



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

IMMANUEL CHRISTIAN SCHOOL

JUNE 2018



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SCHOOL'S DETAILS

School	Immanuel Christian School		
DfE number	803/6010		
Registered charity number	1150240		
Address	Immanuel Christian School Rodford Tabernacle Westerleigh Road Westerleigh BS37 8QG		
Telephone number	01454 311710		
Email address	Info.immanuelschool@gmail.com		
Headteacher	Mrs Joanna Gulliford		
Chair of governors	Mr Jonathan Gulliford		
Age range	4 to 14		
Number of pupils on roll	21		
	Boys	8	Girls 13
	EYFS	5	Juniors 10
	Seniors	6	
Inspection dates	27 to 28 June 2018		

1. BACKGROUND INFORMATION

About the school

- 1.1 Immanuel Christian School caters for pupils aged between four and fourteen years. It opened in 2013, in a building which was originally a congregational Victorian chapel. The school is a registered charity owned by Immanuel Christian School Limited. The directors of the company are also the governors of the school. Since the previous inspection, a new head of school has been appointed and the school has been registered to provide an education for pupils up to Year 9.

What the school seeks to do

- 1.2 The school aims to develop a strong partnership with parents, encouraging them to participate in their children's education. It seeks to prepare pupils for life in modern society by providing them with an education where God and a biblical understanding of the world are central to the life of the school. The school community aspires to provide a stable, caring environment where high expectations of personal conduct are fostered, enabling pupils to understand and develop qualities of integrity, patience, kindness, obedience, honesty and self-control.

About the pupils

- 1.3 The majority of pupils live within a five-mile radius of the school. They mostly come from professional and business families. Data provided by the school indicate that the ability of pupils is spread widely from below to above the national average. The school has identified four pupils as having special educational needs and/or disabilities (SEND) linked to dyslexia and autism. One pupil has a statement of special educational needs. Teachers make adjustments to support pupils with SEND within lessons. Support for individuals and small groups is also provided outside of lessons. No pupils have English as an additional language. More able pupils, identified using school assessments, are provided with extension work within lessons. Talented pupils in sport, creative arts and other areas receive additional coaching.

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](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet 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, and should take immediate action to remedy 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 are not consistently in place to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. All of the required checks for those engaged in regulated activity with pupils, including volunteers and governors, had not been completed prior to the start of the inspection.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6 and 8-16], the requirements 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 7b) [safeguarding] are not met.**

Action point 1

- **the school must ensure that arrangements to safeguard and promote the welfare of pupils pays full regard to guidance issued by the Secretary of State, in particular by ensuring appropriate recruitment procedures are in place [paragraph 7(a) and (b)].**

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

- 2.10 The school has not made all of the appropriate checks to ensure the suitability of staff, volunteers, and proprietors and a register is not kept as required. The school does not use supply staff.
- 2.11 Required recruitment checks, including Disclosure and Barring Service (DBS) checks, are not carried out prior to the date of appointment. Many of the omissions were corrected by the school prior to the inspection and during the inspection, but suitable arrangements were not in place when checks from the DBS were delayed. The single central register of appointments (SCR) does not enable the recording of all of the required checks, particularly for volunteers and governors engaged in regulated activity. Evidence that checks have been carried out has not been retained consistently.
- 2.12 **The standards relating to the requirements of paragraphs 18 [appointment of staff], 20 [appointment of proprietors] and 21 [the single central register of appointments] are not met.**

Action point 2

- **the school must ensure that evidence for the required recruitment checks is maintained appropriately and that checks are recorded accurately on the SCR [paragraphs 18(2)(a)-(e); 18(3); 20(5)(a)(ii); 20(6)(a)(i) and (ii); 20(6)(b)(i) and (ii); and 21(3)(a)(i), (ii), (v), (vii) and (viii)].**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 leadership and management promote the well-being of pupils.

2.20 However, the leadership and management do not demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards are consistently met. Leadership and management do not ensure that all of the required recruitment checks are carried out prior to appointment. The SCR, together with supporting evidence, is not effectively monitored to ensure all entries are correct. Although the school rectified some omissions prior to and during the inspection, suitable systems for monitoring the implementation of the statutory and regulatory requirements are not in place.

2.21 The standard relating to leadership and management of the school in sub-paragraph 34(c) is met but those in sub-paragraphs 34(a) and (b) are not met.

Action point 3

- **the school must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities so that the independent school standards are met consistently. [paragraph 34(a) and (b)].**

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, with the chair of governors and members of the governing board, 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Patricia Preedy

Reporting inspector

Mrs Rachel Debenham

Compliance team inspector (HR manager, HMC and IAPS school)