

# Luton Pentecostal Church Christian Academy

15 Church Street, Luton, Bedfordshire LU1 3JE

## Inspection dates

18–20 September 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, the proprietor has ensured that the school meets all the independent school standards.
- Leaders' systems for checking pupils' progress and addressing weaknesses are rigorous.
- Teachers' continuous assessment of learning ensures that pupils, including the most able, make good progress from their individual starting points.
- Governors now work strategically and provide some challenge to leaders. However, they do not yet have a good enough understanding of leaders' work to be able to evaluate the impact of leaders' actions on pupils' learning.
- Leaders promote British values well. Pupils have a good understanding of diversity within British society and show a keen interest in different religions and cultures.
- The school's revamped curriculum provides pupils with a wide range of activities that improve their life skills. Consequently, pupils leave Luton Pentecostal as thoughtful, confident and articulate individuals.
- The school's programme for teaching and learning mathematics and English equips pupils well with the necessary skills to solve mathematical problems and to produce writing of a good standard.
- Teachers do not give enough opportunities for pupils to consolidate their writing skills across a range of subjects.
- Children in early years are happy and confident. The leader's early assessment of what children can do and the effective transition arrangements ensure good progress from children's different starting points.
- Staff treat and value each pupil as an individual and care for them well.
- Pupils' behaviour in lessons and around the school is good. They are polite and respectful to adults and to each other.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent standards') and associated requirements.

## **Full report**

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

- Strengthen leadership and management by improving governance so that governors are fully equipped with the relevant knowledge and skills for evaluating the effectiveness of school leaders' actions to further school improvement.
- Improve the quality of teaching and learning by providing pupils with good opportunities to consolidate their learning, using their subject knowledge and applying their writing skills across a range of subjects and for different purposes.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders' actions have been effective so that they now meet all the independent school standards and other requirements, and have resolved the weaknesses highlighted in the previous inspection report.
- The proprietor and governors have worked hard, and successfully, to improve the quality of teaching and standards for pupils.
- Since the previous inspection, leaders have developed effective systems for checking pupils' progress. Leaders assess pupils' starting points well. This has been particularly useful for pupils who are new to the school. Gaps in pupils' knowledge and understanding are identified and teachers plan activities to fill those gaps as a priority. This ensures that pupils progress well throughout the school, particularly in mathematics. Pupils' learning is reviewed routinely by all school leaders to ensure that all pupils are making the good progress they should.
- Pupils' work is checked within school and with Accelerated Christian Education (ACE) to ensure that assessment is as accurate as it can be. Pupils are also assessed using a range of methods to ensure that there is an attainment measure against national tests.
- Effective arrangements for transferring pupil information between key stages have enabled teachers to plan effectively so that the pupils, including the most able pupils, make good progress.
- The school's chosen programme within the ACE curriculum for teaching mathematics and English is predominantly taught in the mornings. It focuses on the teaching and learning of important skills in mathematics, reading and writing. Pupils apply themselves diligently and master these skills quickly.
- The school's leaders have reviewed the curriculum thoroughly to ensure that it provides pupils with a good balance of skills, knowledge and creativity. Parents acknowledge how leaders have broadened the curriculum, building on pupils' knowledge further. Parents typically report: 'I am very pleased with the improved breadth of afternoon activities.'
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils have dedicated sessions to reflect on values such as diligence, respect, determination and endurance. Devotion studies at the start of the day give pupils an opportunity to engage in thoughtful discussions. Pupils consider their individual values given to them at the beginning of the year and discuss the qualities that make them special.
- Pupils have a good understanding of British values. In social studies, pupils learn about the British constitution through their reading and by analysing texts. The curriculum builds further on pupils' knowledge by providing learning experiences such as visits to the Houses of Parliament. Pupils are well prepared for living in Britain's modern democracy.
- Leaders' work to promote diversity is a strength. Leaders ensure that pupils learn about different religions and that they are able to recognise the similarities within many of the religions that they study.

## Governance

- The school's governors are committed to raising standards. They now work more strategically, have reviewed the structure of the governing body, and now have designated responsibilities. The changes have helped share the workload and support school leaders better.
- Governors play a big part in school life and use their skills to support specific aspects of school improvement. They have reviewed financial arrangements to support parents, and they support school leaders in the analysis of information to identify trends in pupils' achievement.
- Governors have worked hard and have completed training to gain a much greater understanding of their roles and responsibilities since the previous inspection. They visit the school regularly to build up their understanding of leaders' work. Even so, they are not evaluating the impact of leaders' actions to improve pupils' learning well enough to question and challenge leaders effectively.

## Safeguarding

- The arrangements for safeguarding are effective.
- The school is committed to keeping pupils safe. All staff have received up-to-date training in safeguarding children.
- Child protection records are well maintained.
- The arrangements for signing in visitors to the school are robust.
- The school is diligent in ensuring that pupils' health and safety on the school site are a priority.
- The school's single central record of pre-employment checks of staff meets statutory requirements.
- Governors have ensured that the school has published a suitable safeguarding policy on its website with the latest statutory guidance included.

## Quality of teaching, learning and assessment

**Good**

- Since the previous inspection, teachers have reviewed the way pupils move on in their learning, particularly during the morning sessions for English and mathematics. Teachers now consider pupils' starting points and use continuous assessment to ensure that pupils are supported well to make good progress.
- Because adults know pupils' achievements well and check the progress that pupils make regularly, any anomalies in pupils' progress are picked up in a timely fashion and support is provided where needed.
- Although there is a range of opportunities to consolidate learning through projects, pupils are not routinely provided with tasks that enable them to write across the curriculum and apply and practise the skills that are taught and learned during the structured morning sessions.
- In key stages 1 and 2, teachers use a range of activities to ensure that pupils can build on

and consolidate their learning. Teachers ensure that planned activities consider pupils' individual starting points. In a primary geography lesson, for example, teaching took into account the wide range of pupils' learning needs skilfully. After the teacher had checked pupils' prior knowledge of volcanoes, some pupils went on to debate reasons why people would choose to live near volcanoes, while others were taken through the formation of volcanoes, learning the meaning of words such as 'magma', 'mantle' and 'lava'.

- Pupils are exposed to a range of different texts throughout their morning work. They build on vocabulary and practise reading comprehension skills by retrieving information. In social studies, for example, pupils are provided with fiction and non-fiction texts to read and learn the content. In key stage 1, pupils learn about Britain, including the union flag, freedom and the monarch. In key stage 2, pupils learn about British flora and fauna. Words such as 'domesticate', 'native', and 'amphibian' are incorporated into pupils' vocabulary work and spellings.
- Retention of pupils' knowledge is regularly tested through comprehension activities. Spelling and grammar are built into the learning. Vocabulary is linked to the topics and pupils learn the meaning of vocabulary, and where to use and how to spell the words. In addition, teachers use several computer-based teaching programmes to help pupils develop speed and fluency with increased accuracy in English so that they develop good spelling and grammar skills.
- Pupils throughout the key stages have acquired a good grasp of mathematical skills and make good progress in the subject. The tasks that teachers provide build on these skills so that by the time they reach key stage 4, pupils are able to solve complex problems that require them to work mathematically and strategically.
- The teaching of science covers a broad range of learning. Pupils are provided with a range of practical projects to consolidate learning, such as a project to make a model helicopter to enhance their learning about aerodynamics.
- The teaching of art is a strength. Pupils in key stages 3 and 4 have good opportunities to experiment with different media and their artwork is of a good standard. Their pop art, seen on inspection, demonstrated that pupils had developed good observation skills and understanding of perspective. Pupils enthused about their study of William Turner's dramatic and detailed artwork, and how their learning experience was enhanced with a visit to Tate Britain to see his original work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils told the inspector that the school is like a family. They see learning as very personalised. They respect and value the friendships between everybody in school.
- Pupils are confident and articulate individuals.
- Pupils enjoyed their enterprise project that taught them leadership, management and teamwork skills. This involved making products that they sold at the market in Luton; the money raised was donated to charity.
- Pupils' future aspirations include careers such as being a paramedic, a vet, a pilot and an

interior designer. They value their education and believe that the school has helped them develop valuable skills that will stand them in good stead for when they leave and in the outside world.

- During the inspection, pupils talked openly and honestly, and shared experiences about the diverse make-up of people within British society. They showed a good understanding of the many different family relationships and the rich variety of cultures and religions in society.
- Pupils are confident that any concerns about bullying would be resolved immediately and can explain different types of bullying, including cyber bullying. Internet days had given them some important advice on how to stay safe when using the internet and what to do if they were concerned.

## Behaviour

- The behaviour of pupils is consistently good.
- Pupils' attendance is above average. They enjoy school and value their education.
- Around the school, pupils behave very well. They listen to their teachers with interest and engage well with learning.
- Pupils understand and respect the behaviour system. During the inspection, they spoke of the many ways to get rewards as well as the demerits that they could also receive.

## Outcomes for pupils

**Good**

- Pupils across the school make good or better progress from their starting points in English and mathematics, including the most able.
- Writing is of a good standard across the school. Pupils write short stories, monologues for performance and essays, some of which win awards. Pupils do not apply their spelling, grammar skills and use of vocabulary well in subjects other than English.
- Year 1 pupils are confident and articulate and talk about the many books and stories they enjoyed reading. They use their phonics knowledge well to read unfamiliar words.
- In key stage 2, pupils show a good understanding of different religions. They learn about humanism and talk about humanism in relation to Charles Darwin and Albert Einstein's beliefs. They can thoughtfully explain why the two scientists might both be humanists.
- From Year 2 upwards, pupils use the speaking skills needed to engage with an audience well. They are able to write and present their work to the whole school and are judged on qualities such as their use of language, volume and interaction with the audience. Pupils explained how they had personally improved and progressed by developing eye contact and intonation when speaking publicly.
- Pupils attend an annual ACE convention, which is highly valued by staff, parents and pupils. The convention provides opportunities for pupils to meet from similar schools and to share their best work. Pupils usually do very well at these events, particularly in sport, art and English.

- Pupils attend external local venues to learn, and participate in, a range of sporting activities. Historically, pupils achieve particularly well at a range of sports.

## Early years provision

**Good**

- Leaders of early years ensure that children have a good start to their learning. They work with parents to ensure that staff gain as much knowledge as they can about the children before they start the school. Effective transition arrangements between school and the children's previous settings, as well as home visits, enable leaders to get to know the children well and gauge their starting points. As a result, children are happy and settled and get to know routines and expectations from the beginning of their time in school.
- Since the previous inspection, leaders have reviewed their planning and assessment systems so that children are provided with activities that stretch and challenge them. Leaders ensure that children, particularly the most able, have opportunities to move on in their learning to make as much progress as they can.
- The early years leader liaises closely with the Year 1 teacher to ensure that all information about children is passed on at the end of Reception. This includes how the children learn best as well as their attainment information.
- Leaders' planning considers children's interests and follows a range of different themes. During the inspection, for example, children were learning about transport. Teachers planned activities for children to explore different surfaces by moving toy trucks in sand, and to role play being a train driver and a firefighter. Children were excited that the learning was to be further enhanced with a trip on a real train at the end of the week.
- Children made good progress in 2017, with all children reaching a good level of development. This has been sustained for 2018. Children excel particularly in reading and speaking, which is a priority for leaders when children enter Reception.
- Staff make careful observations of children's learning and record them in the children's learning journey. These are shared with parents regularly. In addition, teachers provide an overview so that parents can see the progress their children are making in each area of learning so that they can support their children at home.
- The environment is conducive to learning. Prompts to support children's acquisition of phonics are displayed. There are reminders of how to keep safe. The outside environment, although small, is utilised well, with areas for digging, planting and physical development.
- Children sustain their interest in activities for long periods of time and work well alongside each other harmoniously. Children are happy, safe and well looked after.
- As noted by leaders in the primary and secondary phases of the school, the same applies to Reception children in needing more opportunities to practise writing to consolidate their learning, particularly in applying phonics skills.



## School details

Unique reference number	135699
DfE registration number	821/6205
Inspection number	10054009

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	Independent school
School category	Other independent school
Age range of pupils	3 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	18
Proprietor	Reverend Christopher Oakey
Headteacher	Reverend Christopher Oakey
Annual fees (day pupils)	£3,300
Telephone number	01582 412276
Website	<a href="http://www.luton-pentecostal-church-christian-academy.org.uk">www.luton-pentecostal-church-christian-academy.org.uk</a>
Email address	<a href="mailto:hotrev41@hotmail.com">hotrev41@hotmail.com</a>
Date of previous 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.
- 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 Department for Education (DfE) issued the proprietor with a warning notice.
- In January 2018, the school prepared an action plan to address the independent school



standards that remained not met at the June 2017 progress monitoring inspection. The plan was judged as acceptable with modifications.

- The school had a second progress monitoring inspection in April 2018, when all of the independent school standards were judged to be met. During the inspection, inspectors considered the proprietor's request to the DfE for a material change to extend the upper age limit of the registration. The DfE agreed to change the registration and the school is now registered to admit boys and girls between the ages of three to 16 years.
- This independent school has a Christian ethos based on the teaching of the Holy Bible. The school is in the heart of Luton town centre. It shares its premises with the Luton Pentecostal Church.
- The number of pupils on roll has declined significantly since the previous inspection. The school has three classrooms to accommodate Reception children, primary-aged pupils and secondary-aged pupils.
- During the morning, pupils work in individual cubicles (known as offices) to complete printed workbooks. The school uses the ACE curriculum.
- No alternative provision is used.
- The school does not use supply staff.

## Information about this inspection

- The inspector looked at a wide range of documentation, including policies, minutes of governing body meetings, records of leaders' monitoring of teaching and learning, and pupils' progress information.
- The inspector visited all classrooms and observed teaching and learning throughout the school.
- The inspector listened to pupils read and looked at examples of pupils' work. She also talked to pupils about their work and their views on a variety of matters.
- The inspector spoke with parents at the beginning of the school day and considered the views of the nine parents who commented on Ofsted's free-text service.
- The inspector spoke with members of staff throughout the inspection.
- The inspector met with the headteacher, the early years leader, the curriculum leader, the chair of the governing body and one other member of the governing body.

## Inspection team

Cindy Impey, lead inspector

Her Majesty's Inspector

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