

Immanuel School

Havering Grange Centre, Havering Road North, Romford, Essex, RM1 4HR

Inspection dates 14–16 May 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

- School leaders have maintained a good standard of education since the last inspection. They have ensured that the teaching and curriculum in the Nursery and Reception, previously judged to be adequate, are now good and enable children in these classes to make good progress.
- The provision for pupils' welfare, health and safety is outstanding and pupils are exceptionally well cared for.
- The strongly spiritual and nurturing ethos, the excellent role models provided by the staff and the broad, balanced and God-centred curriculum contribute significantly to pupils' outstanding behaviour and to their personal, spiritual, moral, social and cultural development. Pupils are prepared well for their future.
- Teaching is mostly good throughout the school and enables pupils to achieve well.

It is not yet outstanding because

- Although the senior leaders monitor the quality of teaching and learning accurately, they have not followed this up with robust actions to lift the quality of teaching from good to outstanding and enable pupils to make outstanding progress.
- The proportion of outstanding teaching is not sufficiently high and a small minority of teaching is adequate.
- Pupils have limited extra-curricular opportunities to extend their physical skills.

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 inspection was carried out with one day's notice.
- The inspectors observed 14 lessons taught by 11 different teachers. In addition, a number of lessons were visited briefly with a particular focus on the curriculum and pupils' behaviour. Meetings were held with the senior leaders, teaching staff and pupils. Documentation and policies, including those relating to safeguarding and welfare, health and safety, were scrutinised.
- A selection of pupils' written and other work was examined, as well as curriculum plans, teachers' assessments and examination results.
- The inspectors also took account of the responses in 19 questionnaires completed by staff and took into consideration the views expressed by parents and carers through 37 responses to the online Parent View questionnaire. The views of pupils were collected directly during the inspection by talking to pupils.

Inspection team

Michèle Messaoudi, Lead inspector

Additional Inspector

Martin Newell

Additional Inspector

Full report

Information about this school

- Immanuel School is a day independent Christian school registered for up to 163 boys and girls aged from three to 16. It is part of the Immanuel Community, a church group which has several ministries. It is located in the London Borough of Havering. The school does not use any alternative provision.
- The school was last inspected by Ofsted in November 2006. It was a member of the Christian Schools' Trust between September 2008 and January 2010 and, as such, was inspected by Bridge Schools Inspectorate in November 2009, when it was found to provide a good quality of education and meet all the regulations for independent schools.
- The church ministry leader and another member of the leadership team, who is the school chaplain, are based on site. These two church leaders, together with the Principal, two vice-principals and one other member of staff, form the school's management team.
- There are currently 102 pupils on roll, 11 of whom are in the Early Years Foundation Stage and out of these, seven attend part time. There are no children in receipt of free nursery education. There are 42 pupils in the primary department and 49 in the secondary department. Pupils have diverse heritages, mostly White British and Black African (Nigerian). A few pupils are at an early stage of learning English in the Nursery and in Key Stage 1. There are no pupils with a statement of special educational needs. All the teachers are committed Christians and all the pupils come from Christian families.
- The school's main aims are encapsulated in its vision statement, 'Young people loving God and equipped for life' and its mission statement, 'We commit with the support of parents to educate and disciple children and young people from a Biblical worldview in a secure and prayerful environment.'

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - the feedback which senior leaders give to teachers about their strengths and areas for further development is sharp enough to raise the quality of teaching from good to outstanding
 - recommendations given to teachers for further improving their teaching are followed through sufficiently robustly so that pupils make outstanding progress.
- Raise the quality of teaching from adequate to good, and from good to outstanding by ensuring that all teachers:
 - challenge pupils to a high level by asking them questions that extend their thinking and deepen their understanding
 - frequently check on pupils' learning during lessons and make timely and well-judged interventions that help pupils to make rapid gains in their learning
 - give pupils high-quality written feedback to show them precisely how to improve
 - give pupils regular opportunities to work collaboratively and learn from each other
 - consider whether worksheets are indispensable to support pupils' learning.
- Provide pupils with regular extra-curricular opportunities to extend their physical skills.

Inspection judgements

Pupils' achievement

Good

Pupils' achievement is good throughout the school. In Nursery and Reception, children make good progress towards the expected goals in all areas of learning through a wide range of stimulating indoor and outdoor activities that challenge them well. They are wisely grouped with Key Stage 1 pupils for certain activities which stretch them extremely well, particularly the more able. Throughout the primary department, pupils make good progress. Most pupils attain standards of reading that are much higher than those expected for their age and, by the end of Year 6, their writing, mathematical and scientific enquiry skills are higher than the levels typically seen for 11-year-olds. Regular project work and well-planned links between subjects enable pupils to apply their reading, writing, communication, mathematical and scientific enquiry skills in all subject areas. The thematic approach to teaching the curriculum enables pupils to also make good progress in history and geography. In the secondary department, pupils continue to progress well in all subjects. Many pupils exceed their targets and the proportion of pupils achieving five GCSE A* to C grades is high. The school's predictions for the current Years 9, 10 and 11 pupils and pupils' work seen during the inspection indicate an upward trend. Most Year 11 pupils move on to college and give very positive feedback to the school about the way they were prepared for the next stage of their education.

The few pupils who have special educational needs or learning difficulties are supported well through individual educational plans and targeted support that includes specialist teaching where necessary. As a result, they make good progress over time. Occasionally, where pupils achieve GCSE grades that are below national expectations, they still make good progress in relation to their starting points. Pupils who are at an early stage of learning English in the Nursery and Key Stage 1 make rapid progress in their communication skills owing to constant engagement in conversation with staff or peers and very effective individual support.

Pupils' behaviour and personal development

Outstanding

Pupils' behaviour and personal development are outstanding and the school's provision for pupils' spiritual, moral, social and cultural development is exemplary. The staff are excellent role models who create a strongly spiritual, nurturing and peaceful ethos in which all pupils feel extremely well cared for and so can flourish. Collective worship is an uplifting and joyful experience in which pupils reflect on their relationship with God and the examples provided by the prophets, sing hymns and pray collectively and individually. Opportunities for reflection are planned consistently in lessons where the subject matter is always linked to Biblical teachings and a Christian world view. Throughout the school, pupils are helped to develop a strong sense of Christian identity and of moral and social responsibility at local and global levels. All pupils take turn to shoulder responsibilities around the school. For example, in Key Stage 3, pupils learn to serve others by working with younger pupils once a week through a wide range of activities. In Key Stage 4, the recent introduction of ethics as a GCSE subject enables pupils to reflect more deeply on Christian responses to current moral and social issues.

Pupils enjoy excellent relationships with staff and peers of diverse backgrounds based on mutual respect. They look after each other, feel free from harassment and challenge narrow-mindedness. They are very polite and very welcoming towards visitors. Pupils have high levels of self-discipline promoted extremely well by a discipline policy focused on the Biblical concepts of repentance, forgiveness and restoration. Their behaviour is exemplary in and out of lessons. They enjoy school and their attendance is good. They are motivated to learn and take pride in their achievements, as demonstrated by those pupils who were keen to show their work to the inspectors. In lessons, they are attentive, responsive and reflective. The 'focus' programme opens their minds to wider spiritual, moral and social issues and religious diversity within a Christian framework, in a spirit of

tolerance and respect for the beliefs of others. Pupils' cultural development, knowledge of public institutions, and respect for the law and British democracy are promoted well through the curriculum and educational visits, particularly through interaction with public services officers. Political views are discussed in an open and unbiased manner.

Quality of teaching

Good

The quality of teaching is mainly good and enables all groups of pupils to make good progress and achieve well over time. Class sizes are small and teachers know their pupils well. They establish excellent working relationships in lessons and pupils enjoy working in a warm, purposeful and relaxed atmosphere. Teachers agree together on the best way to nurture individual pupils' spiritual growth and personal development, as well as their academic learning. The teaching of reading, writing, communication and mathematics is effective and cohesively planned through discrete subjects as well as thematic and project work. Teachers share a common understanding of what makes good teaching and learning and helps pupils to make good progress. They generally have high expectations of what pupils can achieve and use the information from regular and accurate assessments to plan tasks that match pupils' needs closely. They frequently check on pupils' learning during lessons, challenge all pupils well through questioning, tasks and resources, and give them high-quality verbal and written feedback and learning targets. However, teachers do not do so consistently and this is why teaching is not outstanding. In the lessons where all these features are present, pupils make outstanding progress because they are challenged at a sustained high level throughout. In the less successful lessons, the introduction is sometimes too long, which does not give pupils sufficient time to complete their tasks. Another weakness is that not all teachers give pupils regular opportunities to work collaboratively, rehearse their ideas and learn from each other. On occasion, an overuse of worksheets restricts pupils' independence and provides insufficient challenge for the more able.

Quality of curriculum

Good

The curriculum is good throughout the school. It is broad and balanced and underpinned by a strong Christian faith strand that runs through it and has an exceptionally positive impact on pupils' spiritual, moral, social and cultural development. From the Nursery onwards, the curriculum provides children and pupils with exciting opportunities to make good progress, particularly in their reading, writing, communication, mathematical and scientific enquiry skills. In Nursery and Reception, the curriculum has improved significantly since the last inspection and gives children rich and practical indoor and outdoor experiences that enable them to explore the world around them. For example, children have made bread, investigated milk and how it can be changed, and planted potatoes. In the primary department, the breadth of the curriculum includes all the National Curriculum subjects, along with religious education and French from Year 5 onwards. The thematic approach to teaching the curriculum is a great strength as it enables good coverage of science, history, geography, art and design and technology in an interesting way. It also gives more coherence to pupils' learning by making links between subjects. In addition, project work is a well-established strategy that develops pupils' independent learning, enquiry and research skills well. For example, in the Year 5/6 class, when researching the topic of slavery in ancient Rome, pupils were made to think precisely of what they wished to learn about slaves and to formulate enquiry questions before consulting books or the internet. In the secondary department, the curriculum widens to enable pupils to take GCSEs in at least nine subjects as well as a qualification in Computer Literacy and Information Technology (CLAIT).

Personal, social, health and citizenship education is taught through the Christian faith strand and contributes significantly to pupils' personal development. It is woven through assemblies and subject areas, including the 'focus' programme taught to pupils from Years 5 to 11. This enables pupils to look at a wide range of moral and social issues, and other religions and beliefs, from a Christian perspective. Secondary pupils receive good careers advice and feel well informed to make decisions about their future.

The curriculum is planned well and reviewed regularly to ensure it serves the needs of all pupils, including those taught in mixed-age classes or groups. Schemes of work indicate clear progression of learning and links with Christian teachings. Pupils who have special educational needs or learning difficulties receive targeted support which involves outside agencies if appropriate. Pupils who are at an early stage of learning English are served well by the emphasis given to developing pupils' communication, reading and writing skills in the early and primary years. The curriculum is resourced well and pupils of all ages have regular access to computers, which is an improvement since the last inspection. Pupils enjoy a wide range of enrichment activities including exchanges with a French-speaking school in Belgium, geography field trips and residential visits. Their creative, communication and thinking skills are enhanced by choir, chess and drama clubs. However, pupils report that they have limited opportunities to extend their physical skills beyond the planned lessons of physical education (PE). The 'adventure service challenge', through which pupils participate in rambling and orienteering activities, is currently offered to pupils in Years 7 and 8 only.

Pupils' welfare, health and safety

Outstanding

The provision for pupils' welfare, health and safety is outstanding and pupils are exceptionally well cared for. Robust procedures and a strong commitment to staff training ensure that pupils are properly safeguarded in all circumstances. Rigorous monitoring by school leaders secures continuous improvement of the existing practices. All the essential policies are up-to-date and implemented consistently, including those for child protection, behaviour, anti-bullying, first aid and health and safety. The relevant staff receive the appropriate levels of training in child protection. Recruitment procedures are thorough and all the required vetting checks are recorded in a single central register in the correct manner. The staff have first-aid qualifications that are appropriate for the age range. Pupils feel very safe and show that they know how to keep safe. They know the different types of bullying and are taught how to use the internet safely. Bullying is very rare and is dealt with very effectively by the school. Pupils and their parents and carers have full confidence in the school's ability to maintain the highest standards of welfare, health and safety. Pupils are visibly happy and open in their relationships with others. The curriculum in all its aspects encourages pupils to adopt healthy lifestyles.

Leadership and management

Good

The quality of the school's leadership and management is good. The proprietors ensure that the vision they have for the school is enacted by all the staff. They challenge the senior leaders well and hold the Principal to account for the quality of the provision. They, the senior leaders and key managers communicate high expectations and ambition and work closely together to continuously improve the school. The staff are involved in the self-evaluation process and are very positive about the school. This collective work is supported effectively by useful management plans. The staff at all levels show unstinted commitment to securing the best possible outcomes for pupils. They are extremely successful in creating a very strong and nurturing Christian ethos that promotes pupils' outstanding behaviour and their personal development. The school works in very close partnerships with parents and carers who are overwhelmingly positive about all aspects of the school's work. Parents and carers have access to the full required range of information. There are suitable procedures to manage complaints fairly and promptly. The premises are maintained well and provide a very pleasant and safe learning environment. All the standards for independent schools are met.

Accurate monitoring of teaching and accurate self-review contribute towards the overall good teaching that enables all pupils to achieve well. The early years provision has improved greatly since the last inspection and is now good. However, the feedback which senior leaders give to teachers about their strengths and areas for further development is not incisive enough to help raise the quality of teaching from good to outstanding. Also, recommendations given to teachers

for further improving their already good teaching are not followed through sufficiently robustly to bring about the changes required to enable pupils to make outstanding progress. These weaknesses are the reasons why the quality of leadership and management is not outstanding.

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

Unique reference number	102360
Inspection number	420347
DfE registration number	311/6060

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.

Type of school	Day Christian nursery, primary and secondary school
School status	Independent school
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	102
Number of part time pupils	7
Proprietor	Collier Row Fellowship Trust
Chair	Dr Ian Grant
Principal	Fiona Norcross
Date of previous school inspection	20 November 2006
Annual fees (day pupils)	£5,160 to £8,760
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