

# School inspection report

13 to 15 February 2024

## **Emmanuel School**

Juniper Lodge

43 Kedleston Road

Derby

DE22 1FP

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'.

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## Summary of inspection findings

1. Emmanuel School is an inclusive community based on Christian principles which impact all aspects of school life. School leaders and managers prioritise the school's mission of promoting 'compassion for the marginalised' and equipping each child 'to make a positive contribution to society both now and in their future lives'. Governors provide the school leaders with appropriate support and challenge to ensure that they meet their responsibilities.
2. Pupils consider it important to go beyond respect and tolerance and show a loving attitude towards each other. They feel safe and secure and consider that everyone is treated equally and fairly by teachers and pupils.
3. Pupils are taught an appropriate range of subjects. Effective, well-planned teaching and support enable pupils of all ages and abilities, including those who have special educational needs and/or disabilities (SEND), to make good progress. Teachers' marking and feedback help pupils to improve their work.
4. School leaders enable teachers to visit other schools to develop their expertise and plan to extend this programme of professional interchange to further evolve teaching at the school.
5. The school provides an appropriate range of activities for pupils in the extra-curricular and sports programmes. These activities enable pupils to develop a variety of individual and collective skills, including teamwork and leadership.
6. The personal, social, health and economic education (PSHE) programme ensures that fundamental British values are taught effectively. This programme contributes positively to the warm, friendly and supportive atmosphere in the school.
7. School leaders are effective in ensuring pupils are prepared for future life. Pupils of all ages learn about wider society, the economy and money. They develop an understanding of the importance of involvement in their local community.
8. Pupil supervision and risk management are highly effective. Leaders take effective action to promote the physical, mental and emotional wellbeing of the pupils.
9. Pupils behave well in all parts of the school because of an effective system of rewards and sanctions. School leaders emphasise forgiveness and reconciliation and this contributes positively to pupils' understanding of moral values.
10. Appropriate arrangements are made to safeguard and promote pupils' wellbeing. Safeguarding leaders work effectively with relevant external agencies. However, at the beginning of the inspection, the safeguarding leads were not in receipt of appropriate training for their role. This was put right during the inspection. All other staff receive the required training and know how to respond to concerns about pupils' safety and wellbeing. The safeguarding policy is available to current and prospective parents on the school's website. The suitability of all those who work with pupils at the school has been properly checked during the recruitment process.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- strengthen the monitoring of safeguarding training to ensure that safeguarding leaders are always suitably trained for their roles.

## Section 1: Leadership and management, and governance

11. The curriculum and pastoral care system advance the pupils' education and personal development. The school ethos permeates life at the school. Adults know the pupils well and encourage them to show kindness and courtesy.
12. The required policies are in place and are implemented effectively. School leaders provide suitable support for staff and pupils. They take appropriate and prompt action when staff raise concerns, make arrangements for the careful supervision of pupils and ensure the curriculum meets pupils' needs and aligns with the school's aims.
13. School leaders prioritise staff training to promote pupil wellbeing. Peer observation is part of the school's appraisal process and teaching staff are encouraged to visit other schools. This ensures the sharing of good practice and contributes to the effective teaching. Teachers welcome opportunities to work with others to improve the quality of teaching and learning in school.
14. The school premises are well maintained and secure. Leaders' effective management of risk is supported by staff training to ensure that risk management is both comprehensive and secure. Risk assessments, both on site and for educational visits, are suitable and there is a daily check of the premises. School leaders act appropriately to ensure the wellbeing of the pupils.
15. The school has well-established links with external agencies. The designated safeguarding lead and deputy designated safeguarding lead complete training provided by the local safeguarding children's partnership. When necessary, those pupils who have SEND receive support from external professionals such as educational psychologists, occupational therapists and speech and language therapists.
16. Leaders make themselves available to parents at the beginning and end of the school day and are receptive to parental concerns. This makes it possible to resolve issues quickly and informally. Parental access to leaders and staff ensures that any issues are likely to be resolved informally. There are suitable procedures in place should a formal complaint be made.
17. Relationships between staff and pupils, and among the pupils, are warm and positive and this leads to a culture of mutual trust and security. Pupils are treated fairly and discrimination is not tolerated. Provision at the school meets the requirements of equality legislation. The use of corporal punishment is explicitly rejected.
18. Pupils feel safe and happy in the school and are confident in approaching adults in the school if they have concerns. They are proud that the school council comprises all the pupils from reception to Year 6, and regard it as an effective forum for discussion of school matters. Leaders respond positively to pupils' ideas raised in this forum.

### The extent to which the school meets Standards relating to leadership and management, and governance

**All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

19. Leaders ensure that the curriculum requirements at each age and stage are met. The variety of subjects taught enables pupils to gain knowledge and develop skills in numeracy, literacy, speaking and listening and science. In English, for example, pupils learn how to write accurate, appropriately sequenced instructions and their scientific knowledge enables them to categorise mammals correctly. Nursery children sort and partition numbers accurately. Pupils also acquire skills in the creative and performing arts and in information technology. In drama, for example, pupils comment critically on their performances and suggest improvements.
20. Effective teaching enables pupils to make progress. Different teaching approaches are used appropriately when they have most effect. Pupils' needs are met by using a wide range of differentiated resources and worksheets, giving pupils scaffolding where needed, or providing extension activities for those ready to move onto the next stage of their learning.
21. Effective classroom management by teachers enables pupils to learn successfully. Teachers adapt lessons and resources to suit the needs of individual pupils. Pupils are taught in well-organised classes with appropriate provision in place for pupils requiring additional support. Effective teaching enables pupils to learn successfully by developing their understanding of different ideas about the subjects studied.
22. Through careful deployment of staff, working with individual pupils or with smaller groups, pupils who have SEND benefit consistently from focused support which enables them to improve the quality of their work. Strategies for identifying, supporting and monitoring pupils who have SEND are effective across the school. Involvement of an occupational therapist and community paediatrician resulted in a pupil receiving a diagnosis of dyspraxia. Support from the school and external professionals resulted in her being able to make progress across the curriculum, including in dance and physical education lessons.
23. Leaders ensure targeted, individual support for pupils who have English as an additional language (EAL). For example, individual support in the use of counters and number lines enabled a nursery pupil to make progress in using English to count to nine and consolidate number bonds to ten.
24. In the early years, children make good progress from their starting points. They are stimulated by well-planned activities that staff relate to their needs and interests when practising letter formation, pencil control and cutting skills. In phonics, pupils record letter formation using whiteboards and practise the 'l' sound with partners. Teaching assistant support for pupils who have SEND enables them to access the learning together with the other children. As a result, children are keen to share their learning with the adults who work with them and accept staff feedback happily.
25. The school's assessment framework ensures that pupil progress is carefully monitored at each stage of learning. Formative and summative assessment strategies are used to track progress and record attainment. The data gathered is used effectively to plan the next steps in the pupils' learning.
26. The extra-curricular programme offers a range of recreational activities and promotes pupil wellbeing. Trips and outings extend pupils' knowledge and experience. Access to external facilities for sports and swimming, school-based clubs such as computing, individual music lessons, regular school plays and talent shows all develop individual pupils' skills, enhance teamwork and build self-confidence.

**The extent to which the school meets Standards relating to the quality of education, training and recreation**

**All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

27. Assemblies, discussion during form periods, circle time and displays around the school are used effectively to teach pupils the value of mutual respect, care, tolerance and kindness. In these ways the school promotes in pupils an understanding of right and wrong. Teachers' patience and understanding nurture the pupils' self-confidence and self-esteem. Pupils who have SEND are fully integrated into school life.
28. Pupils are taught how to help each other with their learning. Peer support and teacher interventions contribute positively to pupil progress and ensure they make progress. As a result, pupils are confident and excited about their learning and what the school does to help them.
29. Leaders plan the physical education curriculum carefully. The use of off-site facilities for swimming, trampolining, gymnastics and tennis enables pupils to acquire and develop a range of physical skills.
30. Children in the early years work well together and take turns with the equipment provided. They know how to share and how to ask for help and support when needed. When working in pairs, pupils can coach each other with helpful suggestions. Children are confident, enthusiastic learners.
31. The physical development of children in the early years is nurtured by exploration and play, both indoors and outdoors. Children use the outdoor play area and garden regularly to support and extend their learning. Building activities and gardening, for example, enable pupils to develop their fine and gross motor skills and engage in collaborative play.
32. Instances of poor behaviour are rare and the school deals sensitively and effectively with these when they arise. The school develops pupils' understanding of the importance of reconciliation. Pupils display this understanding through their interactions with each other. Pupils are encouraged to admit mistakes, say sorry and move on positively. As a result, consistently positive behaviour is evident throughout the school. Behaviour management strategies take effective account of the needs of pupils who have SEND. Pupils feel that they are safe and well looked after. If racist, sexist or discriminatory behaviour were to occur, the school has appropriate procedures to deal with it.
33. The school provides a comprehensive PSHE programme, including relationships education. The curriculum is designed so that pupils acquire relevant knowledge and understanding. Pupils are taught about appropriate touch, consent, same-sex relationships and different family structures. The school's ethos of mutual respect is reinforced through class discussions and assemblies.
34. Staff in the early years know the children well and understand each child's strengths and weaknesses. They use this knowledge to develop nurturing relationships with the children, who are well-supported to manage their emotions and to regulate their own behaviour.
35. The school's approach to health and safety ensures that the premises and accommodation are suitably maintained. The school takes appropriate precautions to reduce the risk from fire, including fire evacuation drills that take place termly. Admissions and attendance registers are suitably maintained. Medical provision and supervision arrangements meet the needs of the pupils. There is always a member of staff in the early years and on any educational visits who is paediatric first aid trained.



## The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

**All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

36. The school prepares pupils effectively for life in British society and actively promotes both fundamental British values and principles of right and wrong. School leaders have successfully created a culture which encourages pupils to care for each other, their school and the community. This results in pupils who see the school as an extension of their family and welcome new members, including those who have SEND, warmly and confidently.
37. The curriculum and extra-curricular activities ensure pupils understand that compassion is an important quality that aids living successfully in the world. Teaching instils in pupils a conviction that they can be a positive influence on the world and that hard work and relating to other people effectively are vital elements of their preparation to live in British society.
38. Through assemblies and PSHE lessons, in particular, the school teaches pupils about current affairs. This develops in pupils respect for the law and public institutions. Older pupils discuss aspects of crime and punishment in contemporary Britain and relate this discussion to their study of these topics in history.
39. The school council, which comprises all pupils in the school, ensures that pupil voice is heard, and pupils learn about the importance of open debate. Involvement in discussions about charity fund-raising advances pupils' understanding of finance and provides opportunities for decision-making. Year 6 pupils are elected to the board of the school council and have responsibilities which enable them to further develop their budgeting and leadership skills.
40. A focus within the PSHE programme on developing pupils' understanding of citizenship generates pupils' enthusiasm for and pride in caring for the environment in school and beyond. Older pupils willingly spend lunchtimes collecting wastepaper which they then recycle. Younger pupils have planted an area of the playground with colourful summer flowers to enhance this shared area.
41. The school culture emphasises the importance of participation in the local community. This is evident in the pupils' charitable activities. The choir sings for elderly people at a local residents' home and, in team assemblies, pupils make Christmas decorations for these senior citizens. The school's musicians raise money for local charities and international charities by playing and singing outside nearby shops.
42. Pupils throughout the school learn about the economy and money through age-appropriate lessons, discussions and assemblies. The PSHE curriculum includes a yearly focus unit for each year group on economic awareness, whilst school fundraising activities develop pupils' understanding of how to raise and use money wisely. The school raises money through its council to support children's ongoing education in Bangladesh. Pupils learn about the financial implications of this in assemblies and discuss in team meetings the need for careful financial planning to raise the targeted sum.
43. PSHE and geography lessons enable pupils to acquire knowledge of aspects of finance, including earned income, loans and how money is spent. Pupils' understanding of adult careers is developed through presentations by visiting speakers from a range of different occupations.

44. Teachers adapt planning and schemes of work to reflect the diverse backgrounds of the pupils and ensure pupils learn about different cultures. Presentations by visiting speakers on the experiences of asylum seekers and life in a variety of African countries develop pupils' knowledge and understanding. Parents from faiths other than Christianity volunteer to talk to pupils about their beliefs.

**The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

**All the relevant Standards are met.**

## Safeguarding

45. A suitable safeguarding policy, which is available on the school's website, is implemented effectively. All staff are familiar with the policy and are trained in safeguarding procedures. Staff understand that safeguarding is everyone's responsibility. New staff have appropriate induction training which covers all required information.
46. Governors' oversight of safeguarding is typically appropriate and effective. Safeguarding is an agenda item for all governors' meetings. The safeguarding policy is approved by governors each year and there is an annual review of its effectiveness. However, leaders' and governors' monitoring of safeguarding did not identify that safeguarding leaders' training was not fully up to date. This was rectified successfully during the inspection.
47. Other staff receive appropriate safeguarding training and are regularly updated on changes to current statutory guidance. They understand how to recognise and report a safeguarding concern and are alert to the need to monitor pupil attendance. There is an appropriate filtering and monitoring system on the school network to prevent and respond to any inappropriate use.
48. The school acts promptly in response to any reported safeguarding concerns. Leaders work effectively with external agencies when concerns arise. Any referrals to children's services and the police, are made in a timely manner. The school has appropriate procedures to respond to any concerns about child-on-child abuse and any allegations against adults working in the school.
49. All required safer recruitment checks are completed for staff, volunteers and governors and a suitable central record of appointments is maintained.
50. The school teaches pupils how to keep themselves safe, including when online. Pupils feel safe in school.

### The extent to which the school meets Standards relating to safeguarding

**All the relevant Standards are met.**

## School details

<b>School</b>	Emmanuel School
<b>Department for Education number</b>	831/6000
<b>Registered charity number</b>	1184684
<b>Address</b>	Emmanuel School Juniper Lodge 43 Kedleston Road Derby Derbyshire DE22 1FP
<b>Phone number</b>	01332 340505
<b>Email address</b>	office@emmanuel.derby.sch.uk
<b>Website</b>	emmanuelschoolderby.org.uk
<b>Proprietor</b>	Emmanuel School (Derby) Limited
<b>Chair</b>	Mr Martin Frost
<b>Headteacher</b>	Mr Ben Snowdon
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	66
<b>Date of previous inspection</b>	24 to 26 September 2019

## Information about the school

51. Emmanuel School is a co-educational day school located in the city of Derby. The school is a charitable trust overseen by a board of governors.
52. There are 24 pupils in the early years comprising a mixed-age Nursery and Reception class.
53. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
54. English is an additional language for eight pupils.
55. The school states its aims are to equip each pupil to stand up for what is right; to show compassion for those who are marginalised; to make a positive contribution to society; and to understand that all wisdom comes from God.

## Inspection details

### Inspection dates

13 to 15 February 2024

56. A team of three inspectors visited the school for two and a half days.

57. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

58. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**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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