

Locksley Christian School

Independent school light-touch inspection report

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Reporting inspector	David Young

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

This was a light touch educational inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Locksley Christian School is an independent day school situated in a rural area of Lincolnshire. It was founded in 1992 as a registered charitable trust and serves students from a wide area of the county. The school is housed in two blocks, originally owned by the Royal Air Force. It is registered for 110 students between the ages of three and 19 years; there are currently 42 students on roll. The school roll includes four children in the Early Years Foundation Stage, of whom two attend part-time; none is funded under the government nursery scheme. There is a wide spread of ability and six students have statements of special educational needs. Lincolnshire County Council places students at the school, which aims to provide an education that meets the needs of each individual child spiritually, academically, emotionally and physically, in a peaceful and loving environment and on a foundation of Biblical faith and character. It strives for excellence, integrity and finding wholeness. The school follows the Accelerated Christian Education (ACE) curriculum. It was awarded 'Model School Status' in November 2007 by Christian Education Europe in recognition of sustained performance against model school criteria. The school was last inspected by Ofsted in March 2008.

Evaluation of the school

Locksley provides a good quality of education through which students make good progress and are well prepared for life beyond school. Their personal development is outstanding as is their behaviour throughout the school. The overall effectiveness of the Early Years Foundation Stage is good and the children make outstanding progress in their learning. The school fully meets its aim to provide an education that meets the needs of each individual child; and parents, through their questionnaire returns, express overwhelming support for all aspects of the school. Arrangements for safeguarding students and children in the Early Years Foundation Stage are outstanding. At the time of the last inspection, the school did not provide parents

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

and carers with annual particulars of the school's academic performance in the preceding year; this has now been rectified through an insert in the school's prospectus and a newsletter for current parents and carers. The school now meets all the regulations for registration as an independent school.

Quality of education

The school provides a good curriculum which includes access to all the required areas of learning. This is achieved through a successful combination of the ACE curriculum and an enhanced programme of additional subjects. Each morning, the majority of students work individually in the school's lower and upper learning centres managing their personal programmes of study effectively. Their experience in the ACE curriculum ensures that they develop good knowledge and understanding of literacy, numeracy, science, history and geography. The literacy programme focuses strongly on word building, grammar and sentence construction, together with creative writing and the study of literature. In line with the school's aims, there is a pronounced emphasis on Biblical themes and the development of spiritual awareness. This makes an important contribution to the personal and moral development of the students. Students develop appropriate skills in managing their time, setting personal goals and assessing their own progress. Higher level cognitive skills, such as analysis, evaluation and reasoned argument, do not feature sufficiently in many of the ACE workbooks to provide sufficient challenge, particularly for the higher achieving students. Students who have special educational needs and/or disabilities are accommodated, for at least part of their time, in the practical learning centre. Here they develop confidence in their own abilities and work to challenging, but realistic goals. They have access to all the required areas of learning and are able to progress at their own individual pace through the curriculum. One parent stated: 'The school's compassion and understanding of children with special educational needs is outstanding...it has changed our family lives.' Children in the Early Years Foundation Stage experience a balanced programme of focused concentrated learning and learning through free play.

The enhanced curriculum, taught in the afternoons, provides good experience for all students in a wider range of subjects, including challenging extension activities which enable students to extend their learning in aspects of creative writing, science, local study projects, and oral report presentations. All students have appropriate experience of the use of information and communication technology (ICT), together with enjoyable creative and aesthetic activities. The quality of planning for the enhanced curriculum is exemplary. Students in Key Stage 4 and those who continue their studies beyond the age of 16 have some choices in the subjects they study; they are extremely well supported as they prepare for accreditation through the International Certificate of Christian Education at General, Intermediate and Advanced levels. Aspects of the enhanced curriculum, together with some of the more demanding assessment arrangements of these certificates, provide students with access to the higher level cognitive skills which contribute to their preparation for further and higher education. A programme of personal, social and health

education, together with citizenship, introduces students to a number of themes that enhance their understanding of wider society and their roles within it.

The quality of teaching and assessment is good and results in good progress for students of all ages. Children in the Early Years Foundation Stage make good progress in all areas of learning and are prepared well to take on appropriate responsibilities and challenges as they move into the lower learning centre. The ACE programme is thoroughly assessed and students know at all times how much progress they have made and their targets for future learning. The staff combine a supervisory role in the learning centres with good attention to the learning needs of individual students. The approach to learning is highly organised and staff ensure that students take on sufficient challenge and work diligently throughout the morning programme. The high quality of planning for the afternoon enhanced curriculum, together with the specialist skills of individual staff, ensures that students have a variety of opportunities to work successfully in groups, to develop subject skills to a high level, and to consider a number of themes relevant to their personal development. Students overwhelmingly enjoy attending school and state that they like the structured approach to learning. Key Stage 4 students make good progress and gain certification at levels which enable them to move on to local sixth form and further education colleges. Post-16 students have achieved a successful record of entry to university. For a number of students, progress is outstanding from their starting points on entry to the school, including those with special educational needs.

Spiritual, moral, social and cultural development of the pupils

The ethos of the school, together with the commitment of the staff to developing students individually, contributes to outstanding spiritual, moral, social and cultural development for students of all ages. An emphasis on personal spiritual and moral development is embedded in all aspects of the curriculum. Themes throughout all subjects in the ACE programme encourage students to consider personal moral issues. Students have a clear understanding of right and wrong and demonstrate this in their outstanding behaviour throughout the day. Students, through their questionnaire responses, state that they are happy at school, that there is no bullying and that the school treats them fairly. Attendance is good and there is no unauthorised absence. Students develop personal responsibility through the school's successful combination of self-managed study and contribution to the school as a community. They have opportunities to contribute to practical community service in the local community, to the annual Christmas production at the local theatre and through service to others as part of the 'privilege' award system. Units of work within the personal, social and health education programme ensure that students develop their awareness of public institutions and services, together with an understanding of the diversity of cultures and beliefs in the wider world. The youngest students, for example, have set up a pen pal programme with the children of a school in Hyderabad in India. Students have opportunities to attend the European and International Schools' Convention where they meet and work with students from a wide range of cultural backgrounds.

Safeguarding pupils' welfare, health and safety

The school's arrangements for the welfare, health and safety of students are outstanding. The quality of relationships and the extent to which all students are known individually ensure a safe environment in which individual welfare has the highest priority. As at the time of the last inspection, the school maintains and implements a full range of appropriate policies. Arrangements for the recruitment of staff are exemplary and the school has the highest expectations of staff commitment to the well-being and personal development of students. Details of checks on the suitability of staff and proprietors are recorded in a single central register. Arrangements for safeguarding students, including the required updating of staff training, are implemented to a high standard. Throughout the school, including the Early Years Foundation Stage, healthy lifestyles are encouraged through fruit breaks and regular exercise. Fire safety requirements are met in full, including recorded procedures for the regular checks on fire safety equipment and emergency evacuations of the premises. The school maintains and implements its three-year plan to improve accessibility.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children make outstanding progress and are prepared well for the transition to the lower school learning centre. They take a full part in the life of the school and are encouraged to think ahead and understand how their experiences are preparing them for the future. Their profile booklets demonstrate outstanding progress in all aspects of personal, social and emotional development. The learning programme ensures appropriate experiences in communication, literacy and numeracy and their reading readiness profiles demonstrate early evidence of success in reading skills. The children are encouraged to develop healthy lifestyles through their diets and active exercise, and are helped to understand danger and how to stay safe.

The school makes good provision for children's learning. The learning environment is spacious and maintained to a high standard with appropriate access to toys, games and some large equipment outdoors. The children have managed access to a suitable outdoors environment, but this is not used as part of a continuous learning process due to the lack of direct access from the classroom. Learning is planned appropriately following the ACE curriculum manual, including continuous assessment of children's progress resulting in support and challenge for individuals.

The staff give a high priority to children's safety and welfare through good staffing levels and the appropriate use of risk assessments. Leadership and management are good and school policies are implemented consistently, although future developments in the Early Years Foundation Stage are not routinely included in the school's improvement plan and monitoring arrangements. Relationships with parents are strong and parents are informed appropriately of the development and progress of their children.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

School

- ensure students have extensive opportunities to develop higher order cognitive skills, such as analysis, evaluation and reasoned argument, in all areas of the curriculum

Early Years Foundation Stage

- include Early Years Foundation Stage developments in the school's improvement plan and monitoring arrangements.

Inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage	✓			
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

School details

School status	Independent		
Type of school	Christian day school		
Date school opened	January 1992		
Age range of pupils	3–19		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 27	Girls: 13	Total: 40
Number on roll (part-time pupils)	Boys: 1	Girls: 1	Total: 2
Number of pupils with a statement of special educational needs	Boys: 5	Girls: 1	Total: 6
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£2,124		
Address of school	Bilney Block, Manby Park, Louth, LN11 8UT		
Telephone number	01507 327859		
Email address	Locksley@srf.co.uk		
Headteacher	Amanda Franklin		
Proprietor	Locksley Christian School Limited		