

## **EMMAUS SCHOOL**

School Lane, Staverton, Trowbridge, Wiltshire, BA14 6NZ

**5<sup>TH</sup> OCTOBER 2016**

### **CHARACTERISTICS OF THE SCHOOL**

Emmaus School is a co-educational Christian day school providing an education for pupils aged from 4 to 16 years of age. Founded in 1997, the school is a charitable company, and governance is provided by the directors. It occupies a former Victorian school building in the village of Staverton, in Wiltshire. In addition, it uses nearby recreation areas and sports fields. It has recently been granted planning permission for an extension to its current building.

At the time of the visit there were 69 pupils; 35 boys and 34 girls. Of these, two were in the Early Years Foundation Stage (EYFS). Ten pupils require and receive support for special educational needs and/or disabilities (SEND), of whom one has an education, health and care plan. No pupils have English as an additional language.

The previous ISI integrated inspection was in March 2016.

### **PURPOSE OF THE VISIT**

This was an announced visit at the request of the Department for Education to check that the school has fully implemented the action plan, submitted following the Integrated inspection in March 2016. The focus of the visit was on safeguarding, the suitability of staff, premises and accommodation, the provision of information and the leadership and management of the school.

### **INSPECTION FINDINGS**

#### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7 (a) and (b)]**

The school meets the Regulation.

#### **SAFEGUARDING POLICY**

The school meets the requirements. The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **SAFEGUARDING IMPLEMENTATION**

The implementation of the policy provides suitable support for pupils' needs. The designated senior lead (DSL) is supported by a deputy, and both have recently undertaken suitable inter-agency training, and demonstrate suitable autonomy to enable them to carry out their role. The school's safeguarding procedures have recently been updated in line with the revised requirements of Keeping Children Safe in Education (KCSIE) (September 2016), and all staff and volunteers have received recent training on the changes, including the dangers associated with 'sexting', 'banter' and other forms of peer abuse, the vulnerabilities of pupils with SEND and the role of early help. They have also been trained in the prevention of radicalisation, and staff are scheduled to undertake further training on combating online dangers.

There have been no recent referrals to children's services, but the DSL and her deputy show a secure understanding of the process, and of the support available from the local agencies. Suitable procedures guide staff in reporting any concerns and managing any allegations. The contact details of the local safeguarding hub are available in the safeguarding policy, and known to staff.

The group of staff interviewed showed a good awareness of the training they had received, and confirmed that they have the opportunity to contribute to the formulation of the policy. They have read and understand Part 1 and Annex A of KCSIE 2016, understand the school's code of conduct and whistleblowing procedures, and were confident about how to report any concerns. The use of cameras and mobile phones is restricted by appropriate protocols and staff are not allowed social media contact with pupils. They show a secure understanding of the types of abuse and new staff undergo a suitable induction process.

Pupils report that they feel safe and well supported by staff. They are confident about reporting any concerns, confirmed that the school has suitable mechanisms to monitor and control their use of the internet, and they are taught how to stay safe online. The governing body has carried out a thorough review of safeguarding procedures, which is recorded in detail.

#### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18 and 21]**

The school meets the Regulations.

The school has a suitable recruitment policy, which clearly identifies the checks required on all new staff, governors and volunteers, to be completed before they commence their respective roles. A scrutiny of the single central register and supporting records shows that this was followed in the single staff appointment since the previous inspection. These checks are now accurately recorded in the register.

#### **Premises and accommodation [ISSR Part 5, paragraph 24 (1) (a and b)]**

The school meets the Regulation.

The school has created a suitable medical room, allowing pupils to rest if they are injured or unwell, with immediate access to a wash basin and lavatory.

#### **Provision of information to parents (ISSR Part 6, paragraph 32 (1) (c))**

The school meets the Regulation.

The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

#### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

The school meets the Regulation.

Following the issues arising from the previous inspection, the governors have created a monitoring committee, responsible for scrutinising and implementing the school's action plan. It has conducted a thorough review of the safeguarding arrangements and carries out checks to ensure that the recruitment policy is followed on all new appointments. This has ensured the school has now addressed its regulatory deficiencies. Additional governors

are in the process of joining the board in order to broaden its skills base and give it greater independence. Both leaders and governors demonstrate a strong commitment to ensure the well-being of pupils.

### **REGULATORY ACTION POINTS**

The school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 identified during the visit.