

EMMANUEL SCHOOL

Juniper Lodge, 43 Kedleston Road, Little Chester, Derby, Derbyshire, DE22 1FP

4TH APRIL 2017

CHARACTERISTICS OF THE SCHOOL

Emmanuel School is a co-educational day school for pupils between the ages of three to eleven. It is located to the north of the city of Derby. The proprietor is East Midlands Christian Fellowships (EMCF), a registered charity. Additionally, the school has an advisory board of governors, appointed by the trustees of the charity.

At the time of the visit there were 74 pupils; 39 boys and 35 girls. Fourteen pupils receive support for special educational needs and/or disabilities (SEND); none have education, health and care plans or a statement of educational needs. Nine pupils have English as an additional language, of whom four receive support for their English.

PURPOSE OF THE VISIT

This was an unannounced progress monitoring visit carried out at the request of the DfE to check that the school has fully implemented the action plan submitted following the ISI regulatory compliance inspection of October 2016. The focus of the progress monitoring visit was on safeguarding, suitability of staff, provision of information, and leadership and management.

INSPECTION FINDINGS

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 (a) and (b); EYFS requirement 3.4 – 3.8]

The school does not meet the regulation and requirements.

The school's policy for safeguarding does not provide suitable arrangements to safeguard and promote the welfare of pupils at the school because it does not accurately reflect the procedures required by current statutory guidance. The published policy has not been appropriately reviewed following significant staff changes and the addition of separate premises. It provides the name and contact details for the current designated safeguarding lead (DSL), but it does not indicate responsibility for the EYFS, and the status of the DSL has subsequently changed. Proprietorial oversight of safeguarding requires further clarification concerning the review of the policy and procedures. The designated governor responsible for safeguarding has recently changed and this is not yet reflected in policy and he is not a member of the proprietorial body.

The policy sets out most types and signs of abuse and neglect in line with Keeping Children Safe in Education (KCSIE) September 2016, but does not provide a clear recognition of the vulnerability of children with SEND. It guides staff how to respond to and report concerns about children. The referral process for allegations against

staff (including the DSL), volunteers and the head is not correct. It sets out restrictions on the use of mobile phones and cameras in the Early Years Foundation Stage setting. The school was in the process of rectifying these issues during the course of the visit.

Pupils say they feel safe and well cared for and that staff are approachable should they have a concern or worry. Staff have an appropriate understanding of the importance of listening to children and reporting any concerns. However, their training has made them aware of the different responses between children in need and children at risk, or that they can make direct referrals to the local authority. A staff code of conduct provides staff with adequate guidance. The school has ensured contact information for external agencies is easily available. The school has appropriate systems in place to teach pupils about on-line safety.

Designated staff take appropriate responsibility for the EYFS and act with suitable independence. However, at the time of the visit, the named DSL did not hold a position of sufficient status and authority in the school. Designated staff have clear systems in place for recording concerns and understand the correct reporting procedure they need to follow, including the importance of maintaining confidentiality and the local safeguarding thresholds. They understand the difference between a child in need and a child at risk and records show that pupils' concerns are promptly addressed and shared with relevant agencies.

Proprietorial oversight of safeguarding is not sufficiently clear. The safeguarding policy makes reference to an annual review of policy and procedures, but does not clearly identify how this is undertaken. Minutes of the annual review by governors were available for inspection, but these do not clarify the role of the trustees who are also the proprietors. The status of the deputy DSL within the school is not clear. His role is to provide support and direction to all staff and volunteers working within an EMCF context on all issues of safeguarding and child protection, but he is not an employee of the school or a proprietor.

The school has addressed some of the concerns identified in the previous inspection relating to safer recruitment procedures. However, barred list checks are not always obtained when an enhanced Disqualification and Barring Service (DBS) check is delayed and an employment history and at least two references have not always been obtained for recently appointed staff prior to them starting work at the school. Disqualification by association declarations have not always been completed in a timely fashion.

The training of the DSL is appropriate. The school keeps a record of staff safeguarding training but records of staff absence from training are not always identified and addressed in a timely fashion. Most staff have undertaken training on the prevention of radicalisation and the risks of extremism. Staff are unclear about how to report allegations against any adult working at the school. This is because the safeguarding policy does not clearly set out the procedures to follow in the event of such a concern.

The suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18, 19, 20 and 21; EYFS requirements 3.9 – 3.13]

The school does not meet the regulations and requirements.

Appropriate recruitment checks have been undertaken on governors and an enhanced criminal record check, countersigned by the Secretary of State has been obtained for the chair. The school has reviewed its appointment procedure. However, as the school is aware, the required checks are not undertaken in a timely fashion and, as a result, errors identified at the previous inspection have not been fully rectified. Qualification checks have been undertaken but the school has not recorded the date when the checks took place. Checks for medical fitness, identity and right to work are not properly recorded on the single central register (SCR).

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 (a), (b) and (c)]

The school does not meet the regulation.

Senior leaders and trustees do not demonstrate good knowledge and skills, or fulfil their responsibilities effectively to ensure that the independent standards are met consistently. The effectiveness of the recruitment process had been monitored and leadership and managers were in the process of rectifying the issues identified. However, this was insufficiently prompt. Policies have not been appropriately reviewed to ensure that changes in both staffing and premises are adequately reflected and gaps in staff training have not been identified. As a consequence, pupils' well-being is not effectively promoted.

REGULATORY ACTION POINTS

The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014, and requirements of the Early Years Statutory Framework.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7(a) and (b); EYFS requirements 3.4–3.8]

- Improve the wording of the safeguarding policy as follows:
 - Provide up-to-date details of staff with designated responsibility for safeguarding;
 - Indicate responsibility for safeguarding within the EYFS;
 - Where appropriate, make reference to the additional premises;
 - Clarify proprietorial oversight in the review of policy and procedures;
 - Provide a clear outline of the referral process for allegations against all staff, volunteers, the DSL, head and proprietor;
 - Provide a clear recognition of vulnerability of children with SEND.
- Ensure that staff with designated safeguarding responsibilities have appropriate status and authority

for their role.

- Ensure that all staff receive induction training which includes the school's child protection policy, the identity and role of the DSL, the staff code of conduct, whistleblowing procedures, acceptable use of technologies policy and a copy of KCSIE Part 1 and AnnexA.
- Ensure that all staff receive update training in a timely manner which is delivered by safeguarding personnel with appropriate status and which includes: understanding of the differences between children in need and children at risk and the correct procedures to follow when reporting concerns about pupils, or allegations against staff and the head.
- Ensure that an annual review of safeguarding procedures takes place by proprietors and that records to demonstrate the thoroughness of review are available.
- Clarify the status and role of the deputy DSL within the school.
- Ensure that references and employment history are obtained for all staff prior to appointment.

The suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18 and 21; EYFS requirements 3.9–3.13]

- Ensure that medical fitness checks are obtained for all staff prior to appointment. [18(2)(c)(ii)]
- Ensure that all checks are correctly recorded on the single central register of appointments (SCR). [21(3)(a)(ii)]
- Rectify existing errors in the SCR wherever possible.

Quality of leadership and management [ISSR Part 8, paragraph 34 (a),(b) and (c)]

- Ensure that leaders and managers have the necessary skills and knowledge to fulfil their responsibilities so that the independent school standards are consistently met and that the well-being of pupils is actively promoted.
- Ensure that efficient systems for monitoring the review of policies and procedures are established to enable their effective across both school sites.