

# School inspection report

17 to 19 September 2024

## **Emmanuel Christian School**

The Grounds of Braunstone Evangelical Free Church

Didsbury Street

Braunstone

Leicestershire

LE3 1QP

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Through clearly stated aims, leaders create an environment which is rooted upon Christian values and principles.
2. Leaders show good knowledge and understanding of statutory requirements relating to safeguarding. They implement the safeguarding policy effectively. They provide suitable training so that staff have a clear understanding of their roles and procedures relating to child protection.
3. Leaders' understanding and management of physical risk are not sufficiently robust. Risk assessments do not always reflect the context of the school and thus fail to identify specific risks and mitigations.
4. Leaders do not evaluate the implementation of policies and procedures in a systematic way, resulting in a failure to meet some standards. There is no mechanism in place to supervise the work of staff in early years. Leaders do not ensure that curriculum planning is effective or assure the consistent quality of teaching. As a result, opportunities for pupils to make progress are inconsistent. Whilst assessment data is gathered, there is inconsistency in the effectiveness of its application in informing next steps for teaching.
5. Leaders do not provide sufficient activities outside the classroom to enable pupils to develop skills and interests.
6. Leaders effectively identify pupils who have special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL). They provide suitable strategies to ensure that these pupils are able to make appropriate progress and access the curriculum, supported by the effective deployment of learning support assistants.
7. Leaders do not take a sufficiently robust approach to the monitoring of health and safety or fire safety. Inspectors found hazards that the school had failed to identify and remove.
8. Leaders have not ensured that the content of the relationships and sex education (RSE) in the middle and senior school meets statutory requirements or that pupils' progress is suitably assessed. RSE has not been taught with the required frequency or consistency to enable older pupils to feel confident in their understanding of this area of the curriculum.
9. Leaders are effective in their promotion of good behaviour and in making the school's stance on bullying very clear. Pupils have a secure understanding of what expectations are, and the behaviour policy is implemented consistently and fairly.
10. Leaders have introduced a new scheme of work for personal, social, health and economic education (PSHE) and citizenship to help prepare pupils for life in British society. Pupils have a good understanding of British values and the notion of tolerance and acceptance of difference. As a result, they behave with kindness and consideration towards each other. Older pupils look after the younger ones as a matter of course, and relationships are positive and caring.
11. Leaders have started to address careers education, though the programme is not yet fully embedded or understood by pupils.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- the curriculum is planned in sufficient detail to take into account the ages, aptitudes and needs of all pupils
- the content of the RSE curriculum follows statutory guidance
- the RSE curriculum is taught effectively so that pupils make good progress
- pupils' progress in RSE is appropriately assessed
- teachers consistently plan lessons to manage class time effectively and adopt effective teaching methods and activities to engage and challenge pupils
- teachers assess pupils' work regularly and use that information in their planning
- the school's health and safety policy is implemented effectively so that the premises are safe and well maintained.
- actions identified in the school's fire risk assessment are addressed promptly
- appropriate risk assessments are drawn up to reflect the circumstances of the school
- risk assessments are suitably monitored by senior staff
- arrangements are put in place for the appropriate supervision of staff working in early years.

## Recommended next steps

Leaders should:

- systematically evaluate the school's relative strengths and weaknesses
- consider how to use data more effectively to inform the planning of teaching
- provide a programme of activities beyond the classroom that encourages pupils to pursue new interests and develop new skills
- embed the recently developed careers programme systematically throughout the senior school
- ensure that the attendance policy is always made available on the school's website
- ensure that the complaints policy made available to parents is always current.

## Material change request

12. Inspectors considered the school's request for a change to the details of its registration to increase its capacity from 60 to 75 pupils.

- The school meets the Standard in relation to the safeguarding of pupils
- The school does not meet the Standard in relation to health and safety
- The school does not meet the Standard in relation to fire safety
- The school meets the Standard relating to the supervision of pupils
- The school does not meet the Standard relating to risk assessment
- The school meets the Standards in relation to the suitability of staff and proprietors
- The school does not meet all of the Standards relating to premises and accommodation
- The school does not meet the Standard in relation to the quality of leadership and management of schools.

13. It is not recommended that the requested material change be approved.

## Section 1: Leadership and management, and governance

14. Governors and leaders have not evaluated the school's effectiveness strategically. Whilst governors offer support and advice to leaders and take an active interest in the wellbeing of pupils, there is no systematic checking of the implementation of policies so that Standards are met consistently.
15. Leaders at all levels have appropriate skills and knowledge relating to safeguarding, including safer recruitment. If the safeguarding team have any concerns about a pupil's welfare, they liaise promptly with external agencies such as the local authority's duty and advice service or the police. Leaders and staff understand that vigilance is essential because pupils will not always readily share concerns. Leaders ensure that the school's aims and ethos inform their relationship with pupils so that pupils feel safe and cared for. The school's aims and ethos are made clear to parents and prospective parents in a variety of ways so that parents understand what a Christ-centred education involves in practice.
16. Leaders do not assure the effective planning of the curriculum in Years 3 to 11. As a result, pupils do not always make progress according to their needs and abilities. Leaders do not evaluate the quality of teaching effectively. For example, the effectiveness of online science teaching and its potentially negative impact on pupils' progress have not been fully considered. Leaders have established a framework for assessment, but a lack of consistency and coherence across age groups and curriculum areas has reduced its effectiveness.
17. Leaders have developed the teaching of PSHE by sourcing a programme that is suitably comprehensive, but they have yet to demonstrate how it will be taught in an age-appropriate way to classes of mixed age groups. They have not followed statutory guidance in drawing up the curriculum for relationships and sex education in the middle and senior schools, resulting in the omission of several key topics. The absence of regular, progressive and systematic teaching of RSE has denied pupils the opportunity of asking questions or exploring areas in which they feel they need guidance as they grow older.
18. Leaders' failure to evaluate the implementation of policies and procedures systematically has led to a failure to meet Standards relating to health and safety and fire safety. This is linked to deficiencies in leaders' understanding and management of risk. Most risk assessments are generic and not suitably adapted to the school's unique circumstances. There is no formal oversight of risk assessment, and leaders do not ensure that staff have a suitable understanding of the identification and mitigation of risk through suitable training.
19. Leaders have not put in place appropriate supervision arrangements for staff who have contact with children and families in the early years. This means that those staff working in the Reception class do not have the opportunity to formally discuss issues or concerns relating to children in their care or to receive guidance to improve their personal effectiveness.
20. Leaders are aware of their responsibilities under the Equality Act 2010, and the school ensures that pupils learn about the dangers of discrimination. This extends, amongst other things, to religious freedoms. Leaders fulfil their duty of drawing up and implementing an appropriate accessibility plan which, amongst other requirements, improves the physical environment for disabled pupils.
21. The school provides appropriate information as required by the Standards through its website or through other documentation provided to parents. Leaders have drawn up an appropriate policy for

the handling of parental complaints consisting of a three-stage approach with suitable time frames. An out-of-date policy was originally available to parents on the school's website, but the correct and current policy was posted during the inspection.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

22. Standards are not met consistently in relation to the curriculum, relationships and sex education, teaching, health and safety, fire safety and risk assessment.

**23. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 2: Quality of education, training and recreation

24. The curriculum provides coverage of the required areas, although geography and music are lacking in the middle and senior years. In the Reception class, leaders provide an appropriately stimulating curriculum. Planning is coherent, progressive and detailed, with children's needs and interests plotted against the early learning goals. Pupils in Years 1 and 2 are taught in the same class as Reception, and the detail of leaders' planning is mirrored for these pupils so that they have the opportunity to learn and make progress. In Years 3 to 6, because the curriculum overview is not yet complete for a number of subjects, it is not clear how all pupils have the opportunity to learn and make progress. Planning in Years 7 and 8 equally lacks detail. It is limited to topic titles across the range of subjects and fails to indicate how teaching will be adapted to enable pupils taught together in the same class to make progress according to their needs and abilities. In Years 9 to 11, where pupils are sometimes taught together, according to GCSE options, there is a similar absence of detailed planning. Leaders fail to make clear, for example, how they plan to integrate Year 9 pupils into current Year 10 and 11 groups.
25. In the most successful lessons, teachers enable pupils to acquire new knowledge and understanding through carefully considered explanations, appropriate activities, good subject knowledge and individual help. In these lessons, teachers display a love for their subject which they transmit to their pupils. However, teachers do not always make the best use of time in lessons, and consequently progress is limited. Progress is similarly hindered when teachers' expectations do not match pupils' ages or aptitudes. Often this is a consequence of resources used by teachers that are not adapted effectively, resulting in teaching methods or activities that fail to engage pupils' interest and deepen their understanding. Teaching is not always adapted to cater for the needs or aptitudes of pupils at different stages of their education.
26. In the absence of a science teacher, leaders have sourced an online course. They have not monitored the impact of this teaching on pupils' scientific knowledge, so are unaware of its impact on pupils' understanding.
27. Leaders have put in place a framework for assessment which enables them to identify areas for improvement. For example, as a result of assessment analysis, raising the profile of reading for pleasure has become a focus in the middle and senior schools. However, outside of English and mathematics, data-gathering is subject to teacher discretion and is not systematic. In these subjects the system used to track progress does not always allow teachers to measure pupil performance against an external benchmark, which risks data becoming subjective and misleading. The quality and frequency of teacher feedback to pupils are equally inconsistent. Leaders make details of the school's examination results available to parents and prospective parents by means of a beginning of year newsletter.
28. Leaders arrange for assessments to be undertaken internally and externally in order to identify a range of special educational needs and disabilities. Training is provided on an annual basis to ensure teaching staff are aware of neurodivergent characteristics and can identify pupils' needs, and take account of these, as quickly as possible. Leaders deploy learning support assistants effectively to ensure that pupils who have SEND receive individual attention if they need it.
29. Pupils who speak English as an additional language (EAL) are categorised into bands according to their proficiency in speaking, listening, reading and writing. Suitable interventions are planned



according to their banding, the success of which is evident in the confidence with which pupils who speak EAL participate in lessons and converse with adults.

30. Beyond the breakfast club, leaders do not provide a programme of recreational activities. As a result, pupils do not have the opportunity to develop new interests and skills or enhance their creative, sporting or academic talents.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

31. Standards are not met consistently in relation to the curriculum and teaching.

- 32. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

33. Spirituality is at the centre of the school day and many lessons begin with pupil-led prayer. Christian values and principles promote mutual respect, moral understanding and a shared sense of purpose between staff and pupils.
34. Strong relationships between teachers and pupils contribute positively to pupils' sense of self-worth and self-confidence because pupils feel that their teachers care for them, value their opinions and listen to them. Pupils are taught about how people are different, or potentially vulnerable, and learn to respect everyone, irrespective of difference. As a result, they are accepting of those with circumstances, values and perspectives that may not match their own. For example, pupils are taught about various needs or disabilities such as autism so that they can better understand the behaviour of their peers.
35. Through their use of physical space and curriculum planning, leaders promote pupils' health and wellbeing. Leaders make creative use of the relatively limited space available to ensure that pupils have the opportunity to develop their physical fitness, as well as their skills and knowledge across a sufficiently wide range of sports. The PSHE curriculum includes appropriate opportunities for pupils to learn about their health and wellbeing and their place in modern society. However, leaders do not ensure that relationships and sex education in the middle and senior school is taught regularly or systematically, and the subject is not appropriately assessed. The school's published programme of study omits significant statutory content.
36. The clarity of the school's behaviour policy ensures that it is well understood by staff and pupils. The policy is applied fairly, consistently and proportionally. The presence of learning support assistants helps teachers to defuse situations quickly and promote uninterrupted learning. Leaders take a positive approach to misbehaviour by creating opportunities for pupils to reflect on their behaviour and learn from past mistakes. The school's stance on bullying is equally clear. Leaders are quick to make sure that disagreements do not escalate into potential bullying incidents and offer appropriate support for all parties. Leaders encourage healthy interactions between younger and older pupils, and the latter model positive behaviour in their relationships with each other.
37. The school's premises provide suitable toilet, changing and medical facilities. Leaders ensure that arrangements for the joint use of facilities by junior and senior pupils are appropriately supervised and managed.
38. There is a lack of systematic monitoring of the school's implementation of its health and safety policy by leaders and the proprietor, resulting in safe practice not always being followed. For example, substances and equipment that could potentially harm pupils are not locked away. A tour of the site revealed a number of physical hazards in areas to which pupils had ready access. The school started to address some of these before the end of the inspection.
39. Leaders do not demonstrate a robust commitment to fire safety. The school has not fully addressed the recommendations of a fire risk assessment from 2022 and inspectors found several breaches of basic fire safety precautions.

40. Leaders show a detailed understanding of requirements relating to attendance and admission procedures. They ensure that pupils' attendance is accurately recorded and their absence followed up. They work with parents in line with statutory guidance to improve attendance across the school. Leaders fulfil their statutory duty to inform the local authority of potential safeguarding risks in relation to pupils arriving at or departing from the school at unusual points. The school's attendance policy was not on the website, as required, but this was rectified during the inspection.
41. Leaders have made appropriate arrangements for the treatment of pupils who are ill or injured. Pupils feel that they are treated promptly and with kindness by staff who are suitably trained. Appropriate supervision arrangements are in place throughout the school.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

42. Standards are not met consistently in relation to relationships and sex education, health and safety and fire safety.
- 43. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

## Section 4: Pupils' social and economic education and contribution to society

44. Leaders enable pupils to learn about human rights in citizenship lessons which form part of the PSHE programme and the GCSE citizenship course which is followed by all pupils in the senior school. The programme includes consideration of personal responsibility and the recognition of right and wrong when exploring moral dilemmas. In Years 1 to 6, pupils learn about key features of human environments and other elements of human geography. Throughout the school and particularly in the middle and senior schools, the analysis of literary texts and their work in art enable pupils to appreciate human creativity.
45. Through their work in PSHE, pupils come to appreciate key aspects of social and economic education, including for example social norms and risks relating to the misuse of substances or the dangers posed by negative social influences. They learn what money is and how to make choices about saving and spending, as well as concepts such as the benefit and importance of supporting charities. The concept of culture and its influence on human activity and beliefs form part of the programme of study in religious education and history. As a result, pupils are aware of and respect other cultures and beliefs which are different to their own both within and beyond the school community.
46. As part of their work in citizenship, pupils learn about fundamental British values and are reminded about them on a daily basis by having them clearly displayed in the school hall. Leaders make sure that these are woven into the school's values so that pupils respect a range of beliefs and traditions and appreciate the importance of diversity and personal freedom. For example, the school has invited families of pupils in the school to visit and share their own cultural experiences as part of an assembly in order to develop social and cultural understanding. Leaders give pupils the opportunity to learn more about other faiths including by organising a visit to a local Muslim school.
47. Leaders have drawn up the curriculum so that pupils learn about public institutions and services. This is reinforced by visits from representatives of the police and other services. Pupils also learn about the theory and practice of democracy. A recent visit to Parliament by all pupils in the middle and senior school has helped to consolidate pupils' knowledge and interest, and during the inspection, pupils took part enthusiastically in an assembly promoting elections to the school council. The staff code of conduct makes it clear that there should be no bias when any political issues are discussed.
48. Leaders are keen for pupils to engage with the local community, as stated in the school's aims, and to encourage pupils to serve it. For example, pupils invite local residents to their Christmas and summer events. At Christmas, pupils visit local care homes, singing and chatting with the residents. Other examples of community service and engagement include litter picking in the local area and Year 11 pupils providing a meal for elderly residents at a local community centre. Meeting and helping people outside of the confines of the school effectively develops pupils' social and cultural understanding and teaches them the importance of contributing to society.
49. Careers is part of the PSHE programme, and leaders have introduced events such as work experience for pupils in Year 10, visits to a STEM careers fair and interviews for pupils in Year 9 with the local careers service. Leaders recognise that the programme needs to be embedded fully as the new PSHE course is developed to cater for the age-appropriate needs of pupils in the middle and senior

schools. Pupils do not feel that they currently receive sufficient advice or that there is adequate focus in the curriculum on preparing them for their next steps.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

**50. All the relevant Standards are met.**

## Safeguarding

51. Leaders have put in place robust arrangements to safeguard pupils. A governor with specific responsibility for safeguarding is available to offer support to the safeguarding team, and governors hold leaders to account by conducting an annual review of the implementation of the school's policy. This has enabled leaders to address previous concerns effectively.
52. The safeguarding team is appropriately trained. Leaders display up-to-date knowledge of statutory guidance and local protocols. They have a clear sense of local safeguarding issues, including those relating to radicalisation. The school takes prompt action when concerns arise and seek advice from external agencies where necessary. There is an appropriate conviction that 'it could happen here', and leaders have ensured that all staff working in the school share an awareness of the need for vigilance. Training for staff is regular and effective. Adults working in the school understand their safeguarding responsibilities and how this translates into action when responding to different scenarios. They understand how to recognise signs and indicators and how to report a safeguarding concern, including directly to external agencies.
53. Leaders have established effective channels of communication for pupils to share concerns. Younger pupils are able to name several adults that they feel able to approach if they have any worries. Pupils in the middle and senior school are equally confident about receiving help, guidance and support if they have any problems. Leaders teach pupils about personal safety, including risks they are likely to encounter outside school. The school educates pupils about how to stay safe online, and leaders are careful to manage the devices pupils are allowed to bring to school in an age-appropriate way. There are appropriate filtering and monitoring systems in place to support online safety, and leaders check their effectiveness in line with statutory guidance.
54. Leaders keep children safe by carrying out appropriate checks on all adults before they begin to work or volunteer at the school and by maintaining a suitable single central record of appointments.

### The extent to which the school meets Standards relating to safeguarding

- 55. All the relevant Standards are met.**

## Schedule of unmet Standards

### Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR <sup>1</sup> Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
EYFS <sup>1</sup> 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
EYFS 3.27	Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.
EYFS 3.28	Supervision should provide opportunities for staff to: <ul style="list-style-type: none"> <li>• discuss any issues – particularly concerning children’s development or well-being, including child protection concerns</li> <li>• identify solutions to address issues as they arise</li> <li>• receive coaching to improve their personal effectiveness</li> </ul>

<sup>1</sup>The Education (Independent School Standards) Regulations 2014 ('ISSR')

<sup>2</sup> Early years foundation stage statutory framework ('EYFS')

## Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
2(1)(b)(i)	The written policy, plans and schemes of work (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
2(2)	For the purposes of paragraph (2)(1)(a), the matters are—
2(2)(h)	that all pupils have the opportunity to learn and make progress.
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
3(c)	involves well-planned lessons and effective teaching methods, activities and management of class time
3(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
3(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

## Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
2(1)(b)	The written policy, plans and schemes of work - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
2(2)	For the purposes of paragraph (2)(1)(a), the matters are—



2(2)(a)	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
2(2)(d)	personal, social, health and economic education which –
2(2)(d)(i)	reflects the school’s aim and ethos; and
2(2)(d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)
2(2)(i)	effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
ISSR Part 1, paragraph 2A(1)	The standard in this paragraph is met if the proprietor:
2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
2A(1)(d)	in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
EYFS 3.64	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.
ISSR Part 3, paragraph 12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
EYFS 3.65	Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency. Providers must have: <ul style="list-style-type: none"> <li>• an emergency evacuation procedure</li> <li>• appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.</li> </ul> Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

## School details

<b>School</b>	Emmanuel Christian School
<b>Department for Education number</b>	856/6018
<b>Address</b>	Emmanuel Christian School The Grounds of Braunstone Evangelical Free Church Didsbury Street Braunstone Leicestershire LE3 1QP
<b>Phone number</b>	0116 222 0792
<b>Email address</b>	office@ecsleicester.org.uk
<b>Website</b>	www.ecsleicester.org.uk
<b>Proprietor</b>	Emmanuel Christian School Ltd
<b>Acting Chair</b>	Mr Julian Mercik
<b>Headteacher</b>	Mr Andy Harris
<b>Age range</b>	4 – 16
<b>Number of pupils</b>	55
<b>Date of previous inspection</b>	8 to 10 December 2021

## Information about the school

56. Emmanuel Christian School is a co-educational day school located in the town of Braunstone, on the south-western edge of Leicester. The school is housed in premises owned by the Braunstone Evangelical Free Church and is overseen by a board of governors. The school was previously inspected by Ofsted.
57. The early years provision comprises a Reception class for children aged four to five years.
58. The school has identified eight pupils as having special educational needs and/or disabilities. There are four pupils in the school who have an education, health and care (EHC) plan.
59. English is an additional language for 28 pupils.
60. The school states that its aims are to provide a Christian, balanced education, aiding the development of each child's potential to the full, academically, physically, socially and spiritually. It seeks to promote good relationships with the local community and welcomes children from families of any or no religious affiliation.

## Inspection details

### Inspection dates

17 to 19 September 2024

61. A team of three inspectors visited the school for two and a half days.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and an assembly
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

63. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

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For more information, please visit [isi.net](http://isi.net)