



INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

EMANUEL SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE

Emanuel School

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| Full Name of School | Emanuel School |
| DfE Number | 212/6292 |
| Registered Charity Number | 309267 |
| Address | Emanuel School Battersea Rise London SW11 1HS England |
| Telephone Number | 020 88704171 |
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| Email Address | mhb@emanuel.org.uk |
| Head | Mr Mark Hanley-Browne |
| Chair of Governors | Mr Francis Abbott |
| Age Range | 10 to 18 |
| Total Number of Pupils | 834 |
| Gender of Pupils | Mixed (456 boys; 378 girls) |
| Numbers by Age | 10-18: 834 |
| Inspection Dates | 08 December 2015 to 11 December 2015 |

PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule*. The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI integrated inspection was in April 2010.

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

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.**

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions, assemblies and 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

| | |
|---------------------|--|
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| Mr Michael Evans | Team Inspector (Senior Master, HMC school) |
| Dr David James | Team Inspector (Deputy Head, HMC school) |
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| Mr Gareth Price | Team Inspector (Former Head Master, The Society of Heads school) |
| Mr Mark Twells | Team Inspector (Former Head of Department, HMC school) |

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Emanuel School was founded in Westminster in 1594 as a hospital for men and women, and as a school to educate 10 girls and 10 boys. It moved to Wandsworth in 1883. After the Second World War the school changed from being an independent school to a voluntary aided grammar school but then regained its independent status. Emanuel School is part of the United Westminster Schools Foundation. There are three schools in the foundation, each with its own governing body. The foundation has a board of trustees.
- 1.2 When the school was founded, the main aim was “for the bringing up of children in virtue and good and laudable arts so that they may better live in times to come by their honest labour”. It is a Christian foundation and today Emanuel School promotes the importance of caring for others through respect, tolerance and understanding. It is committed to the pursuit of academic excellence by promoting independent thought and a lifelong curiosity for learning. The school seeks to provide a broad based education to enable all pupils to discover their strengths, develop their individual talents and to prepare them for higher education and adult life. The school strives to provide supportive pastoral care that nurtures health and well-being, emotional maturity and spiritual richness.
- 1.3 The majority of pupils come from South West London, although some travel from other areas of the city. They come from a broad range of socio-economic backgrounds and many of their parents work in the media. The majority of pupils are white European in ethnicity. At the time of the inspection there were 834 pupils in the school including 378 girls and 456 boys. Of these, 199 are in Years 12 and 13. The school has identified 48 pupils as having special educational needs and/or disabilities (SEND) and all receive support from the school. One pupil has a statement of special educational need. A number of pupils in the school are bi-lingual but only 12 pupils are identified as having English as an additional language (EAL). The ability profile of pupils in all stages in the school is above the national average.
- 1.4 Since the previous inspection there have been a number of improvements to the school facilities and infrastructure. These include a new theatre, a refurbished sixth form centre and upgrades to the dining facilities and the main school hall. There have been improvements to the computing facilities, the boat house, the chemistry laboratories and a new entrance has been created to the school site.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The achievement of pupils across all ages and abilities is excellent. The school meets its aim to pursue academic excellence, and levels of achievement have been raised since the previous inspection. The excellent progress pupils make from their starting point in the school to the end of sixth form is a result of their enjoyment of learning, excellent teaching and access to a broad and stimulating curriculum that allows them to develop their interests and talents. Teaching supports all abilities and pupils with SEND make similar progress to their peers. The high expectations of teachers ensure that the most able achieve the highest standards. Pupils have excellent attitudes to learning. The previous inspection recommended that the school improve the quality and consistency of marking and ensure that teachers make best use of the information they receive about pupils with learning difficulties and disabilities. Both recommendations have been successfully achieved. In the pre-inspection questionnaire a small minority of pupils expressed dissatisfaction regarding the large amount of homework set. Inspection evidence indicated that the amount of homework for the younger pupils, and the time allowed for its completion, was not always appropriate.
- 2.2 The pupils' personal development is excellent. Throughout the school they take advantage of the wide variety of opportunities available to develop their spirituality, mature into socially confident young people and develop strong moral integrity. Their cultural development is strongly enhanced by their interest in creative pursuits and access to an outstanding programme of speakers and enrichment programme. There are excellent arrangements for pastoral care and for the welfare, health and safety of pupils. Almost all pupils and parents reported in the pre-inspection questionnaire that the school provides a happy and safe environment. Half of the pupils were dissatisfied with opportunities for them to express their views and to receive satisfactory feedback. Inspection evidence shows that formal opportunities for pupils to discuss their views and concerns are limited to the school council and feedback did not always provide reasons for the decisions made. A minority of pupils who responded to questionnaires were dissatisfied with the fairness of sanctions and rewards. Inspection evidence revealed that the system made it difficult to turn commendations into rewards.
- 2.3 Governance, leadership and management are of an excellent quality. The improvements in academic achievement and teaching since the previous inspection are the result of excellent decisive leadership and highly effective management at all levels. Through ambitious strategic development planning and excellent financial management, the governors have overseen improvements to buildings, facilities and resources and their expertise and skill has been an important source of support and guidance. The review and implementation of policies and procedures by the governors and senior management team (SMT) has ensured a safe educational environment is provided for pupils. The school pays diligent attention to matters of child protection and safe recruitment. The quality of links with parents is excellent and those who responded to the pre-inspection questionnaire expressed high levels of satisfaction with all aspects of the school's provision.

2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2015.

(ii) Recommendations for further improvement

2.5 The school is advised to make the following improvements.

1. Ensure the amount of homework, and the time allowed to complete it, is appropriate for the younger pupils.
2. Ensure there are sufficient formal opportunities available for pupils to express their views and concerns and that effective feedback is provided.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is excellent.
- 3.2 Pupils achieve high levels of knowledge, understanding and skills in line with the school's aim for the pursuit of academic excellence. Pupils are articulate, listen attentively and respectfully, and read perceptively and enthusiastically, both in English and other languages. They are fluent, persuasive writers and logical thinkers with lively minds who enjoy debate. They apply their mathematical skills successfully across the curriculum; their scientific knowledge is broad and sophisticated and applied well, especially in their work on the environment and in their eco-society. They use their technological skills effectively to support their wider learning. Pupils' creative achievements, notably in art, drama and music, are exceptional. Very high levels of skill are demonstrated in physical education and sport.
- 3.3 Achievements outside the classroom are numerous and of a very high quality. Pupils play in ensembles and orchestras, and sing in choirs which perform in cathedrals across the country. Pupils have exhibited their artwork at the Prince's Drawing School and other London galleries. School drama productions gained a 'sell-out rosette' and four-star reviews at the Edinburgh Fringe. Individual pupils have been selected to perform in film, television and West End productions. Sporting success shows at every level with boys' and girls' teams, as well as individuals, competing at local, county and national level. In the years 2013 to 2015, the school has seen a surge of pupils entering and succeeding in the Intermediate and Junior Mathematics Challenge.
- 3.4 The following analysis uses the national data for the years 2012 to 2014. These are the most recent three years for which comparative statistics are currently available. GCSE and A level results have been above the national average compared to pupils in maintained schools, and similar to the national average for pupils in maintained selective schools. On average, over the three years, over half of all grades at GCSE have been at A* or A. Girls have outperformed boys, achieving three-fifths of grades at A* or A. GCSE results in 2015 indicate that achievement is higher than the three-year average. Results in IGCSE in 2012 and 2014 were above world-wide averages in some subjects. On average, almost three quarters of all grades at A level are achieved at grades A* to B, and results in 2015 show continued improvement. Almost all sixth-form pupils are successful in gaining places on highly competitive courses in their choice of university.
- 3.5 The level of attainment at GCSE and A Level, considered alongside the pupils' ability and their achievement in extra-curricular activities, indicates that pupils make progress that is excellent in relation to the average for pupils of similar abilities. This level of achievement was confirmed throughout the inspection in the lessons observed, the work scrutinised and in the pupils' work interviews.
- 3.6 The examination results, indicate that the level of progress is consistent across all year groups and abilities, including the sixth form. Analysis of achievement shows that pupils with SEND and EAL also make excellent progress. This reflects the high quality support provided by teachers who know their pupils well and effective guidance from the SEND department. Pupils who are designated as most able also demonstrate high levels of progress, because they are challenged by suitable

extension work and a wide range of stimulating activities and opportunities. In the observation of lessons and in the scrutiny of work, the inspection found boys and girls achieved similarly high standards relative to their abilities.

- 3.7 Pupils at all levels show an excellent attitude to their work. They are focused, intellectually curious and work with self-propelling energy and enthusiasm. They persist and are willing to work things out for themselves. Pupils are motivated to self-evaluate their work and a key feature of their learning is their enjoyment of collaboration and their ability to co-operate.

3.(b) The contribution of curricular and extra-curricular provision

- 3.8 The quality of the curriculum is excellent.
- 3.9 The curriculum is highly successful in meeting the declared aims of providing a broad education with a wide range of excellent activities and opportunities outside the classroom to allow pupils to extend their learning and achievement. It is suitable for the school's age-range, and differing levels of ability are provided for effectively. All the required areas of learning are fully covered and pupils have the opportunity to study a wide range of GCSE and A-Level subjects with strong provision for languages and valuable opportunities for the creative subjects and physical education. Almost all parents responding to the pre-inspection questionnaire were highly satisfied with the range of subjects and activities provided for their children.
- 3.10 The curriculum is very well adapted for pupils with SEND and statements of special educational need, with due emphasis on specialised individual tuition alongside targeted provision in lessons and in extra-curricular activities. As a result, pupils are able to deal positively with any barriers to learning they might otherwise experience. There is appropriate provision in place for the needs of pupils with EAL when required. The more able pupils are provided with suitably challenging extension work in lessons, and all pupils have access to a high quality lecture programme with speakers from all walks of life to stimulate their thinking, especially in the sixth form. During the inspection, pupils were observed enjoying a challenging chess competition where pupils of all ages relished both the challenge and the competition. In the sixth form the introduction of an innovative approach to teaching with the emphasis on independent, collaborative study provides further intellectual challenge, along with the requirement for pupils to write extended essays.
- 3.11 The life-skills programme provides excellent curricular support for the pupils' personal development. Leadership training has been introduced from Year 9 through to the sixth form to further enhance this. There are good opportunities for pupils to learn about British values, such as democracy, laws and citizenship, through lessons, assemblies and events such as mock elections when teaching is careful to offer balanced political discussion. There is an excellent programme of careers advice starting in Year 7 and the support provided to the sixth form in their university and careers applications is valued by pupils. The provision for information communication technology (ICT) resources is excellent and the library is a valuable centre for learning containing a wealth of information and ideas for recreational reading and research.
- 3.12 The excellent range of extra-curricular activities enhances the curriculum and encourages links with the community. Almost all pupils participate enthusiastically and regularly in at least one activity of their choice. Opportunities to extend pupils' talents and interests, and to experience success in competing with others, are

provided in sports, music, drama and other areas with considerable success, both in groups and as individuals. Over fifty clubs and societies flourish. Pupils influence the development of co-curricular provision, as when they recently initiated a gender equality society. The Duke of Edinburgh's (DofE) Award scheme attracts many pupils at all levels and enhances their personal skills. Educational visits, local, national and international, as well as links with local schools and in India and America, enable pupils to appreciate the lives of others in different cultures and to extend their social networks. Pupils also benefit from working and sharing activities with the other schools in the United Westminster Schools Foundation.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is excellent.
- 3.14 Pupils enjoy their learning and they appreciate the role of their teachers in providing the stimulus to achieve to the best of their ability. A very large majority of pupils responding to the pre-inspection questionnaire reported that they find their work interesting, their teachers help them to learn and they receive individual help when it is needed.
- 3.15 The most successful lessons are well structured and fully engage pupils, through the use of a stimulating and interesting range of well-chosen tasks and activities. They are characterised by the teachers' excellent subject knowledge and their awareness of the strengths, weaknesses and needs of individual pupils. The teaching sets a brisk pace which involves skilful questioning to deepen pupils' understanding and the use of more challenging, open-ended questions which often prompt thoughtful and sophisticated responses. Lessons that are particularly enjoyed by pupils often involve teachers taking risks with the methods used in order to make them fun and to stimulate lateral thinking. However, in a very small minority of lessons, teaching is less effective, lacks pace and variety and presents pupils with closed tasks that did not aid progress.
- 3.16 Teaching benefits from the excellent rapport between the pupils and their teachers. This creates a sensitive and supportive relationship and an atmosphere of trust in which pupils are happy to ask questions and suggest and discuss ideas at a very high level. There is much evidence of productive co-operative and collaborative work in lessons. Innovative seminar styles of teaching have been introduced into the sixth form, which encourage both independent and collaborative learning with much use of discussion and debate. However, throughout the school, teaching is careful to promote tolerance and respect, and to remain non-partisan in the coverage of political and controversial issues. Teaching sets high expectations of pupils of all ages and abilities, and dependency is not encouraged, ensuring that pupils take responsibility for their own learning. Close monitoring of pupils encourages good behaviour and a positive atmosphere that enables pupils to contribute to the success of the lesson. Pupils are encouraged and often praised.
- 3.17 Lesson planning is creative and imaginative, and the departmental handbooks and schemes of work provide strong evidence of well-organised long-term planning for all needs. Most lessons offer the more able pupils access to extension work or to move at a quicker pace, as well as providing support for those with SEND. Since the previous inspection, the recommendation has been fully met to improve the quality and consistency of teachers' marking and feedback to pupils in content, presentation, spelling, punctuation and grammar. The best marking is highly encouraging and supportive, and identifies clear targets for improvement through

evaluative comments and detailed annotation. Pupils value the prompt and detailed feedback which they receive. The pupils' questionnaire responses indicated that a small minority of pupils were concerned about the frequency and quantity of homework set and the inspection evidence supported this view. Pupils interviewed during the inspection, and the scrutiny of homework, confirmed the views that for the younger pupils in Years 6 to 9 the number of tasks set on some evenings was difficult to complete satisfactorily in the time allowed.

- 3.18 The system of internal tracking of pupils' progress is effective in meeting the needs of individual pupils. Data is used efficiently by teachers to identify pupils who underperform and this underpins the planning for the needs of these pupils. This excellent use of information for all pupils' needs meets fully the recommendation of the previous inspection and has contributed to the improvement in pupil attainment.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of pupils is excellent.
- 4.2 Pupils have an excellent spiritual awareness. Chapel is at the heart of the school's spiritual life, where pupils have time for moments of peace and reflection, whether in services or when the opportunity is taken to just sit and listen to music. Pupils show a deep understanding and appreciation of life beyond the purely materialistic through their participation in assemblies and philosophical debates, which allow them to engage with complex issues such as the care of the environment. They have a mature appreciation of music, poetry and art and the importance of culture to their lives. Pupils develop excellent self-knowledge, self-esteem and confidence through the many opportunities provided for them in school to achieve success.
- 4.3 The pupils' moral development is excellent. Pupils have a strong sense of right and wrong and show a respect for others, irrespective of differences. They understand the need for a strong moral code within the school community that is understood and observed by all. This secure, moral foundation is seen in lessons, where pupils could identify the qualities associated with British values such as tolerance, justice and equality and through the teaching identify the threat from radicalisation in British society. Pupils displayed maturity and sensitivity when openly discussing issues that required informed moral judgements, as seen in the discussions raised in the Gender Equality Society and in the Judd Society where unbiased political debate is encouraged. Pupils enjoy the opportunities to take on additional responsibilities and develop leadership skills. They are proud to act as peer mentors in Year 9 and in the sixth form, and prefects show respect for others when they carry out their duties and help in the organisation of school events.
- 4.4 The social development exhibited by pupils is excellent. They have an obvious pride in their school, and they conduct themselves accordingly, being self-confident and mature with staff and visitors, always well mannered, and exhibiting an awareness of the needs of those around them. There is a strong sense of mutual respect between pupils, and between pupils and staff, which in turn contributes to a welcoming atmosphere where everyone, regardless of age, background or status, is made to feel immediately at ease. Pupils' social integration across the year groups is well developed through interaction in their school houses where they enjoy the many joint activities they organise for each other. Pupils display a keen social conscience in their charity fund raising activity and in their work in the local community where they are especially keen to help children in a local primary school. By engaging in the life skills programme they explore the importance of democracy, the work of British institutions such as the law courts and the basis on which law is made and applied in England.
- 4.5 The cultural development of the pupils is excellent. Their daily exposure to the multicultural environment of London helps them to develop an understanding of the importance of tolerance and respect of other cultures and to recognise the benefits of living in a vibrant mixed community. Pupils understand the importance of identifying and combating extremism. Sixth-form pupils benefit from the well-established links with two schools in India where they experience intercultural and interfaith awareness first hand. Pupils exhibit an outstanding knowledge of the cultural richness of England. Pupils as young as Year 6 can discuss the differences in style between artists, and many pupils show well developed understanding of the

contribution of music and theatre. Pupils take full advantage of the rich and diverse cultural life that a London school can enjoy and there are regular trips to theatres, art galleries, museums and cinemas. Leading historians, broadcasters, musicians, actors and politicians take part in the school's outstanding speaker programme discussing their work with pupils and staff. Such exchanges allow pupils to gain a deeper understanding of Western cultural traditions. By the time pupils leave the school they have developed into respectful and mature young people ready to make a positive contribution to a global society.

4.(b) The contribution of arrangements for pastoral care

- 4.6 The school's arrangements for pastoral care are excellent.
- 4.7 Pupils receive highly effective care and support from a large team of well-trained members of staff with clearly defined roles and supportive leadership. The pupils speak highly of the school's pastoral care and in the pre-inspection questionnaire almost all parents reported that their children are well looked after in school. The school revises its pastoral care policies and procedures thoughtfully and regularly, making good use of sanction and commendation tracking, policy audits and pupil and parent surveys. There is an increased focus on mental health awareness covering issues such as examination anxiety, depression, stress and self-harm.
- 4.8 A small minority of pupils in the questionnaire reported that they did not have anyone to turn to with a personal difficulty. However, pupils reported during interviews that there are many staff members to whom they would feel comfortable talking about a concern including form tutors, heads of year and section, the school chaplains and members of the senior management team. Pupils also have access to a counsellor and during interviews many pupils reported their appreciation of the support given by pupil mentors and prefects.
- 4.9 Relationships amongst pupils and between staff and pupils throughout the school were observed to be positive and constructive, and they are a major reason for the excellent personal development of the pupils. Policies and procedures for promoting good behaviour, guarding against harassment and bullying, and dealing with unacceptable behaviour are effectively implemented. Behaviour throughout the inspection was observed to be excellent. The school sets out clear expectations of behaviour and details of the sanctions and awards system are written in each pupil's planner.
- 4.10 A minority of pupils responding to the questionnaire reported that they did not think that teachers were fair when giving rewards and sanctions. The school maintains thorough records of behavioural incidents and sanctions, and these show that they have been applied appropriately according to the school's behaviour policy. 'Commendations' are given for good work and behaviour, and 'signatures' are given in response to unacceptable behaviour or poor work. Records show that the number of commendations far outnumber the giving of signatures. During interviews the pupils expressed concern that they needed too many commendations to receive a reward. Records show that rare incidents of bullying are recorded in detail and fully describe the actions taken. When sanctions are applied for bullying they are in accordance with the school's anti-bullying policy. Most pupils reported that the school responds quickly to any signs of bullying.
- 4.11 There is a lower, middle and upper school council which meet regularly to hear the views and concerns of pupils. Half of the pupils responding to the questionnaire

were dissatisfied with the school's methods of asking for their concerns and opinions, and of giving a response to them. This dissatisfaction was confirmed in interviews with many pupils expressing their frustration at a lack of action and feedback to any issues raised. Many believed the school councils were ineffective. The school publishes the minutes of the council's findings but staff acknowledged the reasons for decisions taken were not always clearly reported back to pupils.

- 4.12 Pupils are educated on how to keep themselves safe and how to adopt healthy lifestyles through their life skills lessons. A broad programme of sport and other activities ensures that regular exercise is taken and pupils have access to a nutritious range of food at lunchtime. The school has a suitable plan to improve educational access for pupils with SEND and for pupils with a statement of need.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.13 The contribution of arrangements for welfare health and safety is excellent.
- 4.14 The school makes excellent arrangements to promote the welfare, health and safety of its pupils in line with its aims. The health and safety committee ensures that the school's policies are fully implemented and frequently monitored to ensure that the site provides a safe environment for pupils to enjoy their education. The school implements its risk assessment policy, both across the whole school site and for visits and trips, and any areas of concern are attended to. An annual audit of risk is undertaken by an outside contractor to provide further guidance. Maintenance of buildings is well managed and care is given to ensuring that the new construction site is protected from pupils.
- 4.15 Measures to minimise the risk of fire are effective. Regular risk assessments and weekly testing of fire alarms are supported by regular fire drills, and all procedures are appropriately evaluated and recorded. The maintenance of fire equipment is completed by outside contractors and staff have received appropriate fire safety training. Electrical equipment is regularly tested and records are maintained.
- 4.16 Safeguarding policies and procedures are thorough and appropriately implemented, and records are efficiently maintained. There are rigorous systems for training staff in child protection matters including a thorough induction with suitable training for new staff. The school maintains close links with the local welfare agencies.
- 4.17 Pupils who are unwell are cared for by qualified medical staff in appropriate facilities until they are collected by their parents. There is a comprehensive first-aid policy known to staff and a number of staff have received training in first aid.
- 4.18 Registration of the pupils is undertaken appropriately and any absence is followed up correctly. The school maintains a detailed electronic admission register, which is backed up daily. The daily registers are stored as required and the admission register is stored indefinitely.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is excellent.
- 5.2 The governing body provides highly effective support and oversight of the school. Their shared vision and clear strategic planning has ensured the school has continued to move forward in its aim to become a place of high academic standards, whilst ensuring that each pupil has opportunities to develop their individual strengths and talents.
- 5.3 A number of governors have been involved in the life of the school for many years and understand the importance of maintaining its distinctive ethos whilst providing for its future. The governors have a valuable range of experience and skill and through a highly effective committee structure they successfully discharge their responsibilities for educational standards, financial management, and the development of buildings and facilities. Financial management is strong and has allowed for an extensive building development programme which is considerably enhancing the school facilities.
- 5.4 The school is a member of the United Westminster Schools Foundation which includes both maintained and independent schools. The work of the governors is supported by the foundation office which provides advice, administrative support and opportunities for training. Some governors serve as governors for the other schools which allows for useful sharing of knowledge and experience.
- 5.5 The chair of governors maintains excellent communication with the headmaster and is made aware of concerns and developments. There is a strong and supportive relationship between the governors and the SMT, and the governors keep well informed of work within the school, both through regular reports and presentations from subject departments and through frequent visits to classrooms and school events. They review the performance of the senior leadership each year and ensure that parent's views are part of their evaluation of school practice and standards.
- 5.6 The governors have an excellent understanding of their legal obligations. They undertake an annual review of the school's safeguarding arrangements which are also monitored closely by a governor with specific responsibility for child protection. All governors have been trained in safeguarding and members of the personnel committee have undergone safe recruitment training and closely monitor the safe appointment of staff. Welfare, health and safety procedures are kept under close scrutiny. Through the foundation office they are kept briefed of changes to the regulations and frequently review other key policies and procedures.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.7 The quality of leadership and management, including links with parents, is excellent.
- 5.8 Through committed, focused and decisive leadership and effective management the school is highly successful in achieving its aims to pursue academic excellence and provide a broad and stimulating education with high standards of pastoral care. Since the previous inspection, the leadership and SMT have made considerable progress in improving academic attainment, enriching the teaching and learning experience for pupils and improving the buildings, facilities and resources. Almost all parents responding to the pre-inspection questionnaire thought that the school is well led and managed and that they would recommend it to other parents.
- 5.9 The senior management and middle management structure is clearly defined and the various roles of responsibility ensure that the key areas of work are efficiently monitored and evaluated. Strong development planning incorporates the views and ideas of both teaching and support staff, ensuring that the vision for the future is clear and shared. Parental surveys provide valuable feedback. The leadership team has high expectations and is constantly thinking 'what can we do to improve'. Self-evaluation is consistent throughout the year allowing staff to feedback their achievements and propose areas for development.
- 5.10 The SMT appoints high-quality staff and the performance management procedure is encouraging, supportive and focused on staff development. Peer review, and the monitoring of teaching performance, encourages the development of initiatives to improve methodology and the learning experience for pupils. Training is encouraged to motivate teachers to advance their skills and knowledge, and departments are well resourced. Staff feel engaged in any initiatives taking place and said they felt proud to be part of such a happy school where the ethos is to respect and encourage the views of all staff.
- 5.11 The SMT produce appropriate policies which are consistently reviewed and implemented. The school ensures that the arrangements to safeguard pupils are secure and staff, governors and volunteers are regularly trained in safeguarding, welfare, health and safety. All staff are thoroughly checked before being appointment to establish that they are suitable to work with children. The school employs high-quality support staff to ensure that the management of welfare, health and safety, maintenance and administration is highly effective. The school has successfully fulfilled the recommendations of the previous inspection to adopt a common practice to improve the marking of work and to ensure that teachers make best use of the information which they receive about pupils with learning difficulties and disabilities.
- 5.12 Links with parents, carers and guardians are excellent. In their questionnaire responses the parents expressed very high levels of satisfaction with all aspects of the education provided. A very large majority indicated that information about the school and its policies was readily available and they were very positive about the quality of communication. They felt that their concerns were handled with care and that they received timely responses to their questions. The school has a suitable complaints policy for parents and any formal complaints have been dealt with according to the written procedures. All concerns and complaints are fully documented, monitored and evaluated.

- 5.13 Parents are very positive about the extent to which they are encouraged to participate in the life of the school. The weekly newsletter publicises a wealth of opportunities for parents to attend school events, such as the carol service, school play and talks by visiting speakers, while the Emanuel Parents Association organises its own events and also invites parents to participate. Prospective parents receive an attractive and informative prospectus and there are regular open mornings to see the school in action and talk with staff and current pupils about life at Emanuel School.
- 5.14 There are numerous high-quality sources of information for parents including detailed letters from the headmaster, the informative website and attractive weekly newsletters. The excellent annual publication "Portcullis", produced by a team of pupils working with a member of staff, includes wide ranging coverage of school news and school-related issues and reports on the many experiences available at the school.
- 5.15 In their questionnaire responses, a very large majority of parents expressed satisfaction with the information they receive about their children. Parents are kept informed of their children's progress through detailed written reports provided annually and grade reports issued three times a year. The written reports are informative and comprehensive and show, by the specific nature of the comments, that teachers know their pupils well. The grade reports are straightforward and clear with useful bar charts to show progress over time and with target minimum grades where appropriate. Further advice is available at the annual parents evening and at other curriculum related events during the year.

What the school should do to improve is given at the beginning of the report in section 2.