

# Promised Land Academy

St Cedd's Hall, Webb Gardens, Plaistow, London E13 8SR

## Inspection dates

17–19 January 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and trustees have not ensured that the school meets all the independent school standards.
- Safeguarding is not effective and pupils' well-being is put at risk. Leaders have not made sure that all necessary checks are undertaken on adults working with pupils.
- The health and well-being of pupils is compromised by gaps in pupils' medical information and breaches of health and safety regulations.
- Leaders have not ensured that pupils experience a broad and rich curriculum that enables them to make good progress across all subjects. Planning in the arts, physical education, technology and languages is limited. It is insufficient to ensure that pupils achieve well and deepen their knowledge, skills and understanding across these subjects.
- The quality of teaching and supervision of younger pupils is insufficient to ensure that they achieve well.
- Pupils' personal development and welfare are inadequate. Although pupils develop a good understanding of how to keep themselves safe, a number of important gaps in provision affect their well-being. Leaders have not made sure that pupils in the secondary phase benefit from impartial careers advice and guidance.
- Progress made by lower-attaining pupils is too slow due to the lack of specialist teaching and support required to help them overcome weaknesses in their understanding.
- There are limitations to the school's promotion of pupils' social and cultural development and their understanding of British values.
- The premises provide older pupils with insufficient space for play and recreation.

### The school has the following strengths

- Pupils behave well and are self-disciplined.
- Pupils respond well to routines and work independently.
- Spiritual development is fostered very well and pupils develop a good understanding of the difference between right and wrong.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the annex to the full report.

## Full report

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

- Improve the effectiveness of leaders and trustees by making sure that:
  - all safeguarding checks are robust and that pupils are safe from potential harm
  - leaders know and understand the independent school standards, and check that they are met consistently
  - the curriculum provides all pupils with a broad and rich experience that enables them to make good progress and achieve well across all subjects
  - the register of students is accurate and the local authority is informed when pupils leave the school
  - weaknesses in provision, the safety of the premises and the quality of supervision are understood, and robust evaluation is used effectively to drive improvement.
- Improve pupils' personal development and well-being, by making sure that:
  - pupils in the secondary phase receive independent careers advice and guidance to help them make informed choices about the next stage in their education and employment
  - pupils' knowledge of British values with regard to equality of religious and cultural diversity is given due support.
- Improve teaching and supervision, by making sure that:
  - adults supervising younger pupils have the subject knowledge and resources needed to guide pupils who need support
  - there are schemes of work to guide progression in learning across all subjects and that teaching ensures good progress and achievement for all pupils, irrespective of their starting points.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management are not effective. Leaders and trustees have not made sure that pupils are safe. Some health and safety breaches have gone unnoticed, which leaves pupils at risk of harm.
- The school was graded good at the time of the previous inspection, but this has not been maintained. Several independent school standards are not met, which has a negative impact on pupils' learning and well-being. Some points for action raised in the previous inspection have not been tackled successfully. Issues relating to progress and supervision of some of the youngest pupils, along with information on the progress made by pupils in the afternoon curriculum, remain issues that the school needs to address.
- The school uses the Accelerated Christian Education (ACE) curriculum, with pupils increasingly being encouraged to learn through personalised independent study. Pupils work through Packets of Accelerated Christian Education (PACEs), mostly during the morning sessions. They are supported by supervisors when they need help. In afternoon sessions, the school aims to incorporate arts, music, technology and languages into the curriculum.
- Schemes of work are provided for the ACE curriculum which show clear progression in learning. However, other subjects lack the structure and detail to guide progression that enables pupils to achieve well and make good progress. Some subjects, for example French, are not taught regularly. Pupils therefore struggle to achieve the depth of knowledge and understanding they need in some subjects to make good progress and achieve well over time. Subjects such as art, music and technology are integrated together within project themes. These provide interesting opportunities for pupils to engage in creative work, for example in developing animated film sequences and writing songs. However, pupils are often assigned to different groups and are given a particular subject focus. This leads to some pupils missing some subject skills, and so narrows the breadth of curriculum they receive overall. Resources to support learning are limited in range and quality, particularly for the youngest pupils.
- Leaders have not ensured that staff have the skills they need to teach and support pupils, especially in afternoon subjects. Progress made by pupils is therefore inconsistent and sometimes limited.
- The policies and procedures in place to inform staff mostly reflect the recent guidance on equalities, promotion of fundamental British values, and safeguarding. The complaints policy meets requirements and outlines the procedures to be followed by parents and carers when raising a complaint. Leaders make some policies available on the school's website. However, overall the information provided is limited. In particular, there are gaps in the information the school is required to share with parents.
- The school leader is first-aid trained and there is a clear written policy on first aid which supports a systematic approach to dealing with accidents. However, where individual pupils' medical needs are completed on their admission forms, the school does not have all admission forms available. Therefore the school does not have a full and clear picture of pupils' medical needs and allergies.

- The school has provided some internal careers advice and guidance for secondary pupils, but access to independent advice is lacking. As a result, pupils do not have the breadth of information they need to make informed choices on the courses they need to study, or the range of requirements they need to best realise their aspirations.
- Leaders have not ensured that the school premises provides a high-quality and safe learning environment. Signage to identify whether cold water is suitable for drinking is not in place, and the testing of portable electronic equipment that pupils use is out of date.
- Behaviour is managed well, and both rewards and sanctions are clearly communicated and understood. The reinforcement of care and self-discipline is central to the school's approach to ensuring that pupils behave well and are respectful of each other.
- The principal has successfully ensured that pupils receive a very strong spiritual education. Christian values are promoted well. Daily worship focuses on the characteristics of Christianity together with the behaviours and values that good Christians should practise in their lives. This is strongly referenced to Bible readings. Pupils develop a good understanding of right and wrong. Older pupils have citizenship sessions, which have introduced them to some of the fundamental British values underpinning law and order, and democracy. However, work on how British society promotes equality, tolerance, and a respect for people of different faiths and cultures is more limited. The school is aware of this and is planning to strengthen this aspect of its work. The school makes limited use of visits to museums, art galleries and concerts to enhance pupils' cultural awareness.
- Leaders and trustees are in breach of their registration agreement by educating a small group of pupils who will be over the age of 16 years during this academic year.

## **Governance**

- The trustees have failed to support the school in maintaining a good standard of education and care. They have not ensured that all independent school standards are met. They have not ensured that procedures for safeguarding pupils are effective and that the school makes appropriate checks on all adults who are working with pupils in the school.

## **Safeguarding**

- The arrangements for safeguarding are not effective.
- The school does not publish its safeguarding policy on the website for parents. Safeguarding arrangements have several gaps that constitute a risk for pupils currently attending the school, but also for those who have left. Some pupils are not formally registered at the school, and the register of students is both inaccurate and lacks some important detail. Leaders do not routinely alert the local authority when pupils are taken off roll, therefore making it difficult to track where the pupils are and to ensure their safety. The vetting of adults who work with pupils is inconsistent. References and identification checks are not routinely in place prior to adults working with pupils. Individuals who have not been vetted are occasionally left unsupervised. The consideration of risk to pupils' safety is not taken seriously. Risk assessments are brief and do not fully consider the possible risks to pupils either within the school, or during visits off-site. The principal is responsible for safeguarding, and has attended appropriate

training. However, the systems in place for capturing any safeguarding concerns are informal and would be inadequate in the event of any significant incident arising.

- Pupils know how to keep themselves safe online. The school has provided good guidance to ensure that pupils know how to use the internet safely and what to do if they receive inappropriate contacts online. Pupils are well behaved, they know each other well, and care for each other.

## Quality of teaching, learning and assessment

## Inadequate

- Supervision and support for younger pupils guides them through the PACE booklets, but adults lack the subject knowledge and the range of strategies and techniques needed to help where pupils do not understand. For example, one pupil was observed struggling to complete some calculations in a PACE mathematics module. The supervisor was unable to offer the guidance needed to help secure the pupil's understanding. Limited resources were available to help the pupil and therefore he continued to struggle. Consequently, mistakes were made, and the section of his PACE had to be repeated. This negatively affected the pupil's progress. Where younger pupils are unable to read their PACE booklets, the supervisor provides additional help through reminders of letter sounds. This helps them complete the particular task they are working on, but not to understand or read accurately on their own.
- Pupils are encouraged to work independently, and to self-assess the accuracy of their work and also their progress against targets set with them. They are encouraged to seek help when they need it, and do so by raising a flag at their independent workstation. Supervisors check and sign off their work when completed. Pupils and supervisors use assessment regularly to check progress through the PACE modules and to identify whether additional work is needed. This helps provide pupils with clear targets and pointers for homework or additional reinforcement. However, when older pupils have difficulty in aspects of their work, the range of PACE units they study is narrowed to give them greater time for completion. This is sometimes at the expense of broadening their learning. Often the modules that are cut from their programmes are those that they are motivated to do, and where they can achieve success.
- Although teachers plan a broader curriculum for younger pupils during afternoon sessions, the range and quality of work is limited. The breadth of materials and resources to encourage pupils to explore their creativity, and to engage in practical science and art, are limited.
- The quality of teaching and supervision of subjects outside the ACE curriculum is inconsistent. Good subject knowledge in singing ensures that pupils are taught well and that they improve the quality of their performance, with good attention to phrasing and the quality of sound. Elsewhere, teaching lacks rigour in focusing on the development of pupils' skills, knowledge and understanding. In art, supervisors have limited knowledge of what should be expected and this is reflected in the narrow range of pupils' work. In music technology, some pupils used advanced equipment to write and record songs, but other pupils were not engaged and were allowed to watch or left the group to do other work.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured that pupils are protected and safe. Their well-being is impaired by systemic weaknesses in safeguarding procedures and in failures in some health and safety requirements.
- There is very limited outdoor space. In fine weather pupils can use a small enclosed garden area which is secure but with an uneven surface. It does not provide sufficient outdoor recreational space for secondary pupils and therefore restricts their personal and social development.
- Younger pupils have some knowledge of how to keep themselves safe when crossing the road and travelling on public transport, for example. Older pupils have a good knowledge of how to use computers safely and how to keep themselves safe when working online. Pupils are encouraged to talk and discuss together. Through discussion, they explore issues of concern and develop a good understanding of each other's strengths and weaknesses. This helps pupils to work together and to support each other when they need help.
- Pupils are calm and follow routines well. They work independently. They maintain focus when working in their individual learning stations. They work without distraction and keep to their target of completion of the number of PACEs set for the week. They have well established self-study skills. They read instructions and the content of the module workbooks, completing tasks and checking their answers independently. They know when they need help and are not worried about seeking the advice or help of a supervisor or monitor.
- In social and lunch breaks pupils sit and talk with each other, share stories, or discuss the work they are doing. Pupils do not regard bullying as an issue in the school. Pupils in this small school know each other well and respect each other.

### Behaviour

- The behaviour of pupils is good. Pupils are polite and well-mannered.
- Routines are well established; pupils readily comply with the daily routine and know what is expected of them. They follow instructions and need few reminders. The school provides merit awards for good work and attitudes to learning. These are valued by pupils, and those achieving the rewards are celebrated by everyone. Younger pupils are a little lively, but quickly settle over time into the routine of independent working. They behave well and are keen to please their supervisor.
- Pupils keep their learning spaces tidy and are well organised. They clear away at the end of sessions and, at the end of every week, older pupils help staff move furniture and resources to prepare the school space for its weekend lettings.
- Pupils attend well and are mostly punctual.

## Outcomes for pupils

## Inadequate

- Pupils join the school at different stages in their education, with some transferring from other schools or having been home-schooled. Pupils' starting points therefore vary, with some showing good knowledge and others with gaps in knowledge and understanding. Pupils' progress is inconsistent. They progress at their own rate through the PACEs and keep track of the number of modules they complete. The number completed by pupils in any one term varies, so that for some, the range of work is too narrow and the rate of progress too slow.
- In mathematics, pupils learn techniques and calculation methods within their workbooks and progress through the modules step by step. However, pupils have limited opportunities to use and apply their mathematics skills in solving practical problems or in exploring their mathematical reasoning across subjects.
- Lower-attaining pupils lack access to the specialist teaching and support they need. Supervisors' own subject knowledge is variable and sometimes limited in being able to clarify and support these pupils. Some pupils therefore struggle to make the progress required to achieve the desired outcomes in some of the PACEs they study.
- Progress made by pupils across subjects in the wider curriculum is inhibited by the lack of clear schemes of work. Teaching and supervision is too variable in both the knowledge and understanding of subjects being taught, and of the national expectations that pupils are expected to meet. This therefore limits both the breadth and depth of learning within some subjects including art, technology and physical education. They therefore make inadequate progress overall. Pupils are not well prepared with the breadth of knowledge, skills and experience needed for their next stage in education.
- Pupils are encouraged to write neatly and they present their work well. Through good reinforcement of handwriting, pupils develop a good cursive handwriting style. Spelling is generally accurate and older pupils write with good attention to punctuation and grammar. Some opportunities are provided for pupils to write at length. However, the quality of extended writing is too inconsistent.
- Pupils acquire knowledge through the PACEs they study and talk about what they have learned from reading the modules. Some modules include practical projects and require pupils to investigate on their own. This is particularly the case in science, where older pupils identify an area for research and plan a scientific investigation, writing reports on their research and findings. Successful completion of modules at an appropriate level leads to general and advanced academic certificates for older pupils as preparation for entry into further education and training.

## School details

Unique reference number	131031
DfE registration number	316/6068
Inspection number	10026282

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Other independent school
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	18
Number of part-time pupils	0
Proprietor	Promiseland Ministries
Chair	A Coote
Headteacher	M Coote
Annual fees (day pupils)	£5,130
Telephone number	020 7473 3229
Website	<a href="http://www.promisedlandacademy.org.uk">www.promisedlandacademy.org.uk</a>
Email address	<a href="mailto:admin@promisedlandacademy.org.uk">admin@promisedlandacademy.org.uk</a>
Date of previous inspection	5–7 February 2013

## Information about this school

- The school's previous inspection was in February 2013.
- There is no alternative provision or other premises.
- The school is a Christian faith school and is part of the Christian Education Europe network of schools. The school uses the curriculum known as the Accelerated Christian Education (ACE) programme for subjects that are taught in the mornings, including mathematics, English, science and social studies. This is supplemented by other

curriculum subjects, including French, art and design, technology, physical education, music and citizenship, taught in the afternoons. The school makes regular use of the local park and leisure centre for weekly physical education.

- The school is registered for pupils aged four to 16. The school currently has three pupils who will reach the age of 17 this academic year.

## Information about this inspection

- The inspector observed teaching and supervision in both classes, covering infants and juniors through to secondary pupils.
- The inspector observed lessons taught by additional adults in music and also technology and song writing off-site.
- The inspector spoke with the headteacher, supervisors and monitors, pupils and two parents. A telephone conversation took place with the sports coach working with pupils at the school on a part-time basis. Discussions took place with two adults working with pupils off-site and supervised by the headteacher.
- Examples of pupils' work were reviewed and some discussions took place with pupils about the work they had been doing.
- The inspector looked at documents provided by the school, including assessment information and copies of pupils' reports. The school's records and information relating to safeguarding and health and safety were also checked.
- The inspector also considered information and evidence in relation to the independent school standards and made a tour of the school premises.
- The inspector spoke informally with two parents during the inspection and considered the four responses to Parent View.

## Inspection team

Paul Wagstaff, lead inspector

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 1. Quality of education provided**

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work that take into account the ages, aptitudes and needs of all pupils, is drawn up and implemented effectively (paragraph 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- The proprietor must ensure that pupils receiving secondary education access accurate and up to date careers guidance that is presented in an impartial manner (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii) and 2(2)(h)).
- The proprietor must ensure that the teaching at the school 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 (paragraph 3, 3(a)).
- The proprietor must ensure that teaching involves well planned lessons and effective teaching methods, activities and management of class time; shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account when planning lessons; demonstrates good knowledge of the subject matter being taught; utilises effectively classroom resources of good quality, quantity and range (paragraph 3, 3(c), 3(d), 3(e), 3(f) and 3(g)).

#### **Part 2. Spiritual, moral, social and cultural development of pupils**

- The proprietor must ensure that the provision of spiritual, moral, social and cultural development actively promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5, 5(b), 5(b)(v)).

#### **Part 3. Welfare, health and safety of pupils**

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that relevant health and safety laws are complied with by drawing up and effective implementation of a written health and safety policy (paragraph 11).
- The proprietor must ensure that pupils are properly supervised through the appropriate deployment of school staff (paragraph 14).
- The proprietor must ensure that an admission and attendance register is maintained in

accordance with the Education (Pupil Registration) (England) Regulations 2006 (c) (paragraph 15).

- The proprietor must ensure that 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 appropriate action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16 (b)).

#### **Part 4. Suitability of staff, supply staff, and proprietors**

- The proprietor must ensure the suitability of persons appointed as members of staff by carrying out appropriate checks to confirm the person's identity, medical fitness, right to work in the United Kingdom and, where appropriate, the person's qualifications (paragraph 18, 18(2), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii) and 18(2)(c)(iv)).

#### **Part 5. Premises and accommodation at the school**

- The proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1), and 23(1)(c)).
- The proprietor must ensure that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils, accommodation for the short term care of sick and injured pupils which includes a washing facility (paragraph 24(1), 24(1)(a) and 24(1)(b)).
- The proprietor must ensure that the school premises and 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 (paragraph 25).
- The proprietor must ensure that cold water supplies that are suitable for drinking are clearly marked as such (paragraph 28(1) and 28(1)(c)).
- The proprietor must ensure that suitable outdoor space is provided in order to enable pupils to play outside (paragraph 29(1), 29(1)(b)).

#### **Part 6. Provision of information**

- The proprietor must ensure that the following information is provided to parents of pupils, and parents of prospective pupils, on the school's website: the proprietor's full name, address for correspondence during both term time and holidays; particulars for education and welfare provision for pupils with EHC plans and pupils for whom English is an additional language; written policy on the curriculum and schemes of work; written behaviour policy; written anti-bullying strategy; written health and safety policy; particulars of the school's academic performance during the preceding year; details of the complaints procedure and number of complaints registered under the formal procedure during the preceding school year (paragraph 32(1), 32(1)(a), 32(1)(b) and 32(1)(c);

32(2), 32(2)(b) and 32(2)(b)(i); 32(3), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), and 32(3)(f).

### **Part 7. Manner in which complaints are handled**

- The proprietor must ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents and pupils and is made available to parents of pupils (paragraph 33 and 33(b)).

### **Part 8. Quality of leadership and management in schools**

- Ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge, fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).
- Ensure that the school complies with the terms of the school's registration and takes pupils only within the age range four to 16.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018