

# Emmanuel Christian School

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

**Inspection date**

2 November 2022

**Overall outcome**

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(h), 3, 3(a), 3(c), 3(d)*

- At the previous inspection, leaders had not supported teachers to develop and implement curriculum plans for mixed-age classes. Schemes of work did not consider the ages, prior attainments, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC plan). This limited pupils' opportunities to acquire new knowledge and make good progress according to their ability.
- Leaders have taken decisive and effective action to address these issues. Teachers now plan lessons for classes that contain fewer year groups. They now take into account the ages, prior attainments, aptitudes and needs of all pupils in their planning of lessons.
- Leaders have ensured that they communicate the needs of all pupils, including those with EHC plans, to staff effectively. Teachers understand the individual needs of the children in their class. Leaders are aware of the need to sharpen the targets for pupils who have individual education plans.
- Pupils are acquiring new knowledge and making good progress, according to their ability. Teachers check more regularly what pupils know and help them to build on prior learning.

*Paragraphs 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(i), 5, 5(b), 5(b)(vi)*

- At the previous inspection, leaders had not ensured that the programme to support pupils' personal development was well planned. Leaders did not provide pupils with sufficient opportunities to learn about British values. Pupils' learning about different faiths and cultures was limited. Leaders did not make sure that all pupils knew the law in relation to same-sex relationships and the protected characteristics, in particular sexual orientation and gender reassignment. Leaders were not providing opportunities for pupils to learn respect for other people, including those who come under the protected characteristics set out in the Equality Act 2010.
- Leaders have introduced a new personal, social, health and economic (PSHE) education curriculum. This curriculum covers all aspects related to protected characteristics set out in the Equality Act 2010. Pupils effectively communicate their understanding of the law related to same-sex relationships and how they learn respect for other people. Work in

pupils' books shows clearly where teachers have taught them about people who are different to them and what constitutes discrimination. While, at present, there is limited evidence that pupils have learned much about different faiths, planned units of work for future terms will cover respect for different cultures and faiths. There are now sufficient opportunities for pupils to learn about British values.

*Paragraph 2A(1), 2(A)(1)(g)*

- At the previous inspection, leaders had not ensured that a copy of the school's relationships and health education statement was available free of charge for anyone who asked for it.
- Leaders have ensured that the relationships and health education policy is available on the school's website.

*Paragraph 2(2), 2(2)(f), Early Years Foundation Stage 1.6, 1.9*

- At the previous inspection, leaders had ensured the early years curriculum covered all of the required areas. However, it was poorly organised. Children learned about unrelated topics at the same time. They did not learn new knowledge in a logical order. Some children could not remember what they had studied before. Staff did not help children to use their knowledge to help them learn new things.
- Leaders have reorganised the early years provision. The class is no longer a mixed group. It is now just a reception-age group.
- Leaders have eliminated the previous issue of children's learning being unrelated and poorly sequenced. The curriculum has been restructured and is more clearly organised around the seven areas of learning. From the planning available, and the work produced by children for the first term, it is clear that they are starting to learn new knowledge in a logical order.
- The school now meets all the previously unmet standards in these parts and the associated statutory requirements of the early years foundation stage.

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

*Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c), Early Years Foundation Stage 3.4, 3.7, 3.9*

- At the previous inspection, inspectors found that leaders had not ensured that the school's safeguarding arrangements were effective, including in the early years setting. Leaders had not received the training they needed to undertake their duties effectively. Safeguarding records were poorly organised and incomplete. Actions were not recorded and safeguarding weaknesses had not been rectified after a recent audit. Leaders did not recognise or respond to the signs that a pupil might need additional support. The safeguarding policy did not contain the latest statutory information. Furthermore, staff were not aware of the latest national guidance in relation to harmful sexual behaviours or the 'Prevent' duty. There was not a secure culture of safeguarding that was supported by robust practices and procedures.
- There is now a more robust culture of safeguarding in the school.
- Leaders responsible for safeguarding have undertaken significant amounts of training with the local authority. They have updated the safeguarding policy to ensure that it is in line with the latest statutory guidance. This policy is available on the school's website.
- Leaders have invested in safeguarding training packages for governors. All staff have

had updated safeguarding training. Staff are aware of their safeguarding responsibilities and the latest national guidance.

- Leaders have invested in a new system to record and monitor safeguarding concerns. Safeguarding records are accurate and clearly show the actions leaders are taking to keep pupils safe. The system allows leaders to monitor concerns to look for any patterns. Weekly safeguarding meetings allow senior leaders to carry out this analysis and respond accordingly.
- Leaders work effectively with outside agencies, such as children’s social care, to ensure that pupils receive the right support at the right time.
- A new attendance system, and protocols that staff follow, ensure that leaders are fully aware of pupils who are absent and who may need additional support.

*Paragraphs 11, 12*

- At the previous inspection, leaders had not ensured that their actions consistently promoted pupils’ health and safety or their safety from the risk of fire. Leaders did not record health and safety checks or fire safety checks, for example.
- Leaders have ensured that full health and safety and fire safety checks regularly take place. They record these checks appropriately.

*Paragraph 16, 16(a), 16(b)*

- At the previous inspection, leaders had not ensured that they drew up risk assessments effectively. They had not ensured that risk assessments identified all possible risks that could harm pupils, including when taking part in off-site visits. They had not made sure that risk assessments specified who was responsible for mitigating any identified risks.
- Leaders have adopted new risk assessment templates. All new risk assessments are now created in line with this template. The new risk assessments cover all areas of the school and identify all possible risks that could harm pupils, including when taking part in off-site visits. The new risk assessments clearly state who is responsible for mitigating any identified risks.
- The school now meets all the previously unmet standards in this part and the associated statutory requirements of the early years foundation stage.

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

*Paragraphs 18(2), 18(2)(b), 21(3), 21(3)(a), 21(3)(a)(iii)*

- At the previous inspection, leaders did not carry out all the necessary checks on adults before they started in their role at the school. The failure of the standards related particularly to the fact that leaders had not completed and recorded the completion of section 128 checks which relate to the prohibition from taking on leadership roles.
- Leaders have ensured that the single central record now details the section 128 checks that have been conducted for all staff in management positions and members of the governing body.
- The school now meets these requirements.

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

*Paragraph 28(1), 28(1)(a), 28(1)(d)*

- At the previous inspection, inspectors found that the temperature of the water in the

medical room and the girls' toilet was too hot. Leaders had not provided suitable drinking water facilities.

- Leaders have rectified both of these issues. The temperature of the hot water in all rooms no longer poses a scalding risk to users. Leaders have clearly identified where drinking water can be accessed and all pupils have water bottles in classrooms.
- The school now meets these requirements.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- At the previous inspection, inspectors found that leaders did not have an accurate understanding of the school's strengths and weaknesses. Their plans to bring about improvements did not reflect the areas that needed development. Members of the governing body, which acts as the proprietor, did not fulfil their responsibilities well. They had not ensured that the school fulfilled all its statutory duties. Leaders had a limited understanding of the independent school standards. Governors had not ensured that the school consistently met all the independent school standards.
- Leaders, including governors, have taken decisive and effective action since the previous inspection. These actions have brought about swift changes that have improved the school. More efficient and effective systems have been introduced, including in relation to safeguarding and undertaking health and safety and fire safety checks. Leaders have made changes to the curriculum. These changes are already having an impact. This has been most evident in the improvements to the PSHE education curriculum and the early years provision.
- Governors have, in their own words, 'become much more involved in the school'. The governor sub-committees take more ownership of their areas of responsibility. They have a more accurate understanding of the school's strengths and weaknesses. They are now able to hold leaders to account more effectively. Governors and school leaders are aware that there is still much to do particularly with regard to the curriculum.
- Governors have ensured that the school fulfils all its statutory duties. They have ensured that the school now meets those independent school standards and the early years foundation stage statutory requirements that were judged to be unmet at the previous inspection.
- The school now meets the standard in this part.

## Schedule 10 of the Equality Act 2010

- At the previous inspection, leaders had not ensured compliance with schedule 10 of the Equality Act 2010. The accessibility plan did not consider how to improve participation in the curriculum and access to information for pupils with disabilities.
- Leaders have updated the accessibility plan to show how they will improve participation in the curriculum and access to information for pupils with disabilities.
- The school now meets the regulation in this part.

## 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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school now meets the following independent school standards

#### Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan.
  
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(d) personal, social, health and economic education which-
    - 2(2)(d)(i) reflects the school's aim and ethos; and
    - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
  - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
  
- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
  
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;

- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-
  - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 16 The standard in this paragraph is met if the proprietor ensures that-
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
  - 18(2)(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction.
- 21(3) The information referred to in this sub-paragraph is-
  - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
  - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction.

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

- 28(1) The standard in this paragraph is met if the proprietor ensures that–
  - 28(1)(a) suitable drinking water facilities are provided;
  - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

## **Early years foundation stage**

- 1.6 Educational programmes must involve activities and experiences for children that develop a life-long love of reading.
- 1.7 The level of development in reading that children should be expected to have attained by the end of EYFS, as defined by the early learning goals, is that children will read words consistent with their phonic knowledge by sound-blending. They will be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- 3.4 Providers must have and implement a policy, and procedures, to safeguard children.
- 3.7 Providers must have regard for the government's statutory 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's 'Keeping Children Safe in Education' statutory guidance.
- 3.9 Providers must have effective systems in place to ensure that practitioners, and other persons who may have regular contact with children, are suitable.

## **Schedule 10 of the Equality Act 2010**

- The proprietor must prepare an accessibility plan that, over a prescribed period–
  - increases the extent to which disabled pupils can participate in the school's curriculum;
  - improves the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and

- improves the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.



## School details

Unique reference number	134595
DfE registration number	856/6018
Inspection number	10248817

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	Other independent school
School status	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	50
Number of part-time pupils	0
Proprietor	The governing body
Chair	Julian Mercik
Headteacher	Andrew Harris
Annual fees (day pupils)	10% of family income to a maximum of £5,000
Telephone number	0116 2220792
Website	<a href="http://www.leicesterchristianschool.org">www.leicesterchristianschool.org</a>
Email address	<a href="mailto:office@leicesterchristianschool.org">office@leicesterchristianschool.org</a>
Date of previous standard inspection	8 to 10 December 2021

## Information about this school

- Emmanuel Christian School makes use of premises owned by the Braunstone Evangelical Free Church, located on Didsbury Street, Braunstone, LE3 1QP.
- The Department for Education (DfE) approved the school as one of special religious Christian character in 2004.
- The headteacher took up their post in September 2022, having previously been the acting headteacher from February 2022.
- The chair of the governing body took up their role in January 2022.
- The school does not use any alternative provision.

- The school's last standard inspection took place on 8 to 10 December 2021.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's last standard inspection took place on 8 to 10 December 2021. At this inspection, the school was judged to not comply with multiple independent school standards and other requirements, including the statutory requirements of the early years foundation stage.
- As a result of the failed standards at the previous inspection the DfE required the school to prepare a statutory action plan.
- Ofsted evaluated the action plan on 10 June 2022. The DfE rejected the school's action plan.
- The inspection took place with no notice. This was in line with the commission from the registration authority. The inspection was the school's first monitoring inspection.
- The inspector met with the headteacher and senior staff. The inspector spoke to some members of the governing body, including the chair. The inspector spoke with a number of other staff, including the special educational needs coordinator.
- The inspector discussed the curriculum with the headteacher.
- The inspector spoke to some pupils.
- The inspector visited some lessons and looked at samples of pupils' work.
- The inspector listened to pupils read and spent time in the early years provision.
- The inspector checked the premises in relation to the previously unmet independent school standards in part 5.
- The inspector scrutinised a range of documents relating to the school's provision, including the revised action plan; safeguarding records; health and safety records and fire safety records; and risk assessments.
- The inspector checked a sample of pupils' individual education plans.
- The inspector checked the school's single central record and recruitment procedures.

## Inspection team

Dave Gilkerson, lead inspector

His Majesty's Inspector

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