

Progress monitoring and material change inspection report

10 to 11 March 2025

Emmanuel Christian School

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

Inspection outcome

The school does not meet all the relevant Standards that were considered during this inspection. A schedule of unmet Standards is included at the end of the report.

The school has requested a material change to the details of its registration. The school has requested an increase its capacity from 60 to 75 pupils.

The school is not likely to meet the relevant independent school Standards if the material change is implemented. It is not recommended that the material change should be approved.

Inspection findings

Part 1. Quality of education provided

ISSR Paragraphs 2(1)(a); 2(1)(b)(i); 2(2)(a); 2(2)(d)(i); 2(2)(d)(ii); 2(2)(h); 2(2)(i); 2A(1)(b); 2A(1)(d); 3(a); 3(c); 3(d) and 3(g)

1. Leaders have implemented their action plan effectively with regard to long-term curriculum planning. They have worked closely with teachers to devise revised schemes of work in all subjects. These provide all pupils with the opportunity to learn and make progress. Teachers' medium-term planning is less consistent in quality and does not make use of assessment data. For example, at times, it is not clear if lessons include activities which are tailored to pupils' prior attainment as well as to their different ages.
2. Leaders monitor teaching through regular learning walks, lesson observations and feedback to staff. This has resulted in improvements in teaching so that pupils make good progress and acquire new knowledge across the curriculum. Teachers make good use of time in their lessons, use effective teaching methods and plan activities which engage pupils' interest and promote their learning.
3. However, some aspects of leaders' monitoring are not fully effective. For example, expectations, such as how to use assessment data to inform medium-term planning, are not communicated to teachers. This means that there are inconsistencies in practice.
4. Teachers adapt their teaching within lessons to meeting the needs and ages of pupils so that pupils can make progress. Teachers have a good understanding of pupils' special educational needs and/or disabilities. Teachers provide learning support assistants with the information they need to enable them to support pupils effectively in lessons.
5. Leaders have reviewed and improved the school's framework for the assessment of pupils' progress and attainment so that it includes all subjects. Teachers adapt their lessons in response to their ongoing assessment of pupils' attainment and progress in lessons. However, they do not use assessment data to inform the starting points for their medium-term planning. This is because the assessment framework has not been fully implemented.
6. Pupils in Year 7 to Year 11 currently engage with an online course for science. They gain appropriate knowledge for their ages, but leaders do not use assessments from the online science course to monitor pupil progress and address academic concerns relating to this.
7. Leaders have devised a suitable curriculum for personal, social, health and economic education (PSHE), which includes relevant content on relationships and sex education (RSE). Plans include

strategies to meet the needs of pupils in different age groups within the same class. However, the programme has not been implemented in all year groups.

8. The RSE policy has not been updated to reflect statutory guidance or arrangements made for assessment and the monitoring of teaching in this subject. Governors have not recognised their responsibilities as set out in current statutory guidance.
9. The school does not meet the Standards.

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and 7(b), 11, 12, 14 and 16(a) and 16(b); EYFS Safeguarding and welfare requirements 3.4-3.7; 3.64; 3.65 and 3.76

10. Leaders implement suitable procedures to promote the safeguarding of the pupils. Staff understand their responsibilities and pupils know that there are trusted adults in school with whom they can share any concerns. Pupils' concerns are reported, recorded and managed in line with current statutory guidance. Leaders liaise effectively with external agencies when required, including when pupils miss education. Staff understand leaders' expectations of their professional conduct and how to report concerns about the behaviour of adults in the school. Leaders understand and respond appropriately to concerns about pupils' individual needs and mental health. They identify safeguarding risks specific to pupils' needs and the means by which these may be mitigated. Governors maintain suitable oversight of safeguarding, including through an annual review of policy and procedures.
11. Leaders have improved procedures relating to health and safety so that these are managed systematically and in line with legal requirements. They have taken appropriate action to rectify the deficiencies identified during the previous inspection. Staff have received suitable training so that they have an improved understanding of their responsibilities and fulfil these effectively. Governors provide support and challenge to leaders alongside the expertise of external consultants. This has helped leaders to gain a secure understanding of their responsibilities and of how to monitor this aspect of provision.
12. Leaders have put in place improved procedures to guard against risk from fire. They take suitable precautions and carry out regular and systematic checks of equipment. Leaders have taken prompt action in response to the recommendations made in the most recent fire risk assessment.
13. Leaders have reviewed and improved systems for the identification and mitigation of risk throughout the school. Risk assessments are specific to the school and its context. Staff have a clear understanding of the importance of risk management and their role in its implementation. They draw up suitable assessments of the risks associated with educational visits and the early years environment. Leaders have a secure understanding of the potential risks to individual pupils and to the school as a whole, and the means by which these may be mitigated.
14. Pupils are supervised by a suitable number of staff during the school day. Leaders have plans in place to maintain suitable supervision levels should the material change be approved.
15. The school meets the Standards.

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

ISSR Paragraphs 18, 19 and 21

16. Leaders undertake the required checks on adults before they begin working at the school. These are recorded accurately on a single central record of appointments.
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 paragraph 25

18. Leaders have established effective systems for the reporting and management of maintenance issues so that the school premises and accommodation are suitably maintained. Staff understand their responsibilities in reporting concerns when they arise. The premises are suitable to accommodate the increased pupil numbers as proposed in the application for a material change.
19. The school meets the Standard.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

20. The safeguarding policy is available on the school website.
21. The school meets the Standard.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c); EYFS 3.27 and 3.28

22. Leaders have undertaken a review of leadership roles and responsibilities. They have communicated clearly with staff so that they understand their responsibilities in all areas of school life. These actions have contributed to the successful implementation of the action plan with regard to health and safety, fire safety, risk assessment and maintenance. Leaders have introduced improved and rigorous procedures for monitoring provision in these areas and ensuring the standards are met.
23. Leaders have implemented suitable arrangements for the supervision of staff working in the early years.
24. Leaders have overseen improvements to the long-term planning of the curriculum and to teaching. They have drawn up a suitable programme for the teaching of PSHE and RSE. However, they have not made the required changes to the RSE policy so that it reflects statutory guidance. Improvements to the RSE curriculum and to assessment have not been implemented in practice.
25. Governors have overseen the necessary improvements to provision in some aspects of the action plan. However, they have not exercised sufficient oversight to ensure that leaders have the skills and knowledge they need to fulfil the standards consistently in relation to teaching and the curriculum. Governors have not made themselves sufficiently aware of current statutory guidance or of the actions required to ensure the Standards are met.
26. Leaders have considered the adjustments required to the school premises and procedures should an increased number of pupils be admitted to the school. They have put suitable plans in place to ensure suitable accommodation and staffing are in place.
27. The school does not meet the Standard.

Schedule of unmet Standards

Paragraph number	Education (Independent School Standards) Regulations 2014 ('ISSR')
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if—
ISSR Part 1, paragraph 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 sub-paragraph (2) is drawn up and implemented effectively; and
ISSR Part 1, paragraph 2(1)(b)	the written policy, plans and schemes of work—
ISSR Part 1, paragraph 2(1)(b)(ii)	do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
ISSR Part 1, paragraph 2(2)	For the purposes of paragraph (2)(1)(a), the matters are—
ISSR Part 1, paragraph 2(2)(d)	personal, social, health and economic education which—
ISSR Part 1, paragraph 2(2)(d)(i)	reflects the school's aim and ethos; and
ISSR Part 1, paragraph 2(2)(d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)
ISSR Part 1, paragraph 2(2)(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society
ISSR Part 1, paragraph 2A(1)	The standard in this paragraph is met if the proprietor:
ISSR Part 1, paragraph 2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
ISSR Part 1, paragraph 2A(1)(d)	in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
ISSR Part 1, paragraph 3(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
ISSR Part 8, paragraph 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 wellbeing of pupils.

School details

School	Emmanuel Christian School
Department for Education number	856/6018
Address	Emmanuel Christian School The Grounds of Braunstone Evangelical Free Church Didsbury Street Braunstone Leicestershire LE3 1QP
Phone number	0116 222 0792
Email address	office@ecsleicester.org.uk
Website	www.ecsleicester.org.uk
Proprietor	Emmanuel Christian School Leicester Ltd
Chair	Mr Julian Mercik
Headteacher	Mr Andy Harris
Age range	4 – 16
Number of pupils	60
Date of previous inspection	17 to 19 September 2024

Information about the school

29. Emmanuel Christian School is a co-educational day school located in the town of Braunstone, 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.
30. The early years provision consists of a single Reception class.
31. 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.
32. The school has identified 32 pupils for whom English is an additional language.
33. 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 progress monitoring/material change 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 which inspectors carried out 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/ Early Years Foundation Stage requirements 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 dates

10 to 11 March 2025

34. Two reporting inspectors visited the school for two days.

35. Inspection activities included:

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

- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net