

# Christian School of London

Independent school standard inspection report

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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.<sup>1, 2</sup>

## **Information about the school**

The Christian School of London is located in the borough of Islington and is under the auspices of the New World Mission Association and its multicultural church. Nearly all pupils are of Latin American origin, with a few of mixed European heritage. All speak English as their first language and most speak Spanish as a second language. No pupils have been identified with special educational needs and/or disabilities. The school was first established as a home-school provision in 2005 and registered as a school in June 2007; it moved into the present premises in September 2009. Pupils use the Accelerated Christian Education (ACE) programme for their core curriculum. They use workbooks called Packets of Accelerated Christian Education (PACES), which pupils complete in individual 'offices' (workstations) set around the classrooms. There is also a programme of other curriculum activities, which is mainly followed in the afternoon. There are currently 33 pupils between the ages of five and 16 years of age. The main aim of the school is to 'advance education in accordance with Christian principles'. The school had its first inspection in May 2008, when it met most of the regulations for registration, and a progress monitoring visit in May 2010, when all regulations were met.

## **Evaluation of the school**

The Christian School of London provides a good quality of education for its pupils and meets its aims successfully. Pupils clearly enjoy their education and say they feel safe in school; safeguarding arrangements are robust. Pupils' spiritual, moral, social and cultural development and provision for their welfare, health and safety are outstanding. Pupils are making good progress in their learning and their attitudes and behaviour are outstanding. The school has ensured that all the recommendations of the last inspection have been met and there have been improvements in the provision for information and communication technology (ICT). The school meets all the regulations for registration.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

## Quality of education

The school provides its pupils with a good curriculum. The youngest pupils in the ABCs class have a solid grounding in phonic skills and letter recognition, which contributes to their rapidly developing reading and writing skills. There is also good provision for their physical and social development. In the Junior Learning Centre, pupils study a core curriculum of English, mathematics, social studies (history and geography), science and word building (spelling). This develops their key skills of reading, writing and numeracy well. Additional PACEs are provided for creative writing, Bible study and animal science. Pupils in the Senior Learning Centre study these same subjects, with the addition of a range of elective PACEs covering such subjects as music theory, Spanish and health. Although nearly all pupils have good key skills, many are not following ACE guidance for developing their handwriting and, as a result, their style is neither clear nor cursive. In addition to the PACEs, other learning experiences include swimming lessons, oral and written Spanish, art and design, filmmaking, web design, drama and physical education. Effective use is made of a local park and leisure centre for pupils' physical development. Most pupils also have specific ICT lessons and generally make good progress in this subject. However, pupils' general experience of design and food technology, while satisfactory, is limited. Older pupils are provided with very good opportunities to explore their options once they leave the school through work experiences and careers advice. For example, a group of the oldest pupils recently attended a careers fair. The ACE programme enables all pupils to work at their own level of achievement, which may differ between subjects. Parents and carers are very positive about the system and one parent commented, 'My daughter has improved considerably since starting on this programme'.

The quality of teaching and assessment is good overall, with some outstanding practice in the development of pupils' spiritual, moral and social skills. As a result, pupils make good progress in relation to their starting points. Their personal development is excellent. When they join the school, pupils are given a diagnostic test, which places them on a point in the ACE curriculum where they can work at their optimum capacity. Each pupil then follows their own individual programme of study, which enhances their capacity for independent learning, target setting and self-assessment. Teachers have a good understanding of the ACE curriculum and procedures and have very positive relationships with pupils. However, there are some shortcomings in their planning for subjects outside the ACE curriculum and the school recognises this as an area for further development. The ACE system has very good continuous assessment procedures, which enable pupils to know exactly how well they are doing and what they need to do to improve. However, assessment in subjects outside the ACE core curriculum is limited and does not monitor pupils' long-term progress as effectively. On the other hand, their progress on the ACE core curriculum programme is carefully recorded on 'Supervisor Progress Cards' and this information is used well to keep parents and carers informed about their children's progress.

## **Spiritual, moral, social and cultural development of pupils**

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils enjoy school and attendance is high. Daily periods of worship known as 'devotions' provide an outstanding contribution to pupils' spiritual, moral, social and cultural development by giving pupils extended opportunities to reflect on their own and others' beliefs. This is supported by the school's strong Christian philosophy, good Bible teaching and effective pastoral care.

Many pupils have a strong personal faith and a good insight into biblical ethical values, which is evident in their conduct around the school. Their behaviour and attitudes are outstanding, which leads to high levels of concentration in the learning centres and good progress in learning. Relationships are very positive and pupils clearly enjoy helping one another. Staff provide excellent role models. Visits out of school contribute to the pupils' education very well and make significant positive contributions to pupils' cultural awareness. The school works very closely with parents and carers to ensure that all pupils have the best chances in life they can achieve. For example, one parent wrote, 'my child has developed great character values' and another said, 'my daughter has improved in values and self-esteem as a result of proper Christian teaching'. Older pupils study the institutions and public services in England in some depth as part of their careers' development studies. The many activities and services that pupils undertake in the school and the church contribute significantly to their outstanding personal development. The good standards pupils achieve in reading, writing and mathematics ensure they are well prepared for the next phase in life.

## **Welfare, health and safety of pupils**

The school provides an outstanding level of welfare, health and safety for its pupils. They are exceptionally well cared for and there is an excellent programme of personal, social and health education, which is delivered through the ACE curriculum, devotional sessions and one-to-one counselling by the church pastoral staff. The school is a fully inclusive community, in which pupils of all backgrounds feel valued and accepted. Pupils have strong friendships with each other and pupils say that no one is left out.

Pupils are well aware of healthy living, the need for regular exercise and confidently adopt practices that ensure their own safety. All policies regarding safer recruitment, behaviour, anti-bullying, fire and risk assessments, health and safety, first aid and child protection are very robust and implemented exceptionally well; all staff have received recent and relevant training. Provision for safeguarding pupils is of a very high standard. Volunteers are properly vetted to ensure they are suitable to work with children. Parents and carers say that they have every confidence in the school's provision for welfare, health and safety. The school has recently drawn up a three-year accessibility improvement plan in accordance with the Equality Act 2010, strengthening the already good provision for those with mobility difficulties.

## **Suitability of staff, supply staff and proprietors**

The school's safeguarding and safer recruitment policy and practice are in full accordance with the regulations. There is a well-maintained electronic single central record. All checks are carried out on staff, including a Criminal Records Bureau check, to ensure they are suitable to work with children. The school has also been diligent in ensuring that foreign nationals are eligible to work in this country and have been cleared by their own safeguarding authorities when necessary.

## **Premises and accommodation at the school**

The school is located in a recently refurbished office building, which is also the administrative centre of the church and charity. The accommodation is well designed and organised so that the church activities do not interfere with the school and access to the school is monitored rigorously. The school accommodation is well decorated, suitable and adequate for the numbers of pupils. There are three learning centres, where pupils have 'offices' for PACE work. A general-purpose hall is used effectively for assemblies, physical activities such as table tennis, and for lunchtime meals. There is a well-equipped computer suite and there are suitable areas for practical activities. There are sufficient washrooms and toilet facilities including a toilet for those who have mobility difficulties. The school has suitable facilities for pupils who are ill, with a wash hand basin and within easy reach of a toilet.

## **Provision of information**

The school's information to parents and carers is clear, accurate and up to date. There is an informative prospectus and comprehensive handbook. The home language of most parents and carers is Spanish and the school provides a translation service where necessary. The school has high expectations of parents' and carers' involvement in the school and their children's education and they are, in return, very supportive of the school and its events. All parents and carers attend a 'Parents' Orientation' meeting to help them understand the ACE programme and to support their children's learning at home. Parents and carers have regular consultations to discuss their children's progress and receive an informative annual report on their children's progress.

## **Manner in which complaints are to be handled**

The school's policy for handling complaints meets regulatory requirements.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets all The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').<sup>3</sup>

## **What the school could do to improve further**

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

- where necessary, improve provision, planning and assessment for non-ACE subjects
- increase the amount of time spent on design and food technology within the overall curriculum
- improve pupils' handwriting skills so that they are in accordance with ACE cursive handwriting requirements.

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<sup>3</sup> [www.legislation.gov.uk/ukSI/2010/1997/contents/made](http://www.legislation.gov.uk/ukSI/2010/1997/contents/made).

## 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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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Christian all-age school		
<b>Date school opened</b>	June 2007		
<b>Age range of pupils</b>	5–16 years		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 13	Girls: 18	Total: 31
<b>Number on roll (part-time pupils)</b>	Boys: 1	Girls: 1	Total: 2
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£ 3,588		
<b>Address of school</b>	Unit 1, 433 Holloway Road London N7 6LJ		
<b>Telephone number</b>	020 7561 7143		
<b>Email address</b>	school@cclnewma.org		
<b>Headteacher</b>	Francisco Pasqualone		
<b>Proprietor</b>	New World Mission Association UK		

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 October 2011

Dear Pupils

**Inspection of Christian School of London, Islington, London, N7 6LJ**

Thank you very much for making me welcome at your school. I was very impressed with your outstanding behaviour and very positive attitudes to learning. I enjoyed talking to you and seeing how well you are doing in your PACE work and other activities. You have a good curriculum, which you find interesting. Teachers make sure you make good progress by following learning centres' procedures well. It was also very good to see how seriously you take your morning devotions and how well you read the Bible. Your personal development is outstanding and you say you feel well prepared for the next stage in life. Although a few of you said you would like some more equipment for ICT, you are making good progress in this subject. I was also very impressed with the care and support your teachers give you and you all said how very safe you feel in school.

When I was looking through your PACEs, I noticed that many of you in the Senior Learning Centre were not following the handwriting guides when completing activities. As a result, many of you do not join your letters correctly and frequently, not at all! I have asked the staff to make sure that you do follow the guidelines and to help you improve your handwriting style. You can help by practising hard and making sure you follow the instructions in your PACEs. I also have asked the staff to give you more opportunities to develop your design and food technology skills, as these are important for your future life.

Yours is a good school and one that is improving all the time. I hope that you all do well and that the school goes on from strength to strength.

Yours sincerely

Stephen Dennett  
Lead inspector