

# Progress monitoring and material change inspection report

7 November 2025

## **Emmanuel Christian School**

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

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Inspection outcome

The school meets all the relevant Standards that were considered during this inspection.

The school has requested a material change to increase its capacity from 60 to 75 pupils. The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR Paragraphs 2(1)(a), 2(1)(b)(ii), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(i), 2A(1)(b), 2A(1)(d) and 3(g)

1. Since the previous inspection, leaders have successfully embedded curriculums for personal, social, health and economic education (PSHE) and relationships and sex education (RSE). These programmes are consistent with the school's Christian ethos and successfully promote pupils' respect and tolerance for other people. Pupils experience careers education, work experiences and volunteering in the local community. These prepare pupils for life in British society.
2. RSE is provided to all pupils. Parents have been consulted on the school's curriculum. As a result, pupils have an understanding of puberty and sexual health. Pupils also learn about the potential dangers of online content.
3. Leaders have established a clear and well-structured framework of assessment which allows teachers to regularly review the progress of every pupil. The structure is successful in supporting staff to give targeted feedback to pupils based on their knowledge and skills and their attitudes to learning. The assessment data is used to identify and address any underperformance and to inform teaching to ensure that pupils' prior knowledge and attainment are considered effectively. Leaders use the information to inform curricular decision-making.
4. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

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

ISSR Paragraphs 7(a) and 7(b), 11, 12, 14 and 16(a) and 16(b)

5. Leaders with designated safeguarding responsibilities are well trained and knowledgeable, including in their understanding of contextual risks and the challenges facing pupils beyond the school, such as risks relating to radicalisation and extremism. Leaders ensure that safeguarding policies and procedures are effective and reflect the requirements of statutory guidance.
6. Leaders respond promptly and appropriately to any safeguarding concerns that arise. They consult with external safeguarding partners and refer safeguarding concerns to them when appropriate. Suitable arrangements for the handling of allegations against adults are in place. Leaders keep suitable records of safeguarding concerns and the decisions and actions taken in response to these.
7. Governors maintain effective oversight of the safeguarding policy and procedures. Governors are well trained. The governor with responsibility for safeguarding visits the school regularly, talks to pupils and staff and reviews relevant information to ensure that measures in place are secure and carried out effectively.
8. Safeguarding training for staff is thorough, regular and in line with the most up-to-date guidance. Leaders provide safeguarding updates and scenario-based training for all staff and review their

understanding. Staff understand their safeguarding responsibilities, are vigilant to the wellbeing and safety of pupils and know how to escalate concerns appropriately, when required.

9. Leaders ensure pupils know how to raise any concerns that they might have. Pupils are confident that there are many staff they can go to should they have any concerns.
10. Pupils are taught how to keep themselves safe, including when using the internet. Suitable internet filtering and monitoring procedures are in place. These systems are tested regularly by the school, and any alerts are immediately reviewed by members of the safeguarding team, who act as required.
11. Leaders ensure that the school's health and safety policy is effectively implemented. The site is secure and free from any significant hazards. Visitor and entry procedures are robust and well managed. Risks relating to any hazardous materials which are necessary for the pupils' education or for site maintenance are minimised by ensuring that these are stored securely.
12. The school's approach to fire safety is robust. A recent fire risk assessment has been reviewed, and all necessary actions have been completed. Fire safety equipment such as alarms, call points, extinguishers and emergency lighting are systematically tested and serviced. Electrical safety testing takes place regularly.
13. Pupils are closely supervised at all times. There is a single play space and all areas can be observed clearly by an appropriate number of trained staff on duty. Pupils understand their boundaries and adhere to them.
14. Leaders are systematic in their approach to risk assessment. Risks are comprehensively identified, and effective steps are taken to remove, reduce and manage risks effectively.
15. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR Paragraphs 17 to 21

16. Leaders ensure that all appropriate safer recruitment checks on adults are made in a timely manner and are accurately recorded in a suitable single central record of appointments (SCR). Staff files are well organised and accurate.
17. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraphs 22 to 29

18. Adequate toilet and washing facilities are in place for the proposed increase in numbers. Older and younger pupils have separate facilities which are also separated by gender. Changing facilities are private and have adequate space to accommodate the proposed increase in the number of pupils.
19. The medical room is suitably located and equipped with a bed and sink and a nearby toilet. Medication is stored securely and appropriately, and first aid kits are readily available across the school.
20. The school buildings and outdoor areas are effectively maintained.
21. Lighting and acoustics are adequate. Hot and cold water are safely and widely available. Drinking water is available and is clearly signposted.

22. There is sufficient outdoor space for both physical education and recreation. Children in the early years have their own outdoor area which is suitably equipped.
23. The school is likely to continue to meet the Standards if the material change is implemented.

#### **Part 6. Provision of information**

ISSR paragraph 32(1)(c)

24. Leaders publish the safeguarding policy on the school's website. This policy has due regard for the local context and reflects statutory guidance.
25. The school is likely to continue to meet the Standards if the material change is implemented.

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

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2)

26. Since the previous inspection, leaders have implemented a more detailed and systematic approach to the assessment of pupils' performance. Pupils' attainment and progress are tracked rigorously, so that any underperformance is readily identified and quickly addressed. PSHE and RSE are more consistently implemented throughout the school. As a result, pupils have a greater understanding of healthy relationships, respect and tolerance for different people, and are well prepared for life in British society.
27. There is a systematic approach to the management of risk. Leaders have identified a number of unintended consequences associated with the planned material change and have put in place a wide range of measures to mitigate them. Additional classrooms have been provided, and outdoor space has been refurbished to provide more space which is suitable for play. School routines have been adjusted in order to provide for more effective supervision at breaktimes and snack times.
28. Governors provide leaders with appropriate oversight and challenge and ensure that leaders have appropriate skills and knowledge to fulfil their responsibilities. They ensure that leaders actively promote the wellbeing of pupils and that the Standards are consistently met.
29. The school meets the Standards and is likely to continue to meet the Standards if the material change is implemented.

## School details

<b>School</b>	Emmanuel Christian School
<b>Department for Education number</b>	856/6018
<b>Address</b>	Emmanuel Christian School The Grounds of Braunstone Evangelical Free Church Didsbury Street Braunstone Leicestershire LE3 1QP
<b>Phone number</b>	0116 222 0792
<b>Email address</b>	office@ecsleicester.org.uk
<b>Website</b>	www.ecsleicester.org.uk
<b>Proprietor</b>	Leicestershire Christian Education Trust
<b>Chair</b>	Mr Julian Mercik
<b>Headteacher</b>	Mr Andy Harris
<b>Age range</b>	4 to 16
<b>Number of pupils</b>	60
<b>Date of previous inspection</b>	10 to 11 March 2025

## Information about the school

- 30. Emmanuel Christian School is a co-educational day school located on the south-western edge of Leicester. The school is housed in premises owned by the Braunstone Evangelical Free Church and is overseen by a board of governors.
- 31. The early years provision consists of a single Reception class.
- 32. The school has identified nine pupils as having special educational needs and/or disabilities. Four pupils in the school have an education, health and care plan.
- 33. The school has identified 32 pupils for whom English is an additional language.
- 34. The school states that its aims are to provide a Christian, balanced education, aiding the development of each child's potential to the full, academically, physically, socially and spiritually. It seeks to promote good relationships with the local community and welcomes children from families of any or no religious affiliation.

## Purpose of the material change and progress monitoring inspection

This was a progress monitoring inspection carried out section 109(1) and (2) of the Education and Skills Act 2008, combined with a material change inspection. Inspectors carried out this inspection following an application made by the school to the DfE to make a material change to the school's provision. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards and any other Standards that were unmet at the school's previous inspection, and to advise the Secretary of State for Education about whether the school is likely to meet the independent school Standards if the material change the school has requested is implemented.

## Inspection details

**Inspection date**

7 November 2025

35. Two reporting inspectors visited the school for one day.

36. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- a tour of the school site
- discussions with the chair of governors and another governor
- discussions with the headteacher, school leaders and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work.

### **How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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