



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Immanuel School

January 2022

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School's Details

School	Immanuel School			
DfE number	6060/311			
Registered charity number	1172044			
Address	Immanuel School Havering Grange Centre Havering Road Romford Essex RM1 4HR			
Telephone number	01708 764449			
Email address	school@immanuel.london			
Principal	Mrs Sarah Williams			
Chair of governors	Mr Steve Milton			
Age range	3 to 16			
Number of pupils on roll	96			
	EYFS	16	Juniors	38
	Seniors	42		
Inspection dates	25 to 29 January 2022			

1. Background Information

About the school

- 1.1 Immanuel School is an independent co-educational school situated in open countryside on the outskirts of Romford, in Essex. It was founded in 1980 as a mission of Immanuel church. The chair of the church trustees acts as the chair of governors. Since the previous inspection, a new principal has been appointed in 2020.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school sets out to prepare, disciple and educate young people from a biblical worldview, to meet the opportunities and challenges of a changing world. In partnership with parents, it seeks to equip pupils emotionally, spiritually, intellectually and socially to fulfil the call of God on each of their lives. The school's vision is to see pupils thrive, even excel, in their studies as one aspect of a broader discipleship process.

About the pupils

- 1.9 The pupils are drawn from Christian families in the local area. Data supplied by the school from nationally standardised tests indicate that the ability of the pupils is broadly in line with the national average for those taking the same test. No pupil has an education, health and care (EHC) plan. Two pupils have been identified as having special educational needs and/or disabilities (SEND), and their needs are supported by their classroom teachers. No pupil has English as an additional language. The school does not identify a particular group as being the more able in the school.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report 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, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. In addition, the standards relating to behaviour are also included.] The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the 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, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 Pupils take GCSE examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

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 published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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 ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils of all ages make good progress from their starting points in response to well-structured teaching and excellent relationships with their teachers.
- More able pupils do not achieve consistently the high standards of which they are capable.
- Pupils have limited knowledge of life due to insufficient guidance in the senior school curriculum.
- Pupils' communication skills, especially speaking and listening, are highly developed in all age groups throughout the school.
- Pupils' attitudes to learning are excellent, and they take pleasure in being part of God's creation.

3.2 The quality of the pupils' personal development is good.

- Pupils have high levels of self-esteem and self-awareness, encouraged by the belief that they are all equally loved by God.
- Pupils have excellent spiritual awareness, and they develop a personal faith.
- Pupils mostly treat one another with kindness and respect, although this is not entirely consistent.
- Pupils attach a high value to their excellent relationships with the adult members of their community.
- Pupils have humility and a desire to serve others in accordance with the school's core values.

Recommendations

3.3 The school is advised to make the following improvements:

- Prepare pupils better for the world of work.
- Ensure more able pupils are consistently challenged to achieve higher standards.
- Ensure that pupils embrace the school's biblical teaching on diversity and inclusion so as to create a still more harmonious and kind community.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils throughout the school attain good standards and make good progress from their starting points. By the end of the Early Years Foundation Stage (EYFS), almost all attain or exceed age-related expectations. Children make rapid progress in response to consistent teaching methods and approaches. They engage positively with enthusiastic and motivated teaching. Pupils in the junior school are well prepared for the next stage of their learning, developing good skills and a constructive approach to their lessons. In the senior school, pupils make good progress against the individual targets the school agrees for them. They respond well to the commitment of their teachers and the supportive learning environment. At GCSE, all groups of pupils, including those with SEND, achieve results which broadly reflect their abilities. The most able pupils achieve excellent grades, while others reach their individual targets at a lower level. Support for those with SEND in the senior school is effective, with a short SEND register but a longer list of pupils being monitored for inclusion. Small class sizes and individual attention ensures that teaching matches tasks effectively to the ability and learning styles of pupils with SEND throughout the school. Inspection evidence confirms that more able pupils, are not consistently challenged in lessons, as indicated by the questionnaire findings, where a third of pupils questioned how interesting their lessons were. The pace of lessons is sometimes slow, and there is insufficient challenge for those who finish their work early.
- 3.6 Pupils' knowledge, skills and understanding develop well as they move from the EYFS to the junior school. Children in the EYFS rapidly develop their knowledge and understanding in response to teaching which has high expectations and which takes their ability and prior knowledge into account. They are eager to learn and improve. They show high levels of phonic knowledge and skills in, for example, identifying sounds and graphemes within words during a reading activity. In the junior school, pupils make strong progress when teachers use questioning in a way that encourages them to think for themselves, and which takes account of the individual's learning characteristics. Pupils in the senior school are confident and secure in their knowledge in a range of subjects. They have a good grasp of scientific vocabulary, for example, and an awareness of how their understanding of a topic builds on prior knowledge. Pupils are beginning to achieve well in inter-school activities, including sports fixtures and creative competitions such as poetry, art, photography and public speaking. This is in response to increased opportunities within school, including inter-house competitions, initiated and supported by the school's leaders.
- 3.7 In the EYFS, children speak with clarity and confidence in lessons. In the junior school, pupils have good communication skills, encouraged by the collaborative work which is a common feature of many lessons. Writing in the junior school varies in standard, with pupils' skills developing at different rates. Pupils commented that drama lessons also enhance their speaking skills. In the senior school, pupils communicate well in written work. They take full advantage of open-ended tasks which invite them to write in continuous prose. They are especially fluent when speaking. The school seeks to create a safe and secure environment for learning, and this is done through creating strong relationships between teachers and pupils, building trust and confidence. In this way, their self-expression flourishes. In addition, pupils listen respectfully to their teachers and to one another in almost all cases. Pupils read competently and this enhances their learning effectively.
- 3.8 Children in the EYFS demonstrate well-developed numeracy skills, as was evident in free play where the pupils played with an abacus and counted spots during a painting activity. Children are encouraged to copy as mathematical vocabulary is modelled by the teacher. Junior school pupils demonstrate good mathematical ability in most lessons. They apply their knowledge effectively in other subject areas, especially science, and in topic work, where, for example, mathematical skills were used effectively in a timeline. The school has effectively introduced systematic testing of skills and knowledge in the junior school so that pupils understand how well they are doing and know what they have to do to improve their work. In the senior school, pupils have a good working level of numeracy in response to well-structured, patient teaching and emphasis on developing facility in mental

arithmetic. In addition, senior pupils have responded well to the introduction of activities from the Bank of England website to support finance modules in *Focus* which is the school's personal, social and health education provision.

- 3.9 In the EYFS and junior school, pupils transfer information and communication technology (ICT) skills and knowledge effectively from computing lessons to other curriculum areas. Juniors make confident progress in response to the opportunity to learn touch typing. In the senior school, pupils are competent in their use of ICT. They are especially skilled in research, developed through independent project work, strongly promoted by the leadership of the school. They have an excellent understanding of the status of information they find online and are discerning in how they use it.
- 3.10 Pupils in the junior school have good study skills. They act effectively on precise and detailed feedback from their teachers. In the senior school, pupils undertake the project qualification as part of their GCSE studies. In this they show excellent initiative and independence as they are asked to design their own task, research the information independently, and analyse data. Older pupils can infer meaning for words such as 'homozygous' and 'heterozygous' by applying previous knowledge of the prefixes, in response to careful open-ended questioning which invites pupils to speculate.
- 3.11 Pupils' attitudes to learning are excellent. In the EYFS, children are motivated and curious. They work together successfully during child-initiated activities. In the junior school the pupils are focused and enthusiastic. They enjoy and benefit from the chance to work collaboratively. The school's focus on excellent relationships enhances their learning effectively. This in turn has a positive influence on attitudes in the senior school. Pupils learn to persevere, linking resilience to their Christian faith. In this they are encouraged by their teachers. Pupils are used to, and enjoy, hearing the way in which the school relates learning to their Christian faith. Pupils are orderly and supportive of learning, and respectful towards teachers and classmates.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is good.
- 3.13 Pupils demonstrate high levels of self-esteem and confidence as seen in a mathematics lesson where younger pupils enthusiastically took part in a range of practical and written challenges to count in twos. They were prepared to try and were not worried about making errors. Pupils understand that making mistakes is part of the learning process. Self-understanding and self-esteem lie at the heart of what the school sets out to achieve. This is based on each pupil's individual identity and teaching which encourages them to recognise that this is how God made them. Pupils develop a strong sense of direction and purpose which is reinforced by their annual progress review with their form tutors. This is also encouraged by the school's core values, which are published in all rooms, promoted in assemblies, and embraced actively by teachers, and which include putting others' needs first, and being humble and teachable.
- 3.14 Pupils are good decision-makers. They manage their time effectively and think hard about which school-based opportunities to pursue. Pupils learn to make decisions which serve their own interest, without being selfish. From the earliest years, they are encouraged to choose how to behave in the context of play, making amends if they cause hurt, for example. As they move up the school, they are asked to consider their behavioural choices and invited to think about how they might respond differently. A significant minority of pupils in the senior school indicated in the questionnaire that careers guidance does not meet their needs. The leadership is aware of the need to enhance provision in this area. Pupils say that often their most important decision is about choice of friendships. They excel in this, and it takes on greater importance in a smaller school, where the pressure to get on with everyone is greater. Staff monitor and guide this process carefully to ensure it goes well.
- 3.15 Pupils' spiritual understanding is excellent. Children in the EYFS acted out a story from the Bible in free play, each taking turns to play the role of Jesus in the temple. This showed they have an excellent

understanding of the school's aim to teach the centrality of God's love in their lives. Wall displays reinforce the message that all pupils are guided by the teaching of God. Almost all pupils leave the school with their own personal faith in accordance with the school's aims and ethos. This is in response to the effective partnership between their parents, who have chosen the school because of its spiritual aspirations, and the school, which places this priority at the centre of all it does: assemblies, curriculum and relationships. Pupils develop excellent understanding and appreciation of the non-material aspects of their lives, including art and music, which are both in strong evidence around the school, and which are chiefly of a spiritual character. In the EYFS, children take walks in the surrounding countryside to achieve an excellent understanding of the wonders of the natural world and God's creation. Older pupils take regular art trips to London galleries with the same purpose in mind. It is common to hear questions in the school such as: 'What is God saying to us through a study of the Vikings or through the orderly, predictable nature of mathematics'?

- 3.16 Throughout the school, pupils have a good sense of moral values and can identify right from wrong. They understand the importance of both rules and laws. Pupils try to take responsibility for their own behaviour and any consequences, as a direct response to the embedded school values. These include being humble and teachable. This is not consistently applied in practice. Some pupils would, by their own account, treat differently, for example, a classmate whose religious beliefs or sexual orientation differ from their own. They admit this may take the form of careless language. Pupils do not consistently embrace the school's biblical stance that all are created equal, and that all are loved equally by God. Whilst the school urges pupils to treat everybody with honour, dignity and respect, some pupils' opinions do not contribute to a harmonious community.
- 3.17 Pupils in the EYFS excel in playing co-operatively, taking turns with others. For example, children worked collaboratively during a physical education lesson, using their teamwork skills to dodge the ball. They take account of one another's ideas about how to organise their activity and show sensitivity to others' needs and feelings. They form positive relationships with adults and other children. In the junior school, pupils work together extremely well to support one other's learning. Opportunities for collaborative work are embedded across the age ranges and ability groups. These allow pupils to share ideas and encourage each other to achieve more. Similarly, in the senior school, pupils are happy to help each other in class; they show excellent social awareness and are highly co-operative.
- 3.18 Throughout the school, pupils develop their sense of responsibility well in response to opportunities to join sports teams, and volunteer in a range of capacities in school. House captains run weekly assemblies, for example. In the wider community, pupils are happy to support local charitable activities and are strong in some aspects of leadership, especially older pupils supporting and helping younger ones through the system of reading buddies. Pupils have a highly developed capacity for service. Accordingly, they help with a range of chores which are allocated by the school in the same way as they are allocated within families: cleaning, tidying, and moving furniture, for example. Class captains have been established as a complement to house captains and the creation of the role has promoted a culture in which all expect to contribute.
- 3.19 Pupils have good awareness of both diversity and cultural issues. They learn about other faiths from an early age, and they are encouraged by their teachers to treat everyone equally. However, they expressed in the questionnaire and confirmed in discussion with inspectors that not all treat one another with kindness and respect. This is because they insist on the distinction between respecting people, which they do, and respecting their opinions, which they sometimes do not. As a result, they can make unkind or offensive comments. Staff are aware of this and challenge such comments consistently.
- 3.20 Pupils confirm in the questionnaire and in discussions that they have an excellent understanding of how to stay safe online. This is in response to the *Focus* programme, which deals with this issue at different stages in age-appropriate ways. In school they say they feel wholly safe and secure. Pupils have a strong understanding of healthy lifestyles and are able to explain how to keep physically and mentally healthy. Junior pupils understand what a healthy, balanced meal looks like and they speak

confidently about eating five pieces of fruit or vegetables a day. Pupils say that they learn from the school's *Focus* programme and the encouragement to walk a mile a day in the playground.

4. Inspection Evidence

- 4.1 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 governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. 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

Mr Bill Burn	Reporting inspector
Mrs Alison Shakespeare	Compliance team inspector (Bursar, HMC school)
Dr Eric Boston	Team inspector (Head of department, ISA school)
Miss Katy Morgan	Team inspector (Head of pre-prep, IAPS school)