

Luton Pentecostal Church Christian Academy

15 Church Street, Luton, Bedfordshire LU1 3JE

Inspection dates

24 April 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(a) to (j)

- The progress monitoring inspection in June 2017 found that pupils did not make consistently good progress over time. Teachers did not always use the information they had on pupils to adapt learning, address misconceptions and provide additional support where needed. The school's internal monitoring processes did not provide secure evidence that teaching, learning and assessment were good because leaders had not carried out all of the actions detailed in the school's previous action plan.
- In the school's action plan, the proprietor undertook to monitor teaching, learning and assessment more systematically. Leaders would check if teachers were using information on what pupils know and can do to plan lessons and adapt learning to meet pupils' needs more effectively. Additional training would be provided as required to help teachers drive pupils' progress higher.
- Leaders' formal systems for monitoring teaching, learning and assessment are now linked more closely to staff training. Teachers follow training programmes to meet their own particular professional development needs. Teaching practice is now more effective.
- Leaders track overall pupils' progress more closely. Their information, corroborated by looking at pupils' completed work, confirms that most pupils make good progress over time.
- Pupils follow individual study programmes that include regular and systematic testing. Teachers monitor pupils' work closely, check for misconceptions and provide additional support as required.
- Leaders have adapted the reading and writing programmes for the early years children. This has helped a higher proportion to achieve a good level of development. All of the current children are on track to achieve a good level of development this year.
- Leaders have ensured that this independent school standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Processes to safeguard pupils remain robust.
- The single central record of pre-employment checks is fully compliant.
- Staff receive regular training that enables them to understand and carry out their safeguarding responsibilities. Leaders ensure that all statutory guidance is followed, enabling pupils to feel safe and well cared for at school.
- A suitable safeguarding policy is published on the school's website.
- Leaders have ensured that this independent school standard remains met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c)

- The principal has ensured that the school's safeguarding policy is published on the school's website. Parents, carers or interested parties are informed that the policy is available from the school office on request.
- Leaders have ensured that this independent school standard remains met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- This standard was not met at the progress monitoring inspection in June 2017 because leaders had not carried out all of the actions detailed in the school's previous action plan. Specifically, leaders' monitoring of teaching, learning and assessment was not sufficiently robust, the assessment system to measure pupils' progress was underdeveloped, and governors were not providing sufficient challenge to check leaders' effectiveness.
- In the most recent action plan, the proprietor undertook to review systems for lesson observations and assessment tracking, and to ensure that teachers use the information more effectively. The intention was that leaders would then be able to evaluate the quality of teaching and learning more easily, provide additional staff training as required, and demonstrate pupils' progress against targets set. This information would be shared with governors, providing them with evidence to check leaders' effectiveness in improving teaching and learning.
- The actions described in the most recent action plan have all been introduced. The actions are having a demonstrable impact on improving teaching and learning, enabling the vast majority of pupils to make good progress over time. Some actions have a completion date beyond the date of this inspection, so the full impact of these actions is yet to be seen.
- Leaders evaluate teaching and learning accurately. They have a clear picture of the strengths and areas for development. They have ensured that staff benefit from a comprehensive training programme that equips them with the necessary skills to deliver the bespoke curriculum programme offered by the school.
- The monitoring of teaching, learning and assessment is more frequent and incisive. Teachers are observed more regularly and leaders use this information to secure further improvements in teachers' practice. Teachers are more skilled in ensuring that pupils

make good progress over time.

- Leaders regularly evaluate the progress that different groups of pupils make against their targets. This information is shared with governors, who, as a consequence, are more aware of the school's effectiveness and more able to challenge leaders effectively.
- Governors are committed, and alongside senior leaders have overseen significant improvements. They now have clear lines of individual responsibility. They have received training that has been 'eye-opening' in helping them to understand their responsibilities. They meet regularly to check leaders' implementation of the actions listed in the most recent plan, and have a clear understanding of the progress made. Governors know where strengths exist and what needs to be done in order to develop the school further.
- Leaders have ensured that this independent school standard is now met.

The school's application to make a material change

- The proprietor has applied to the Department for Education (DfE) for a material change to extend the upper age limit of its registration to 18 years from 13 years.
- The school already has pupils up to the age of 18 years and acknowledges that this is not permitted according to the school's current registration.

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a) and (b), 2(2), 2(2)(a) to (i)

Paragraph 3, 3(a) to (j)

Paragraph 4

- Leaders have adapted the curriculum and pupils follow individualised learning programmes that cater to their specific needs well.
- Supplementary sessions in the afternoon are now used to add breadth to pupils' experiences and reinforce concepts learned. This is helping more pupils to develop their understanding, extend their knowledge and make better progress.
- Pupils study towards International Certificate of Christian Education (ICCE) qualifications, ranging from basic to advanced level. Some older pupils have successfully completed the higher level awards.
- Leaders now measure pupils' starting points more precisely, using a range of assessments, including some specific to English, mathematics and science. Teachers use this information to set work and measure carefully how well pupils are doing.
- Pupils benefit from useful careers advice that helps them plan their next steps. Older pupils have clear plans in place for when they leave school, including apprenticeships.
- As reported above in the main findings for the progress monitoring inspection, the independent school standard for the quality of teaching is now met.
- The school is likely to meet the independent school standards for the quality of education if the DfE decides to approve implementation of a material change to extend the upper age limit to 16 years (not to age 18 years as requested by the proprietor).

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

Paragraph 5, 5(a) to (d)

- Pupils are confident, polite and are considerate of the views of others.
- Pupils are responsible and motivated learners. They work quietly and conscientiously, and are keen to achieve well. They concentrate hard and value the support they receive.
- Pupils are able to discuss what they have learned clearly and articulately. This includes discussion of some challenging concepts by older pupils.
- The school's award as a National Centre for Diversity helps pupils to develop a good understanding of a broad range of different cultures and traditions. They respect the beliefs of others that are different to their own.
- The school is likely to meet the independent school standard for the spiritual, social and cultural development of pupils if the DfE decides to approve implementation of a material change to extend the upper age limit to 16 years (not to age 18 years as requested by the proprietor).

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- As reported above for the progress monitoring inspection, the independent school standards previously unmet are now met. However, new processes are relatively recent and some remain to be fully embedded.
- Inspectors judge that the independent school standards are unlikely to be met if the DfE decides to approve implementation of a material change for pupils within a further two key stages (to take the age range to 18 years).
- The school is likely to meet the relevant independent school standards (including the standard for leadership in and management of schools) if the DfE decides to approve implementation of a material change for pupils to 16 years, rather than to age 18 years as requested by the proprietor.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following requirements of the independent school standards

- The proprietor must ensure that 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
 - 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 in the planning of lessons
 - demonstrates good knowledge and understanding of the subject matter being taught
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(a), 3(c), 3(d), 3(e) and 3(g)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

School details

Unique reference number	135699
DfE registration number	821/6205
Inspection number	10048649

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.

The inspection of the school's provision in relation to the material change that the school has applied to make was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	A school with a Christian ethos
School status	Independent school
Age range of pupils	3 to 13
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	34
Of which, number on roll in sixth form	4
Number of part-time pupils	1
Proprietor	Reverend Christopher Oakey
Headteacher	Reverend Christopher Oakey
Annual fees (day pupils)	£3,300
Telephone number	01582 412276
Website	www.luton-pentecostal-church-christian-academy.org.uk
Email address	hotrev41@hotmail.com
Date of previous standard inspection	18–20 October 2016

Information about this school

- At the standard inspection in October 2016, the school's overall effectiveness was judged as inadequate and 12 of the independent school standards were judged as not met.
- The school had a first progress monitoring inspection in June 2017.
- The school has produced two action plans, the first in March 2017 and the second in January 2018.
- The school is registered with the DfE to admit 55 boys and girls between the ages of three and 13 years. Currently, the school roll includes pupils who are older than the upper age limit of its registration with the DfE. These pupils were all on roll at the time of the standard inspection in 2016 and at the first progress monitoring inspection in June 2017.
- The school is in the heart of Luton town centre. It shares its premises with the Luton Pentecostal Church.
- One pupil has an education, health and care plan.
- The governing body now has five governors. The chair of governors remains the same. The proprietor remains the same and is a member of the governing body.
- The school does not use alternative providers.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- In addition to the progress monitoring, the purpose of the inspection was also to consider a material change request to extend the upper age limit of the registration with the DfE to 18 years from 13 years.
- This progress monitoring inspection was unannounced and the second since the standard inspection in October 2016, when the school's effectiveness was judged inadequate.
- In March 2017, the school prepared an action plan to address the independent school standards that were not met at the October 2016 standard inspection. The plan was judged as not acceptable.
- The first progress monitoring inspection was in June 2017 and at that time two independent school standards remained unmet. That inspection was unannounced.
- Following the progress monitoring inspection in June 2017, the DfE issued the proprietor with a warning notice.
- In January 2018, the school prepared an action plan to address the independent school standards that were not met at the June 2017 progress monitoring inspection. The plan was judged as acceptable with modifications.
- During this second progress monitoring inspection, the inspection team carried out a tour of the site, and observed teaching and learning in all classes, mainly with senior leaders.
- Inspectors spoke to pupils and looked at their work to gauge their level of understanding. A full work scrutiny was carried out to evaluate pupils' progress over time.
- Meetings were held with the proprietor, who is also the principal, senior supervisors and governors.
- Inspectors scrutinised the school's assessment information and admissions registers, checked the implementation of its own policies and the most recent action plan, and looked at documentation relating to safeguarding pupils, including the vetting of adults.

Inspection team

John Randall, lead inspector

Paul Copping

Her Majesty's Inspector

Ofsted Inspector

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