that pupils respect views that are different to their own. For example, pupils told the inspector they had debated creationism and the theory of evolution using a wide variety of evidence.
- Leaders provide a broad and balanced curriculum that deepens pupils' knowledge and skills in a wide range of subjects. Pupils benefit from using the school grounds and visiting the local area to help deepen their understanding. For example, pupils in Years 1 and 2 recently visited a local farm as part of their learning about plants and crops. During the inspection, the same pupils were observed planting radishes in the school's allotment.

and discussing accurately what the radishes would need in order to grow successfully.

- Leaders have ensured that the school's safeguarding policy is available for parents on the school's website. The policy meets the required independent schools standards.
- Leaders engage well with parents. Frequent newsletters and up-to-date information on the school website help to keep parents informed of the latest news and events.
- Parents have extremely positive views of the school. A typical parental comment was, 'I recommend this school to any parent who would want their child to be educated in a safe, caring environment, where children receive a thorough education from a full curriculum.' This view was typical of those received by the inspector during the inspection.
- Leaders have not provided frequent enough opportunities for staff to share good practice with colleagues from other schools.

Governance

- The governing body has ensured that the unmet independent standards identified at the previous inspection are now met.
- The governing body has a good mix of skills and experience. Governors have received appropriate training in, for example, safeguarding, safer recruitment, and health and safety. Consequently, the governing body is able to discharge its duties effectively.
- The governing body frequently receives accurate and detailed information from the headteacher and closely monitors the progress of the school improvement plan. As a result, the governing body is successful in fully holding school leaders to account for the actions they take.
- Individual governors carry out frequent monitoring visits to check on, for example, the engagement of pupils and their behaviour. After these visits, the governor writes a detailed report that is shared with other governors at the next meeting. Consequently, the governing body is kept up to date with the school's strengths and areas for development.

Safeguarding

- The arrangements for safeguarding are effective.
- The governing body and headteacher ensure that all relevant checks are undertaken on adults before they are allowed to work or volunteer at the school. New staff, volunteers and governors are required to read relevant health and safety and child protection documentation before commencing their roles. As a result, all adults are knowledgeable regarding the school's safeguarding policies and procedures.
- The headteacher has received appropriate safeguarding training in, for example, child protection, spotting the signs of child neglect and child sexual exploitation. This training is shared with staff frequently, therefore ensuring that staff also have up-to-date safeguarding and child protection information.
- Records of welfare concerns regarding pupils and families are kept securely and are in good order. The headteacher has requested support for pupils and families from outside agencies, such as the early help team and the health visitor. Consequently, pupils and families receive any extra help promptly.

- The headteacher has recently provided pupils and parents with useful information regarding internet safety. For example, pupils from key stage 3 told the inspector they had watched the film 'Kayleigh's Love Story'. One pupil told the inspector that this short film had informed them that, 'People online are not always who they say they are.'

Quality of teaching, learning and assessment

Good

- The current assessment procedures provide leaders and teachers with information regarding pupils' attainment and progress in a wide range of subjects. This information is analysed frequently by the headteacher; however, he understands that the procedures could be even sharper. An upcoming review will aid the accuracy of the assessment information.
- Teachers have good subject knowledge. For example, in Year 10, a teacher skilfully used a formula alongside real-life electrical appliances, in order for the pupils to calculate accurately the power of each appliance.
- Teachers use effective questioning in order to deepen pupils' thinking. For example, in mathematics, in Years 3 and 4, pupils accurately measured objects in the classroom using tape measures and metre sticks. The teacher successfully challenged the most able pupils to write 120cm in metres.
- Teachers ensure that pupils frequently practise spelling, punctuation and grammar skills in extended pieces of writing, in a wide range of subjects. Evidence from pupils' workbooks shows that pupils often write in a wide range of contexts and styles, including poetry, letters and reports.
- Teachers set tasks for pupils that are appropriately challenging and teachers' clear explanations enable pupils to complete them confidently. Pupils told inspectors that their work was 'just about right' and they know adults will help quickly if they need extra support.
- Teachers use the school's marking and feedback policy consistently. Pupils know what they have done well and what they need to do next, in order to improve.
- Teachers ensure that extra adults and volunteers are used effectively. For example, during the inspection, pupils from key stages 3 and 4 were acting out and filming their own play scripts. Adults were aiding this process without dominating it. Pupils learned from their own mistakes and how to work cooperatively.
- The teaching of phonics is a strength. Children in early years and pupils in Years 1 and 2 were successfully learning new letter sounds, saying them aloud and practising writing them down.
- Pupils read frequently and told the inspector that they enjoy the activity. Pupils in Year 1 and Year 2 use phonic skills and strategies to decode any unfamiliar words. There is a good selection of challenging reading books for pupils to choose from, which helps to broaden their reading experience.
- Teachers provide parents with detailed information in end-of-year reports. Grades are provided for pupils' effort, attainment and progress in a wide range of subjects. Specific targets are also included that help parents and pupils understand what pupils' next steps are in order to improve further.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The vast majority of pupils are self-confident and resilient learners. Classrooms are busy and purposeful, with pupils engaged in the activities. This is because the activities interest them and a large number of adults are on hand to help and support them, should they require it.
- Pupils benefit from learning to play musical instruments and play various sports, including football and basketball. Pupils from key stages 3 and 4 have recently deepened their knowledge of Shakespeare through a visit to Stratford-upon-Avon, and have developed their outdoor and adventurous skills at a residential centre in Lincolnshire.
- Pupils are knowledgeable regarding bullying and the different forms it can take. They know how to keep themselves safe when, for example, on their bikes and crossing roads. They told the inspector the benefits of regular exercise and a balanced diet in order to stay healthy.
- Pupils are knowledgeable regarding faiths that are different to their own. However, there are currently no opportunities for pupils to meet and mix with people and pupils from other faiths or visit their places of worship. Consequently, pupils are not as well prepared for life in modern Britain as they could be.

Behaviour

- Pupils' behaviour is good in classrooms, around the school and outside at social times. Pupils told the inspector that instances of bullying are extremely rare and they trusted staff to sort out disagreements quickly and fairly.
- Pupils are polite and respectful to visitors. For example, many pupils cheerily greeted the inspector during the day, and spoke with him maturely about their work and the work of the school.
- Pupils in key stages 3 and 4 are considerate and caring towards younger pupils. For example, they listened respectfully when pupils from key stages 1 and 2 were leading prayers during a whole-school assembly.
- Pupils' attendance is broadly in line with national averages. There have been no fixed-term or permanent exclusions over recent years. Instances of lateness are rare.
- Pupils show respect for equipment and resources that belong to the school. Consequently, classrooms and shared areas are kept neat and tidy.

Outcomes for pupils

Good

- Over recent years, the small groups of pupils leaving key stage 4 have attained strong GCSE passes in English, mathematics and various other subjects, including science, art and history. Assessment information provided by the school indicates that these pupils made good and sometimes very good progress from their various key stage 2 and key

stage 3 starting points.

- A large proportion of key stage 4 pupils leaving the school over recent years proceeded to A levels and then university. They were, therefore, well prepared for the next stage of their education or training.
- Assessment information provided by the school and inspection evidence suggest that the current key stage 3 pupils are making good progress in a wide range of subjects, including mathematics and science. Key stage 3 pupils particularly have made very good progress in English literature during this academic year.
- The vast majority of current pupils in all key stages are working at, and sometimes above, age-related expectations in reading, writing and mathematics. Current key stage 2 pupils are performing particularly well in reading and writing, as are current key stage 1 pupils in mathematics.
- Pupils who have SEN and/or disabilities or who speak English as an additional language are making good progress in reading, writing and mathematics. They receive effective support and their progress is monitored closely by the headteacher.
- Assessment information is strengthened for pupils in key stages 1, 2 and 3 through annual standardised tests in English and mathematics. The tests are externally marked and provide leaders with an analysis of what has been taught well and what needs to be revisited. An analysis of these scores reinforces the view that the vast majority of pupils are attaining well and making good and sometimes very good progress.

Early years provision

Good

- The effective early years leader has ensured that the provision meets the independent school standards and the government's welfare requirements in relation to early years.
- Children who enter the Reception class have skills that are broadly in line with, and sometimes below those expected for their age. Evidence from workbooks shows that children make good progress from these various starting points and are, therefore, well prepared for life in Year 1.
- Children make particularly good progress in writing, for example, moving from mark making in September to recently writing 'I went outside with my friends.'
- Staff frequently record children's achievements in a wide range of areas, including writing, number and physical development, in their individual 'learning journeys'. This helps staff to plan accurately for individual children's next steps in learning.
- Adults provide a wide selection of stimulating activities, which develop and deepen children's knowledge and understanding in literacy, mathematics and creativity. For example, during the inspection, children made mud pies and developed their speech and language skills, by discussing the 'ingredients' they were using with adults and each other.
- Relationships between adults and children are warm and positive. There is a calm yet purposeful atmosphere in the classroom. Consequently, children's behaviour is good and their attitude towards the activities is positive.
- Transition into the Reception class is good. Parents and children visit the school during the summer term and there are opportunities for parents to discuss their child with staff.

Consequently, children quickly settle into the class routines and staff know children well before they start at the school.

- Staff have started to develop links with other early years settings. This has enabled them to, for example, share good practice and moderate their judgements on children's achievements to ensure that they are accurate.
- There are good links with the local community. Recent visits by the police, the fire service and a vet have helped to deepen children's understanding of safety and people who help us.
- Staff have received appropriate training. For example, staff are well aware of the school's procedures to report any welfare concerns they have regarding a child. Staff are also appropriately trained in paediatric first aid. Consequently, children are kept safe and any child or family that requires extra support receives it swiftly.
- Parents are equally positive about early years as they are about the rest of the school. A typical comment was, 'My child has flourished so much this year!'

School details

Unique reference number	134595
DfE registration number	856/6018
Inspection number	10039185

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Co-educational day school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	47
Number of part-time pupils	0
Proprietor	The governing body
Chair	Ms Patricia Wells
Headteacher	David Baynes
Annual fees (day pupils)	10% of family income to a maximum of £4,000
Telephone number	0116 2220792
Website	www.leicesterchristianschool.org
Email address	d.baynes@leicesterchristianschool.org
Date of previous inspection	30 September–2 October 2015

Information about this school

- Emmanuel Christian School has been located in its current premises in the Braunstone Evangelical Free Church since it was established in 2003.
- The Department for Education approved the school as one of special religious Christian character in 2004.
- The school does not use alternative providers for any secondary-aged pupils.
- The school was originally for primary-aged pupils. It now provides education for pupils aged four to 16 years of age.

- In 2017, the school successfully applied for a material change to increase its capacity from 50 to 60 pupils.
- The last inspection of Emmanuel Christian School by Ofsted took place in September 2015.
- The school rents the main building from Braunstone Evangelical Free Church. The building has been modified to meet the needs of the youngest pupils. The school has extended the space available by the use of temporary classrooms in the grounds.
- The headteacher is the only full-time member of staff. There is a mixture of part-time staff and volunteers who undertake teaching and support roles.

Information about this inspection

- Ofsted announced the inspection to the headteacher the day before the inspection started.
- The inspector observed lessons in all classes and examined a wide variety of pupils' books from a range of subjects. The headteacher accompanied the inspector during these activities.
- The inspector held a range of meetings with the headteacher, subject and other leaders, and a group of governors, including the chair of the governing body. The inspector spoke with pupils in groups, in lessons and around the school, and listened to them read.
- The inspector scrutinised a range of documents, including minutes of governing body meetings, current assessment information provided by the school, the school's improvement plans and records relating to safeguarding.
- The inspector spoke with parents before school and took account of 15 responses to Parent View, Ofsted's online questionnaire. The inspector considered the 16 responses from parents to the Ofsted free-text service and 18 responses to Ofsted's staff questionnaire.

Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018