

# Emmanuel Christian School

Sandford Road, Oxford, OX4 4PU

## Inspection dates

11–13 March 2013

### Overall effectiveness

**Good**

**2**

Pupils' achievement

Good

2

Pupils' behaviour and personal development

Outstanding

1

Quality of teaching

Good

2

Quality of curriculum

Good

2

Pupils' welfare, health and safety

Outstanding

1

Leadership and management

Good

2

## Summary of key findings

### This school is good because

- Pupils are making good, and sometimes outstanding, progress in all parts of the school.
- Since the last inspection the governing body and senior leaders of the school have made great strides in identifying and improving the quality of provision, including teaching and achievement for all parts of the school.
- Teaching is consistently of a high quality. Information from assessments is used well to monitor pupils' progress to ensure they realise their potential.
- Any pupil with special educational needs is identified and assessed and given one-to-one support to ensure that the school's programme of work meets their needs.
- Arrangements to safeguard pupils' welfare, health and safety are outstanding. Pupils feel safe and are exceptionally well looked after. Behaviour is exemplary.

### It is not yet outstanding because

- A few weaknesses in the quality of teaching require further refining of differentiation methods.
- The quality of the outdoor provision for children in the Early Years Foundation Stage is not as good as it could be.
- The marking policy is not always consistently applied by all members of staff.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The school was given half a day's notice of the inspection. The school site was visited to check the suitability of the premises.
- Sixteen lessons taught by eight different teachers were observed. Discussions were held with pupils and staff. Pupils' behaviour was observed in lessons, in play, at lunch and around the school. Pupils' work, school documents and records were examined. Pupils from Key Stages 1 and 2 read to the inspector.
- Responses from staff questionnaires and Parent View were taken into account.

## Inspection team

Flora Bean, Lead inspector

Additional inspector

Phillip Mann

Additional inspector

## Full report

### Information about this school

- Founded in 1988, Emmanuel Christian School is a non-denominational, evangelical day school located in Littlemore on the edge of Oxford.
- It is a small co-educational school for pupils aged from three to 11 years of age. The pupils come from a wide range of White British and minority ethnic backgrounds. A small number of pupils speak English as an additional language.
- There are currently 76 pupils on roll, taught in a Nursery class, a Reception class, and three combined Years 1 and 2, Years 3 and 4, and Years 5 and 6 classes. Children attend the Nursery on a part-time basis and become full time when they join Reception.
- There are no pupils with a statement of special educational needs, but there are others who have been identified by the school as needing additional learning or emotional support.
- The school was last inspected in December 2009.
- The school's mission statement is 'to support parents in their task of preparing their children for a place in society by providing good quality education through a broad curriculum and to promote an understanding of the natural world and society from a biblical perspective, within a loving ethos which is nurturing of Christian discipleship'.

### What does the school need to do to improve further?

- Improve the quality of teaching by:
  - refining the differentiation in lessons to meet the needs of all pupils
  - ensuring all staff follow the school's marking policy so that guidance is provided more regularly in teachers' comments on how pupils can improve their work
  - ensuring school leaders make more frequent checks on the quality of teaching to bring about further improvements more rapidly.
- Improve the quality of provision in the Nursery by:
  - further developing resources in the outdoor play area.

## Inspection judgements

### Pupils' achievement

#### Good

Pupils' achievement is good overall as a result of good teaching. All children in the Nursery and Reception, including those with special educational needs, are making good progress. Through regular singing, dancing and participating in group activities, Nursery children are progressing well. They demonstrate increasing confidence in their understanding of sounds and letters, in their recognition of numbers and in basic counting. In their topic on people and places they are learning about the wider world and cultural differences. In Reception, children are making good progress with vowel sounds and in sounding out letters to make new words. They are beginning to see patterns and to read words with sounds they know. Many already read freely. They enjoy activity time when they can choose their own activities, for example in making junk models or painting. In addition, through a wide range of adult-led and freely chosen activities, all the children in the Nursery and Reception are developing good levels of manual dexterity, coordination and spatial awareness.

In Years 1 and 2, pupils are making good progress in literacy and numeracy and some are making outstanding progress. Pupils read every day in school with accurate record keeping by the teacher and good liaison with home. There is a rich variety of topic work in science, history and geography. In the two Key Stage 2 classes this overall good progress continues. Pupils are making particularly good progress in reading, handwriting and in mathematics. Several pupils have been successful in 11 plus examinations to local schools of their choice. In extra-curricular activities, such as in chess and sports fixtures, pupils are learning participation and fair play.

Throughout the school, pupils are positively challenged to set themselves high standards and, as a result, they understand that they are progressing well and are happy with their achievements. This also applies to any disabled pupils and those with special educational needs, who have opportunities for one-to-one support sessions. These boost their confidence because they are taught with sensitivity and much encouragement.

### Pupils' behaviour and personal development

#### Outstanding

Pupils' behaviour is outstanding. Staff set consistently high standards and, as a result, pupils are confident and free to explore and to express themselves within very clear boundaries. All pupils are fully engaged in lessons and apply themselves enthusiastically to tasks set. They work extremely well together and volunteer ideas readily. There is no disruption in lessons and pupils' consistently thoughtful behaviour, even in the younger classes, stands out as a key factor in their successful learning.

Pupils are highly considerate towards each other. There is little, if any, bullying and any behavioural issues are dealt with swiftly by staff. Pupils feel very safe and know how to look after themselves and each other. They are prepared to share and to take turns. This creates an extremely positive school ethos in which all pupils thrive in an atmosphere of dignity and respect.

Pupils acknowledge that they are extremely well looked after. All the pupils from the very youngest to those in Year 6 take on responsibilities in school. In the Nursery, for example, they collect the register and help to pour milk for break. In the older years the pupils take on responsibilities on the school council or as prefects. The small inclusive community encourages older pupils to help look after the younger ones. As a result, all enjoy being in school. Attendance rates are very high.

The school's Christian ethos underpins the pupils' excellent spiritual, moral, social and cultural development. Through assemblies, and time for reflection and prayer, the pupils are developing a deep understanding of the Christian faith. In addition, the personal, social and health education

(PSHE) programme taught throughout the curriculum instils an understanding of right and wrong. Through the rich cultural diversity of the school, pupils respect each other and are learning about different cultures and faiths. Pupils raise money for charities at home and abroad. The school's aim, successfully met, is to teach biblical principles, tolerance and the need to accept and respect others who may be different as an important part of their learning experience. Pupils are very well prepared for life in a democratic and multicultural society.

### Quality of teaching

### Good

Teaching is good with examples of outstanding practice which enables pupils to achieve well. Since the last inspection the quality of teaching has improved. Through effective planning, which caters for pupils' varied learning needs in the different year groups, pupils mostly learn at a lively pace and make good progress. In a few lessons the work is not always differentiated as much as it might be for all pupils. Teachers have high expectations for all pupils and consistently enable them to develop their knowledge, skills and understanding in all areas of the curriculum.

Pupils volunteer comments in lessons and discuss well, as seen, for example, in a science lesson in the Years 3/4 class on food groups, which linked in well with their visit to Hampton Court. In the Years 5/6 class, good levels of literacy were observed and time was used constructively when the pupils were writing a formal text. In an interesting art lesson in the Years 1/2 class, pupils created and painted their own designs following an aboriginal dot technique.

In the Early Years Foundation Stage, ongoing assessments are used effectively to plan teaching. Accurate record keeping highlights children's progress and areas to further focus on in literacy or numeracy. Children enjoy reading and writing and a well-planned variety of activities through both structured work and through learning in free time. In the Nursery, children learn through well-organised daily routines and explored water turning to ice in a science lesson.

Pupils' work is well marked and often includes helpful comments on how well the pupils are doing and what they need to do to improve, but this is not a consistent practice across all year groups. Teachers set realistic, yet challenging, targets. They encourage children to self-assess and to assess each other's work to promote effective learning. Regular homework is set. Teaching assistants are effectively involved in teaching and supporting pupils. Parents are invited to help in school.

### Quality of curriculum

### Good

The curriculum is broad and balanced, covers all the required learning areas and has a good impact on pupils' learning and achievement. Curriculum activities are well planned to meet the needs of pupils with different levels of ability. It is effectively planned to prepare pupils for the opportunities, choices and responsibilities of adult life.

The planning for the curriculum is underpinned by a biblical world view, as expressed in the school's aims and mission statement. It follows the National Curriculum and includes appropriate schemes of work for each year group and area of learning, with a strong focus on reading, writing, communication and mathematical skills. Personal, social and health education is taught throughout the curriculum and has a significant impact on pupils' behaviour.

Through a rich and varied extra-curricular and sports programme, pupils enjoy and compete in team games and chess competitions with each other and against other schools. Pupils play instruments in the school orchestra and the vast majority sing in the school choir. Extension work is planned and offered for the older pupils.

In the Nursery and Reception classes the curriculum supports the learning well. A warm, colourful and well-equipped indoor learning environment is provided, organised by adults who understand

the needs of the children, and promotes good learning and personal development. Provision for the three- to five-year-olds meets requirements, but the outdoor play area for the Nursery is underdeveloped in terms of resources for play.

### **Pupils' welfare, health and safety**

### **Outstanding**

Pupils are exceptionally well looked after and provision for their welfare, health and safety is outstanding. All staff work exceedingly hard to care for them and take part in regular training to ensure they are up to date with the latest guidance and requirements. Safeguarding procedures are rigorous. Arrangements for staff recruitment adhere rigorously to safer recruitment procedures. Appropriate checks on the suitability of staff are carried out, including all checks on supply staff. The school has an appropriate single central record with all the required details of the relevant staff checks. All staff are aware of child protection matters and are trained in safeguarding, first aid, including paediatric care, and fire safety matters. A very comprehensive and well-written handbook provides staff with exceptionally clear guidelines on all school matters relating to pupils' welfare, health and safety including for e-safety.

Detailed policies and procedures for identifying and minimising risk are in place and these are rigorously and consistently implemented and reviewed regularly to secure improvement. These include policies for child protection, health and safety and anti-bullying. The pupils report there is virtually no bullying and they feel safe and very well looked after. They are taught extremely well how to look after each other and to be safe. Pupils are very well supervised at all times.

The school has a clear admissions policy and procedures. Daily registration procedures are thorough. All pupils are aware of what constitutes healthy eating and bring healthy packed lunches. Regular physical exercise is a priority. For older pupils, frequent play times outside in a well-resourced play area and a wide range of sports and physical education lessons give pupils outstanding opportunities for regular exercise. Risk assessments for the premises and out-of-school activities are thorough, and are fully properly recorded. The building is checked regularly for any health and safety hazards and fire equipment is checked and kept in good order.

### **Leadership and management**

### **Good**

Leadership and management are good. The governing body and senior staff communicate high expectations and ambitions to ensure pupils achieve well. The experienced governing body, with wide expertise in policy and procedures, has worked hard to improve the quality of provision through accurate monitoring, effective performance management and the provision of training. The governing body is very supportive of the headteacher and is actively involved in the running of the school.

The headteacher has a calm and determined approach. She is visible in and around the school and takes an active role in classroom activities. Staff are well supported and there is good team spirit. All staff have clear job descriptions which they understand and this promotes good working relations. The school's self-evaluation is realistic and robust; the school knows itself well. The school's actions since the last inspection have brought about significant improvements in the quality of teaching and learning. Teachers' work is reviewed annually and leaders are aware of the need to make more frequent checks on the quality of teaching to bring about improvements more rapidly. The newly qualified teachers have been particularly well supported. The quality of provision has improved and all pupils are making good progress.

Clear policies ensure all required procedures are very effectively implemented and reviewed. Since the last inspection the extra-curricular provision has been well developed and offers good opportunities for all groups of pupils to learn and make good progress. The school's ethos promotes the outstanding behaviour and personal development for all pupils, including for their spiritual, moral, social and cultural development. The school works well with parents and carers.

All the required information about the school for parents, carers and others is available on the school website. They also receive good regular reports on their child's progress and have the opportunity to attend consultation meetings in school on a regular basis. The school's procedures for handling complaints are appropriate, clear and concise. The proprietor has ensured that the premises are suitable and safe for learning.

The proprietor has ensured that all the independent school regulations are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

## School details

<b>Unique reference number</b>	123317
<b>Inspection number</b>	408716
<b>DfE registration number</b>	931/6102

This inspection was carried out 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.

<b>Type of school</b>	Christian primary day school and Nursery
<b>School status</b>	Independent school
<b>Age range of pupils</b>	3–11 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	76
<b>Number of part time pupils</b>	18
<b>Proprietor</b>	Emmanuel Christian School Association Limited
<b>Chair</b>	Mrs K Jack
<b>Headteacher</b>	Mrs S Perry
<b>Date of previous school inspection</b>	2 December 2009
<b>Annual fees (day pupils)</b>	£4,620
<b>Telephone number</b>	01865 395236
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