

# School inspection report

5 to 7 March 2024

## **Emmanuel School**

36 Wolverhampton Road

Walsall

WS2 8PR

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. Leaders ensure that the school maintains a Christian ethos, in which pupils of all faiths and none are welcomed and valued. Leaders promote an open culture where pupils are encouraged to think for themselves and respect the beliefs of others.
2. Governors typically exercise oversight of the school's policies, procedures and provision. However, governors' oversight did not identify that leaders have not implemented the health and safety policy effectively, in particular, by not carrying out recommended work following a legionella risk survey.
3. The school has a curriculum which is broad and balanced and meets the needs of pupils. However, the extra-curricular programme is narrow. Pupils, particularly in the junior school, have limited opportunities to explore their interests and develop their talents outside the classroom.
4. Early years leaders provide a range of creative and fun learning activities that enable children to develop their skills across the curriculum. Leaders prioritise the teaching of effective communication skills and encourage children to talk about their activities as they learn. In this way, children develop their vocabulary and grow in confidence. All children achieve the expected levels of development for their age.
5. In the junior and senior schools, pupils enjoy learning, work hard and make typically good progress. In the combined classes, pupils collaborate well and support one another in their learning. Teachers know their pupils well and typically plan effective lessons to suit the needs of pupils. However, in the combined classes in the senior school, the teaching of mathematics is not matched effectively to the needs of individual pupils. As a result, pupils feel less confident about their learning in mathematics and make slower progress in this subject.
6. Pupils who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) also make good progress as a result of supportive teaching and effective adjustments to teaching strategies to meet their needs.
7. Leaders encourage an open culture in school so that pupils discuss ideas and beliefs confidently, and seek to develop their own viewpoint. A regular programme of visiting speakers offers pupils a wide and balanced perspective on a range of social and ethical issues. Pupils understand and support the school's ethos and values, and they enjoy thinking for themselves. They know that leaders and staff encourage them to explore issues of faith and also respect their personal views.
8. Pupils behave well in and out of lessons. They mix easily with one another across the age groups. Relationships between pupils and between pupils and staff are open and friendly. Pupils respect each other and understand the importance of not judging people who are different from themselves.
9. The school's provision of personal, social, health and economic (PHSE) education enables pupils to become more self-aware and to understand the needs of others. Pupils feel well prepared for the next step as they move up the school. The school provides helpful careers education to enable older pupils to feel confident as they plan towards their futures.
10. The school's safeguarding arrangements are effective. Leaders and staff know the pupils well and are alert to identify and report any safeguarding concerns. The safeguarding policy and procedures

are in line with current statutory guidance. Leaders keep appropriate records of any safeguarding concerns that arise.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Areas for action

The proprietor must ensure that those with leadership and management responsibilities:

- demonstrate good skills and knowledge appropriate to their role, and
- fulfil their responsibilities effectively so that the independent school standards are met consistently, and
- actively promote the wellbeing of pupils.

Leaders must:

- take appropriate action to reduce the risks identified by the legionella safety report.
- ensure that health and safety policy is implemented effectively.

### Recommended next steps

Leaders should:

- ensure that the teaching of mathematics in combined classes in the senior school more closely matches the needs of individual pupils, so that pupils make consistently good progress
- ensure that pupils have more opportunities to develop their talents and explore their interests in extra-curricular provision.

## Section 1: Leadership and management, and governance

11. Governors review policies and procedures regularly to check that they follow the latest statutory guidance and are appropriate to the context of the school. However, governors did not identify leaders' failure to implement the recommendations of the previous legionella risk assessment carried out by an external company. In other areas, leaders ensure that potential risks to the wellbeing of pupils are identified and appropriate and that prompt action is taken to mitigate any risks, such as those related to fire safety.
12. Governors work closely with leaders to develop a vision for the school's future based on a realistic understanding of the school's strengths and areas for development. Through their termly meetings, governors and leaders aim to ensure that the school continues to maintain its Christian ethos. They discuss where improvements can be made to facilities and provision.
13. Governors offer appropriate support and focused challenge to leaders to ensure that the school's safeguarding arrangements are effective. The governor with particular responsibility for safeguarding visits the school regularly to check the implementation of procedures and to ensure that leaders, staff and pupils know how to report concerns.
14. In the early years, leaders ensure that the children's wellbeing is actively promoted by staff who are appropriately trained and deployed. Children make good progress as a result of well-directed activities that meet their needs and suit their interests.
15. Leaders work closely with parents and are readily accessible to deal with any concerns that may arise. A suitable complaints policy is in place and any complaints made are recorded carefully. All the required information for parents is available on the school's website or from the school's office.
16. Leaders fulfil the requirements of the Equality Act 2010 so that pupils are not discriminated against. They identify and provide the necessary support for pupils who have specific learning or behavioural needs, so they feel confident to attend school and make good progress. An annual report is sent to the local authority about the progress of pupils who have an educational, health and care (EHC) plan. An appropriate plan is in place to ensure that any pupils who have disabilities can access the curriculum and the school premises.

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

17. Standards are not met with respect to the identification and management of risk of harm.
18. As a result, Standards relating to leadership, management and governance are not met consistently.
- 19. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

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

20. Leaders plan a broad and balanced curriculum throughout the school to ensure it meets the needs of pupils. Governors provide effective oversight of the curriculum provision including through receiving termly reports from the headteacher about pupils' progress.
21. The broad curriculum ensures that pupils develop their knowledge and skills across subjects. Pupils settle quickly in lessons, listen carefully to instructions, and engage purposefully with their work. Pupils of all ages are keen to improve and often work independently outside lessons to consolidate their understanding. The helpful feedback offered by staff enables pupils to understand the strengths and weaknesses of their work and understand how to make progress.
22. The teaching of literacy, including speaking skills, is effective. For example, younger pupils can explain the sounds that letters make, including exceptions to the rule, with clarity and understanding. Similarly, in Years 10 and 11, pupils showed a mature understanding of the use of metaphor when analysing a poem.
23. Teachers know their pupils well and create an encouraging and supportive atmosphere in lessons. Pupils enjoy learning. For example, pupils in Year 6 make good progress in art and celebrate each other's work.
24. In the combined classes, pupils work together effectively, supporting one another to reach a common understanding or to solve problems. Older pupils enjoy sharing their knowledge and supporting younger ones in lessons. For example, in science, Year 7, 8 and 9 pupils combined successfully to balance chemical reactions.
25. In the early years, teaching is effective, enabling children to learn through directed activities and play that stimulates their interest and development. For example, children in Reception enjoy learning how to estimate by guessing how many star jumps they can manage in a given time. They showed great concentration, determination and support for one another as they exercised and counted. Leaders track children's development carefully through regular recording of their progress. Leaders prioritise the teaching of the sounds that letters make which enables children to make good progress in this area of their learning.
26. Teaching in the junior and senior schools is mostly well planned. Teachers use a variety of resources and have secure subject knowledge. Typically teaching in the combined classes meets the needs of pupils and allows them to make good progress. However, the teaching of mathematics in the combined classes in the senior school is not effectively matched to the needs of pupils. For some pupils, the work is too easy, and for others, the work is too difficult. As a result, pupils are less confident about their learning in mathematics, and make limited progress when work is not consistently matched to their needs and abilities.
27. An effective framework is in place to evaluate pupils' work. Teachers assess pupils' progress carefully and intervene promptly to support any pupil whose progress falls below expectations. Pupils respond positively to the feedback offered by staff and seek help when they need it.
28. Pupils who have SEND make good progress from their starting points as a result of effective support given by specialist staff, and the careful adjustments teachers make in lessons. For example, the

calm and patient management of children by staff in the early years, enables pupils who have SEND to feel safe in their environment and confident in their learning.

29. Pupils who speak English as an additional language make good progress as a result of the effective support given by subject teachers.
30. The extra-curricular programme offers pupils some opportunities to experience physical and creative activities. However, the range of the activities is narrow, particularly for pupils in the junior school which limits pupils' ability to develop their talents and explore their interests.

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

- 31. All the relevant Standards are met.**



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

32. Leaders have not maintained effective oversight of health and safety because they have not ensured that the required remedial work following a legionella survey has been completed. Standards concerning other relevant health and safety regulations are met.
33. Pupils are appropriately supervised by staff. Pupils' first aid and medical needs are met in suitable facilities by trained staff. Fire risk is managed effectively, fire drills are carried out regularly and pupils know what to do if the alarm sounds.
34. There are opportunities through the curriculum for pupils to engage in physical education but the scope of activities is limited. Pupils learn about the benefits of physical activity through the personal, social, health and economic (PSHE) education curriculum. Pupils understand the importance of establishing a healthy lifestyle involving physical exercise.
35. The PSHE programme encourages pupils to value and respect others in line with school aims. The programme includes age appropriate relationship and sex education (RSE) for older pupils, with younger pupils learning about relationships education. The RSE curriculum is taught in mixed year groups in Years 7, 8 and 9, with Year 9 pupils taught separately for topics such as relationships and consent. External organisations support RSE curriculum delivery for older pupils on a range of topics including different types of families. A dedicated member of staff quality assures the RSE curriculum by scrutinising lesson planning and through checking on pupil learning in lessons
36. PSHE lessons are supplemented in the senior school by the teaching of media lessons, in which pupils typically watch a challenging film and then discuss the social and ethical issues raised. Visiting speakers also provide information for pupils on personal and social issues, such as sexual health. As a result, pupils are well informed and feel confident to make healthy personal choices.
37. Leaders actively promote pupils' spiritual development including in assemblies and the curriculum. Staff provide opportunities for pupils to discuss and explore their beliefs, and to strive for a deeper understanding of issues of faith. In the senior school, pupils explore their beliefs in lessons, house events and assemblies. They discuss their faith, and express their doubts, honestly and sensitively with staff and with one another.
38. Leaders set high expectations for pupils' behaviour. Instances of serious misbehaviour or bullying are rare. Pupils behave well in and out of class. Relationships between pupils and between pupils and staff are kind and respectful. Pupils enjoy celebrating each other's successes and look to support one another including in lessons. Pupils are polite and courteous to each other and to visitors.
39. Regular one-to-one pastoral meetings between form tutors and pupils give opportunities for pupils to raise any concerns or worries. In this way, staff know the pupils and their needs well. Pupils know that there is always an adult to whom they can speak. Pupils are confident that the school will support them and address any concerns promptly and effectively.
40. Leaders promote productive links between year groups. These are fostered by opportunities for older pupils to work with pupils in younger years. The combined teaching groups enable pupils of different ages to mix well and form supportive friendships across the school. Similarly, at break and

lunchtimes, pupils of different ages happily play together in informal ball games in the school playground. The house system enables younger pupils to socialise with older ones and strengthens the sense of community. .

41. Attendance and admissions registers are maintained effectively. The school reports to the local authority any pupil who leaves or joins at a non-standard time.
42. Arrangements for the care of pupils with medical needs are suitable and an appropriate number of staff are trained in first aid, including paediatric first aid.

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

43. Standards are not met with respect to health and safety and the suitability of the premises.
44. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 45. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

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

46. Through the school's PSHE programme, pupils learn how political institutions work. In their media lessons, pupils consider the lack of liberty and tolerance in Nazi Germany. They also reflect on the importance of values such as liberty in a democratic society. Pupils articulate how the school's promotion of love and respect helps to create a clear sense of community in the school, and how these values can underpin a healthy society.
47. Teachers enable pupils to consider social and ethical issues. Pupils enjoy opportunities to vote and register their views, comparing them with the views of pupils in other schools. For example, pupils in the senior school discuss the importance of female role models when considering equality in society. Typically, such discussions are mature and respectful, as pupils reflect on their own experiences and draw on the themes they study in PSHE.
48. Pupils have a well-developed awareness of religious and cultural diversity through the curriculum. Staff encourage pupil discussions of different Christian and non-Christian beliefs. The school has links with non-Christian schools and places of worship, which enable pupils to develop their understanding of different faiths. Pupils learn that different Christian denominations and other faiths hold differing theological perspectives. Pupils feel that the school encourages them to be open-minded and to make decisions for themselves.
49. Leaders promote an open culture in school where difference is understood and respected so that pupils feel confident to be themselves. Pupils understand the importance of the school's aim of valuing and respecting people for who they are. This prepares them well for life outside school. Pupils of different ages, genders and backgrounds mix well in lessons and in social times, enjoying each other's company as they learn and play together.
50. Arrangements for checking the content delivered by visiting speakers are effective to ensure that pupils are prevented from the risk of radicalisation but also to ensure that they receive a balanced view on a particular topic. For example, a recent talk on sexual health enabled pupils to understand the issues from a medical as well as an ethical viewpoint.
51. Pupils learn about finance and economic education in the curriculum. For example, a talk about financial awareness helped pupils to feel more confident about budgeting, saving and spending.
52. External careers counsellors discuss possible careers pathways with pupils and a number of speakers such as doctors, physiotherapists and social workers visit to discuss their own careers with the whole school, including the early years. Form tutors offer further career guidance through termly, one to one, pastoral meeting with their tutees. Pupils feel supported and well informed about possible future careers and next steps in education.
53. Pupils enjoy opportunities to act as leaders within the school who represent the views of pupils to staff. Such roles include being a house captain, and enable pupils to develop leadership skills and boost their self-confidence. Leaders listen and respond to the views of pupils who have been influential in seeking changes to the school uniform and the introduction of a sports day. Pupils feel they can easily express their ideas, and that leaders will consider them carefully.

54. Pupils throughout the school are enthusiastic about raising money for charity, and about helping others beyond the school community. For example, pupils collect items to donate to a local food bank and for the annual shoe box appeal. Pupils participate in regular bake sales to raise money for local and national causes that they have chosen to support. Pupils are equally keen to sing and to perform for elderly people in the community. Pupils consider that their small acts of generosity to others help to make a difference in the world.

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

**55. All the relevant Standards are met.**

## Safeguarding

56. Safeguarding arrangements are effective. Governors exercise careful oversight to ensure that leaders implement the safeguarding policy and procedures effectively. Leaders liaise appropriately with local agencies, when required, to support the wellbeing of pupils. Leaders and staff know the pupils well. Staff are alert to signs that a pupil might be worried or may need support.
57. The safeguarding policy reflects the latest statutory guidance. Governors review and update the policy each year and whenever safeguarding updates are published. Governors regularly discuss the effectiveness of safeguarding arrangements at each governors' meeting, and scrutinise an annual review of safeguarding arrangements.
58. Those with safeguarding leadership responsibilities receive regular training. Staff receive safeguarding training when they join the school and at regular intervals during the school year. Staff are knowledgeable and confident about how to recognise and report any safeguarding concerns.
59. Leaders refer concerns to the relevant external agencies when appropriate, and often contact local agencies for advice when concerns arise. Safeguarding records are detailed and kept securely. Leaders and staff understand contextual safeguarding risks to pupils in the school, such as from political extremism, and are alert to identify any pupils at risk.
60. There is a designated safeguarding lead for the early years. All specific safeguarding requirements relating to the early years are met. The early years setting has a clear policy on the use of smart devices or mobile phones.
61. Pupils are taught how to stay safe online through their PSHE lessons. They are taught about the benefits and dangers of social media and demonstrate a mature understanding of the need to use their mobile devices responsibly. The school has effective arrangements to monitor and filter the use of the school's internet, and actively follows up any concerns arising from online activity.
62. Appropriate safer recruitment checks are completed for staff, governors and volunteers and an accurate record of these checks is kept, which is monitored effectively by the designated safeguarding governor.

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

- 63. All the relevant Standards are met.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard is met if the proprietor ensures that -
ISSR Part 3, paragraph 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
ISSR Part 3, paragraph 16(b)	appropriate action is taken to reduce risks that are identified.
EYFS 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
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 –
ISSR Part 8, paragraph 34 (1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
ISSR Part 8, paragraph 34 (1)(b)	fulfil their responsibilities effectively so that the independent school standard are met consistently; and
ISSR Part 8, paragraph 34 (1)(c)	actively promote the wellbeing of pupils.

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

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 11	The Standard is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of written health and safety policy.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
EYFS 3.64	Providers must ensure that their premises, including overall floor space and

	<p>outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.</p>
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## School details

<b>School</b>	Emmanuel School
<b>Department for Education number</b>	335/6009
<b>Registered charity number</b>	1138341
<b>Address</b>	Emmanuel School 36 Wolverhampton Road Walsall West Midlands WS2 8PR
<b>Phone number</b>	01922 635810
<b>Email address</b>	office@emmanuel-walsall.co.uk
<b>Website</b>	www.emmanuel-walsall.co.uk
<b>Proprietor</b>	Emmanuel School Walsall
<b>Chair</b>	Mrs Ann Kendrick
<b>Headteacher</b>	Mr Jonathan Swain
<b>Age range</b>	3 to 16
<b>Number of pupils</b>	60
<b>Date of previous inspection</b>	10 March 2021



## Information about the school

64. Emmanuel School is an independent, co-educational day school for pupils situated in Walsall, West Midlands. The school is a charitable trust, administered by a board of governors.
65. The early years provision comprises two classes: Nursery, for children aged 3 to 4 years, and Reception, for children aged 4 to 5 years. In the primary school, pupils are taught as one class in Years 1, 2 and 3, and in the junior school as one class in Years 4, 5 and 6. In the secondary school, pupils are taught as one class in Years 7 and 8 and 9, and in Years 10 and 11.
66. There are nine children in the early years department, five in Nursery and four in Reception.
67. The school has identified 10 pupils as having special educational needs and/or disabilities (SEND). Three pupils in the school have an education, health and care (EHC) plan.
68. English is an additional language for three pupils.
69. The school states its aims are to create a community where pupils are encouraged to love God, love others, learn and fulfil their academic potential, recognise their gifts and passions, and seek to make a difference in the wider world.

## Inspection details

### Inspection dates

5 to 7 March 2024

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

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. 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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For more information, please visit [isi.net](http://www.isi.net)