



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Maranatha Christian School

May 2019



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School's Details

School	Maranatha Christian School			
DfE number	866/6001			
Registered charity number	1092273			
Address	Maranatha Christian School Queenlaines Farm Sevenhampton Highworth Swindon Wiltshire SN6 7SQ			
Telephone number	01793 762075			
Email address	reception@maranathaschool.org			
Headteacher	Mr Grant Kauffman			
Chair of governors	Mr Tim Abbott			
Age range	3 to 19			
Number of pupils on roll	60			
	Boys	24	Girls	36
	EYFS	17	Juniors	26
	Seniors	14	Sixth Form	3
Inspection dates	22 to 23 May 2019			

1. Background Information

About the school

- 1.1 Maranatha Christian School is an independent day school for boys and girls between the ages of three and nineteen. It was opened in 1991 and is located in buildings on the site of a working farm in Sevenhampton, near Swindon. The school is a registered charity and is owned by the New Maranatha Christian School Trust whose trustees form its governing body. The current headteacher took up his post in January 2018. The school has recently been accepted for membership of the Independent Schools Association.
- 1.2 Pupils of similar ages are taught together in small classes using a mix of distance-learning materials and class teaching. The school has recently started to offer GCSE and A-levels with the first cohort taking examinations this year.

What the school seeks to do

- 1.3 The school aims to provide a loving Christian environment where pupils can achieve academic and vocational excellence. It aims to help pupils achieve their full potential in their studies whilst developing a godly character and a biblical world view.

About the pupils

- 1.4 Pupils come from Christian families with a range of social, ethnic and economic backgrounds; most are British, but a number of different nationalities are represented. The majority of pupils live in the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified two pupils as having special educational needs and/or disabilities (SEND), both receive additional specialist help. No pupil has an education, health and care plan or a statement of special educational needs. No pupil has English as an additional language. Data used by the school has identified five pupils as being the most able in the school's population and the curriculum is adapted to meet their needs.

2. Regulatory Compliance Inspection

Preface

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 and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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 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 un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets almost 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 associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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 pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 Arrangements to safeguard and promote the welfare of pupils by means that pay due regard to the current statutory guidance have not been consistently implemented. A small number of staff who carry out teaching work have been allowed to take up their posts before all the required checks on their suitability to work with children had been completed, and some were appointed with only a single reference. All other required arrangements to safeguard and promote the welfare of pupils are made.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraph 7(a) and (b) are not met.**

Action point 1

- **the school must pay due regard to the guidance issued by the Secretary of State by ensuring that all required appointment checks are completed before a member of staff starts work and that all staff have two references [paragraph 7 (a) and (b)].**

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

- 2.10 The school makes appropriate checks to ensure the suitability of proprietors and a register is kept.
- 2.11 The school has not always ensured that the required checks for staff were completed before the person started work.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (1), (2), (4) and paragraphs 19, 20 and 21 are met but the requirement in paragraph 18 (3), that such checks are completed before a person takes up an appointment, is not met.**

Action point 2

- **the school must ensure that all appropriate recruitment checks are completed before a member of staff starts work [paragraph 18 (3)].**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.15 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. They also include 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all standards are consistently met and the well-being of pupils is actively promoted.

2.20 The standards relating to leadership and management of the school [sub-paragraph 34] are not met.

Action point 3

- the school must ensure that the leadership and management demonstrate good skills and knowledge appropriate to their role so that they fulfil their responsibilities effectively and ensure that the independent school standards are met consistently and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Catherine Williamson

Reporting inspector

Mrs Sarah Heyworth

Compliance team inspector (Head of assessment and SEND co-ordinator, IAPS school)