

Leeds Christian School of Excellence

Reconciliation Centre, Avenue Hill, Leeds LS8 4EX

Inspection dates

5–7 February 2019

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

Summary of key findings for parents and pupils

This is a good school

- Leaders know their school very well. The standards of leadership and management and personal development, behaviour and welfare have improved since the last inspection. Leaders have ensured that all the independent school standards are met.
- Leaders are highly ambitious for their pupils. Relationships between staff and pupils are very strong. Staff know pupils very well.
- A strong culture of safeguarding permeates throughout the school. There is a deep-seated caring and nurturing environment in this welcoming school.
- Leaders have ensured that a wide-ranging and interesting curriculum is in place. The curriculum strongly promotes pupils' personal, social, health and economic (PSHE) education alongside British values and equality. Pupils enjoy the wide variety of topics that they study.
- Teachers use their assessment practice well to identify and target any gaps in learning and to provide challenge for the most able pupils.
- Teachers plan learning well and activities are matched closely to pupils' abilities.
- Pupils' behaviour in school is outstanding. Pupils understand the teachers' high expectations of behaviour and they value the school's reward system. Pupils are extremely well supported in the wider areas of their development.
- Pupils highly value their education and enjoy attending school. They have high aspirations and know that education is important in achieving their goals.
- Key stage 2 pupils make very strong progress, due to the quality of the teaching they receive. Pupils in key stage 1 make good progress. This could be accelerated further by improving teachers' knowledge of current key stage 1 practice.
- Pupils in key stage 2 are very well prepared for their transition to the next stage of their education. Pupils progress successfully to a variety of secondary schools in the local area.
- Leaders and managers are realistic about the complexities of running a small school. They correctly identify that leadership must take a more strategic role in the development of the school.

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.

Full report

What does the school need to do to improve further?

- Leaders and managers should take opportunities to increase and broaden their management experience to enable them to develop teaching at the school, particularly for pupils in key stage 1, in order to further accelerate pupils' progress.
- Governors should ensure that leaders have management time so that they can plan for the strategic development of the school.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have ensured that all the independent school standards are met.
- The school publishes an up to date safeguarding policy on their website. The policy considers all current government requirements. Parents and carers can request a paper copy of the policy if they wish.
- The dedication and commitment of leaders permeate the work that they do at their school. Leaders are highly focused on providing a safe and nurturing environment where pupils successfully thrive and achieve.
- The headteachers, who are also the proprietors, work hard to ensure that all pupils are well supported in all aspects of their education and personal development.
- Leaders and managers are ambitious for the school and have appropriate plans for development. They correctly identify the strengths and areas that require further work, for example, in providing management time for leaders.
- Leaders provide a useful formal report to parents each year. However, parents benefit from the daily, less formal contact they have with teachers. This allows leaders to keep them up to date with all aspects of their child's progress.
- Pupils make substantial progress during their time at the school. Leaders ensure that pupils are provided with accurately personalised and well-planned work.
- Leaders provide a broad, balanced and highly topical curriculum for pupils. They have ensured that pupils have access to a wide range of subjects. The content of the curriculum takes into account the pupils' interests, the local community and current affairs. As a result of this, pupils are interested and inspired by their learning.
- Leaders have ensured that British values and pupils' spiritual, moral, social and cultural (SMSC) development thread through the wider curriculum. Pupils enjoy learning about the cultural differences and religious practices of others. This is supporting them to become confident and self-assured citizens.
- The headteachers recognise the challenges that leading a small school brings. They understand clearly that currently there is little capacity due to time constraints for them to strategically develop and improve the school.

Governance

- Since the previous inspection, leaders have ensured that significant improvements have been made in the governance of the school. Governance is now more focused. Governors understand the strengths and weaknesses of the school.
- The new chair of governors is clear about the positive direction the governing body is moving in. Governors have a deeper understanding of their responsibilities and have taken part in specific training for their roles. As a result, their expertise has improved.
- Governors support the school very well. They understand the difficulties the headteachers face as leaders and teachers in a small school, for example in not having sufficient time to plan strategically for the school. Many governors spend time in school each week

supporting pupils with reading.

- Governors hold leaders to account by providing challenge in meetings. The headteachers provide a report for each governors' meeting that contains up-to-date and relevant information.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a priority at this school. The culture of safeguarding is evident. All staff and volunteers are appropriately trained in safeguarding and child protection procedures. Leaders ensure that they follow up any concerns. Staff and volunteers are clear about their responsibilities to report concerns. Staff are trained to recognise signs of extremism and radicalisation.
- The headteachers act as the designated safeguarding lead (DSL) and the deputy DSL. They attend regular training in order to fulfil their roles effectively. Leaders make sure that there is always one DSL on the school premises when pupils are present.
- The school building is well maintained, and safety standards are appropriate. Fire checks are regularly carried out. Leaders keep high-quality risk assessments for all the necessary activities in and out of school, including visits to the local public park.

Quality of teaching, learning and assessment

Good

- The classroom is a calm learning environment which ensures that pupils feel secure and can learn. Relationships between teachers and pupils are strong and nurturing. Teachers care about pupils' well-being and their academic progress. As a result, pupils behave exceptionally well and develop the confidence to work independently.
- The headteachers, who are also the teachers, are skilled practitioners. The classroom is an engaging learning environment, which pupils treat with respect.
- Teachers provide interesting and motivating lessons for pupils. They make learning highly enjoyable for pupils through a range of hands-on practical activities. They use resources very well to support learning. Resources are of good quality and are kept in good condition.
- Teachers use planning and assessment well to make sure that they pitch lessons at the right level for pupils. Continuous assessment during lessons allows teachers and volunteer teaching assistants to offer support or extension activities when necessary. Staff can quickly identify gaps in pupils' knowledge and skills. They provide appropriate, focused support to close any gaps in pupils' learning.
- Teachers use questioning well to specifically target the developing skills and knowledge of each pupil. As a result, they challenge pupils at a level that allows them to make good progress.
- Teachers have high expectations of pupils in their work and behaviour. All adults model these high standards and expectations very positively.
- Pupils have many opportunities for writing at length in English. Their writing shows growing development in quality. This can also be seen in other subjects across the

curriculum.

- Pupils make good progress in their mathematical skills and understanding. Learning in mathematics is good, and often teachers choose resources well to promote understanding. Regular problem solving enables pupils to use their skills in a practical 'real-life' way.
- Leaders choose history and geography topics with pupils' interests and needs in mind. A recent topic on the Windrush generation was extremely well received. Through this, the pupils experienced a wide range of lessons and activities. These included art projects, a visitor from members of the Windrush generation, and a trip to the Museum of Liverpool. Pupils can talk at length and in detail about this and other topics they have studied.
- Although progress in key stage 1 is good, teachers would benefit from further opportunities to understand current developments in teaching. This would benefit pupils so they make stronger progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- There is a strong ethos of nurture and support in this small school. Pupils are cared for and their individual needs are met well. Pupils have empathy for others. They have a good understanding of why it is important to help and support others.
- Pupils show respect for staff, visitors and each other. They have clear rules and routines, and this supports them to be confident learners.
- Staff encourage pupils to be positive and celebrate their work and achievements. As a result, pupils develop their self-esteem and self-belief.
- Pupils have high aspirations for themselves. They understand the importance their education plays in achieving their goals.
- Leaders have ensured that their broad curriculum strongly promotes PSHE education alongside British values and equality.
- Leaders ensure that communication between home and school is strong. Parents are highly supportive. Parents report that their child enjoys school and the exciting learning opportunities that are available to them.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave extremely well in lessons and around school. This is because of the strong relationships that exist and the very high expectations of staff. Pupils have a clear understanding of the rules, which staff reinforce and model.
- Pupils have completed comprehensive work on anti-bullying. They have a deep understanding about what bullying is, and they know what to do if it happens. Pupils are clear that there is little bullying at this school and school records confirm this.
- Pupils understand the need to keep safe both at school and out in the community. They

are confident that they have a strong network of support around them should anything concern them.

- Pupils understand the importance of staying safe online. Leaders have ensured that pupils know and understand the dangers that can occur if they do not follow the guidelines for safe online use.
- Parents appreciate the work of the school. One parent stated, 'The teachers are caring and supportive, whilst being clear about what is and is not acceptable behaviour.'
- The vast majority of pupils have good attendance. The welcoming ethos of the school encourages this, as pupils want to be at school and rarely miss a day.

Outcomes for pupils

Good

- Teachers quickly identify pupils' starting points and any possible additional needs. They use this information to identify gaps in pupils' learning. They then provide targeted support for pupils to help them catch up.
- All pupils make strong and sustained progress from their starting points because teaching is good. Teachers correctly identify tasks and activities that interest and motivate pupils.
- The strong subject knowledge of teachers, a thorough understanding of each pupil, and a broad and balanced curriculum enable pupils to make strong progress across a wide range of subjects, particularly in key stage 2.
- Pupils make significant progress in their reading skills. Daily reading and the availability of a wide range of texts tailored to their interests promote a love of reading. Younger pupils make exceptional progress in reading from their starting points. They approach new and sometimes difficult words without fear. They can use their thorough knowledge of phonics to break down and sound out words.
- Work in books demonstrates the strong progress that all pupils make across a range of subjects. Books are neat and well kept, and pupils are proud to show their work. They can clearly explain their understanding of complete work.

School details

Unique reference number	140038
DfE registration number	383/6001
Inspection number	10061280

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	6 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	6
Number of part-time pupils	0
Proprietors	Annemarie Linton and Pat Simpson
Chair	Curtis Magras
Headteachers	Annemarie Linton and Pat Simpson
Annual fees (day pupils)	£3,480
Telephone number	0113 262 6637
Website	Not currently operational
Email address	lcse244@gmail.com
Date of previous inspection	13–15 June 2017

Information about this school

- Leeds Christian School of Excellence was last inspected in June 2017, when it was judged to require improvement.
- The school is registered as having a religious character as a Christian school and is able to accept up to 25 pupils. There are currently six pupils on roll. There are no pupils with special educational needs and/or disabilities and therefore no pupils with an education, health and care plan.
- The school has two proprietors. The proprietors are also the headteachers and the only full-time teachers in the school.

- Pupils are taught in a well-presented building that is set in the church grounds. Pupils have access to the large church hall for physical education and other activities. Pupils also access the large public park that is in close proximity to the school.
- The school does not use any alternative provision providers.

Information about this inspection

- The inspector held meetings with the two proprietors and two members of the governing body, including the chair of governors.
- The inspector scrutinised a range of documentation including policies, progress information, attendance information and leaders' monitoring of the school. She looked at documents relating to safeguarding and pupils' welfare, and the checks made on staff and volunteers' suitability to work with children and young people. The inspector used the range of information gathered to check compliance with the independent school standards.
- The inspector spoke to all pupils formally to gather their views and talked to them in lessons. She observed teaching and learning activities and less formal times during the school day. She looked at all pupils' work in a range of books across a range of subjects.
- The inspector observed pupils' behaviour at social times, in the classroom and between lessons.
- There were too few responses to Ofsted's online survey for parents, Parent View, for analysis. However, the inspector considered the four responses to the free-text service.

Inspection team

Sara Roe, lead inspector

Ofsted Inspector

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