

Inspection of Emmanuel Christian School

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

Inspection dates: 8–10 December 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Early years provision

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils are proud of their school. They like the fact that the school is small, which they say helps everyone to get on well. Pupils value the positive relationships they have with each other and adults.

Pupils behave well. They enjoy getting rewards for their positive behaviour. Pupils say that adults help them to sort out any issues. This includes on the rare occasions that bullying happens. They feel safe and well looked after. However, leaders have not ensured that safeguarding arrangements are effective.

Not all pupils learn about different types of families or same-sex relationships. Pupils in key stage 2 do not learn enough about different cultures and faiths.

Teachers' expectations of what pupils can achieve are not sufficiently high. Pupils who need additional support with their reading do not get appropriate help. Opportunities for pupils to take part in activities that enrich the curriculum continue to be affected by COVID-19.

What does the school do well and what does it need to do better?

The curriculum is not planned carefully enough. Some subject coordinators are developing curriculum plans that identify what pupils need to learn. However, teachers do not make sure that these plans always follow a logical order. Teachers do not consider what pupils have learned in the previous key stage, or what they will learn in the future.

Pupils are not as successful as they should be. Many pupils cannot remember what they have been taught previously. They do not know how they can get better at a subject. Too many pupils do not improve their knowledge and skills over time.

Teachers do not adapt the curriculum well enough for the pupils taught in mixed-aged classes. Younger pupils in these classes do not get the support they need to help secure their knowledge. Teachers do not have high-enough expectations of what the older pupils can achieve. Teachers do not make effective use of information about the needs of pupils with special educational needs and/or disabilities when planning the curriculum, to ensure that these pupils' needs are met.

Staff have not had appropriate phonics training. They do not insist that pupils use their phonics knowledge to read unknown words. Adults who help out with reading are given poor advice to improve pupils' reading. Pupils' reading books do not closely match the sounds that they know. Some pupils are not given the support they need to improve. Other pupils are not encouraged to move on when they are ready for the next stage. There is no whole-school approach to inspire pupils to read widely and often.

Staff make sure that children in the early years are cared for and looked after well. The early years curriculum covers all of the required areas. However, it is poorly organised. Children learn about unrelated topics at the same time. They do not learn new knowledge in a logical order. Some children cannot remember what they have studied before. Staff do not help them to use their knowledge to help them learn new things.

Pupils benefit from independent advice and guidance about their next steps. They are positive about their experiences at the school. However, the curriculum for personal, social, health and economic (PSHE) education is not planned well. Pupils have some opportunities to learn about different faiths and cultural traditions, but these are limited. Not all pupils have learned, in an age-appropriate way, what the law says about same-sex relationships.

The majority of pupils attend well. A minority of pupils are often late. Leaders' actions to improve pupils' punctuality have not been effective. During the inspection leaders could not provide evidence that they had informed the appropriate authorities when removing some pupils from the school's roll.

Senior leaders do not have an accurate understanding of the school's strengths and weaknesses. Their plans to bring about improvements do not reflect the areas that currently need development. Governors do not fulfil their responsibilities well. They have not ensured that the school meets all its duties. Senior leaders have a limited understanding of the independent school standards. The governing body has not ensured that these standards are met consistently.

Senior leaders have not ensured that the school's health and safety policy is implemented effectively. Checks related to fire safety, water temperatures and site maintenance are not recorded. Senior leaders are not aware of their responsibility to report specific accidents to the Health and Safety Executive. There is no fire assembly point identified on the school's site.

Inspectors found that the temperature of the water in the medical room and in the girls' toilet was too hot. This posed a risk of harm. Leaders were not aware that this was the case.

Risk assessments do not consistently identify all the possible risks that could harm pupils, for example when they are taking part in off-site visits. Risk assessments do not specify who is responsible for ensuring that actions are taken to reduce the possibility of pupils being harmed. Leaders could not provide inspectors with risk assessments for the school's site. This includes for the play equipment used by young pupils in the playground.

The school does not comply with schedule 10 of the Equality Act 2010. The accessibility plan does not consider how to improve participation in the curriculum and access to information for pupils with disabilities.

Safeguarding

The arrangements for safeguarding are not effective.

Governors have not ensured that leaders have the time and training they need to carry out their safeguarding responsibilities effectively. Leaders are uncertain what actions to take when they have concerns.

Safeguarding records are poorly organised and incomplete. They do not record the actions that leaders take in response to concerns. Leaders have not rectified weaknesses identified by a recent audit. They do not carry out the necessary checks before adults start work at the school.

Leaders do not recognise or respond to the signs that pupils may need additional support, for example if they do not attend well or cease attending. Leaders do not routinely inform the local authority when this is the case. This leaves pupils at risk of harm.

The safeguarding policy is on the school's website. However, it does not contain the latest statutory information.

What does the school need to do to improve?

(Information for the school and proprietor)

- The governing body has not ensured that the school's safeguarding arrangements are secure. There are too many weaknesses that leave pupils potentially unsafe. Leaders and staff do not understand their duties well enough. Staff are not aware of the latest national guidance in relation to harmful sexual behaviour or the 'Prevent' duty. The governing body needs to fulfil its safeguarding responsibilities, including in relation to the 'Prevent' duty. It should establish a secure culture of safeguarding, supported by robust practices and procedures. It should ensure that all staff and leaders are well trained, understand fully their safeguarding responsibilities and have the time and capacity to carry them out effectively. The governing body must ensure that safer recruitment practices and processes are followed consistently.
- The governing body and senior leaders do not have a secure understanding of the school's weaknesses. They have not ensured that the independent school standards are consistently met. Leaders and governors should take steps to improve their knowledge and understanding of the independent school standards and ensure that the standards are met consistently.
- The governing body has not ensured that the school meets its duties under the requirements of the Equality Act 2010. Leaders do not ensure that pupils learn about different types of families and relationships, such as same-sex relationships. Pupils are not encouraged to show respect for all of the protected characteristics. The governing body should ensure that the school meets the

requirements of the Equality Act 2010 in full by ensuring that pupils learn about and respect all of the different protected characteristics.

- The governing body has not ensured that leaders' actions consistently promote pupils' health, welfare and safety. Checks related to health and safety and fire safety are not recorded. There are no risk assessments for the school site. Risk assessments for off-site trips are not fit for purpose. Consequently, pupils are potentially at risk. The governing body must make sure that it takes appropriate and swift action to rectify these weaknesses to support pupils' health, welfare and safety.
- The programme to support pupils' personal development is not well planned. Leaders do not provide pupils with sufficient opportunities to learn about British values. Pupils' learning about different faiths and cultural traditions is limited. Leaders do not make sure that all pupils know about what the law says in relation to same-sex relationships and the protected characteristics, in particular sexual orientation and gender reassignment. Pupils are therefore not as well prepared for living in modern Britain as they should be. Leaders must ensure that there is a comprehensive and well-planned PSHE curriculum that prepares pupils well for growing up in modern Britain.
- Leaders have not ensured that there is a plan in place to improve pupils' reading skills. Teachers are not confident teaching pupils how to use phonics to help them to read. The curriculum plan for reading does not match pupils' needs well. Some pupils do not get the support they need to read well. Pupils do not read books that are matched well to their phonics knowledge. Some pupils do not read as well as they should. Leaders must make sure that teachers have the resources and skills to teach phonics well, so that pupils learn to read fluently.
- Leaders have not supported teachers to develop and implement curriculum plans for mixed-age classes. The current curriculum plans do not help pupils to develop their knowledge sequentially. The expectations for older pupils in these classes are not high enough. Consequently, some pupils in these classes are not achieving as well as they should. Leaders must ensure that the curriculum is designed to meet the needs of pupils who are taught in mixed-age classes, and that all teachers have high expectations for what all pupils can achieve.
- Leaders' curriculum plans do not consistently take into account what pupils know or prepare them well for their next phase. Pupils cannot always remember what they have already learned and build on it. Leaders should ensure that curriculum plans take into account what pupils already know and prepare pupils well for the knowledge they will need moving forward.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	134595
DfE registration number	856/6018
Local authority	Leicester
Inspection number	10205731
Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	48
Number of part-time pupils	1
Proprietor	The governing body
Chair	Neil Seeds
Headteacher	Simon Terry
Annual fees (day pupils)	10% of family income to a maximum of £4,000
Telephone number	0116 2220792
Website	leicesterchristianschool.org
Email address	office@leicesterchristianschool.org
Date of previous inspection	5–7 June 2018

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 approved the school as one of special religious Christian character in 2004.
- The school does not use any alternative providers.
- The school's last standard inspection took place on 5 to 7 June 2018.
- A new headteacher was appointed in August 2020. A new chair of governors took up the position in August 2019.

Information about this inspection

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

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the special educational needs coordinator and the leader of the early years provision.
- The lead inspector met with the safeguarding leader, who is the headteacher, to examine safeguarding records, the school's system for recruiting staff and the school's single central register. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors did deep dives in four subjects: reading, mathematics, history and PSHE education. Inspectors met with subject coordinators for each subject. Inspectors looked at curriculum plans, visited lessons, looked at pupils' workbooks and spoke with pupils. Inspectors also reviewed curriculum plans for science.
- Inspectors listened to pupils read and spoke with some pupils about reading.
- Inspectors met with groups of pupils. They observed the behaviour of pupils during social times.
- Inspectors met with a group of support staff.
- The lead inspector met with the chair of governors.
- The inspection team reviewed a range of documentation, including a variety of school policies and information about pupils' attendance and behaviour.
- Inspectors took into account responses to Ofsted's online questionnaire, Ofsted Parent View, as well as responses to the surveys for staff and pupils. They considered correspondence from one parent.
- Inspectors considered relevant documentation and reviewed facilities at the school's site in order to check the school's compliance with the independent school standards.

Inspection team

Rachel Tordoff, lead inspector

Her Majesty's Inspector

Paul Lowther

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet 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 sub-paragraph (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–
 - (b) ensures that principles are actively promoted which–
 - 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 (EYFS)

- 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 school 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.

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