

**EMMANUEL SCHOOL**

**REGULATORY COMPLIANCE INSPECTION**

**11 TO 12 OCTOBER 2016**



# School's Details

<b>Full Name of School</b>	Emmanuel School
<b>DfE Number</b>	831/6000
<b>Registered Charity Number</b>	3971567
<b>Address</b>	Emmanuel School Juniper Lodge 43 Kedleston Road Little Chester Derby Derbyshire DE22 1FP
<b>Telephone Number</b>	01332 340505
<b>Email address</b>	office@emmanuel.derby.sch.uk
<b>Headteacher</b>	Mrs Carol Pearson
<b>Chair of governors</b>	Mr Alan Capewell
<b>Age Range</b>	3 to 11
<b>Total Number of Pupils</b>	74
<b>Gender of Pupils</b>	Mixed (39 boys; 35 girls)
<b>Pupils' Ability</b>	Standardised tests indicate that the ability of the pupils is above the national average.
<b>Pupils' Needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 14. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Five pupils have English as an additional language (EAL), all of whom require a degree of support for their learning of English.
<b>History of the School</b>	The school was set up in 1988 by a group of parents seeking a Christian education for their children. Since then it has grown from around 10 children to its current size based on two sites in the city of Derby.
<b>Ownership and Governing Structure</b>	The school is a charitable trust with a board of governors.
<b>School Structure</b>	The school provides Nursery provision at the Emmanuel School site and at the Brook Centre in Normanton. Three classes of mixed age pupils Years 1 and 2,

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	Years 3 and 4, and Years 5 and 6 are taught at Emmanuel School.
<b>Inspection Dates</b>	11 October 2016 to 12 October 2016
<b>Other Useful Information</b>	Emmanuel School and the Brook Centre are two separate sites for Nursery provision.

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# About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection. All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any concerns about quality identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and, as such, reports only on the school’s compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. The remaining standards will be deemed to continue to be met unless evidence to the contrary is found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

**The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage and should take immediate action to remedy deficiencies as detailed below.**

### PART 1

#### Quality of education provided

The school measures attainment using national curriculum tests. In the years 2013 to 2015, the results were above the national average for maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

**The standards relating to the quality of education [paragraphs 1-4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3

#### Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

The school's safeguarding procedures do not pay sufficient regard to the official guidance contained in *Keeping Children Safe in Education* when carrying out the checks to be completed before staff take up an appointment.

**The standards relating to welfare, health and safety in paragraphs 7(a) and (b) are not met.**

**Action point 1**

- the school must ensure the completion of all safeguarding checks required before a person's appointment, having regard to the most recent guidance contained in *Keeping Children Safe in Education* [paragraph 7 (a) and (b)]

**PART 4****Suitability of staff, supply staff, and proprietors**

The school has not checked whether staff are barred from working with children, or that proper checks have been made, prior to appointment, of a person's identity, medical fitness, right to work in the UK and qualifications. The school failed to notify the Department for Education of a change of chair of governors, and has not maintained a single central register of appointment with the required details.

The standards relating to the suitability of those in contact with pupils at the school in paragraph 18.(2)(a) and (c); 18.(3) relating to pre-appointment checks; paragraph 20.(5) requiring notification to the Department of Education of a change of chair of governors); and 21 (3)(a) and (b) relating to the single central register of appointments are not met.

**Action point 2**

- the school must ensure that all appropriate recruitment checks are undertaken on staff and governors before they begin work at the school and a proper record of appointments maintained [paragraphs 18.(2)(a) and (c), 18.(3), 20.(5)) and paragraph 21 (3)(a) and (b)].

**PART 5****Premises of and accommodation at schools**

Suitable toilet and changing facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation [paragraphs 22-31] are met.

**PART 6****Provision of information**

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with Education, Health and Care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7**

### **Manner in which complaints are handled**

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8**

### **Quality of leadership in and management of schools**

The governors promote the well-being of the pupils.

The governors have not demonstrated good skills and knowledge in relation to the appointment of staff in a manner such as to ensure all the Independent School Standards Regulations are met consistently.

**The standards relating to leadership and management of the school in paragraph 34 (a) and (b) are not met.**

#### **Action point 3**

- **the school must ensure that all persons 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 Regulations are met consistently. [Part 8, paragraph 34 (1)(a) and (b)].**

# About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chair of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## **Inspectors**

Mr Desmond Dunne

Reporting Inspector

Mrs Caroline Korniczky

Compliance Team Inspector (Bursar, IAPS school)