

# Emmanuel School

Afro Caribbean Community Association, 36 Wolverhampton Road, Walsall, West Midlands, WS2 8PR

## Inspection dates

10 March 2021

## 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

#### *Paragraphs 3, 3(c), 3(d) and 3(g)*

- At the time of the most recent full inspection, curriculum plans in some subjects were not sequenced well enough to ensure that pupils were able to build on what they have learned in the past. In addition, teachers were not routinely using their knowledge of pupils' strengths and weaknesses to plan work that is closely matched to the needs of all pupils, including the most able and those who require additional support.
- Wherever possible, and always in the primary phase, leaders have made sure that mixed-aged classes only span two year groups. This means that a two-year curriculum cycle can be followed across the school. Curriculum plans are often based on published schemes that are modified by teachers to personalise them to the school's setting. Currently, leaders are in the process of creating subject-based progression grids that outline the crucial knowledge and skills that need to be taught in each year group. Leaders say that these grids will underpin curriculum plans to ensure that knowledge and skills build over time. Pupils say they are now starting to see connections between lessons within subjects. However, this is more noticeable in some subjects than others.
- The assessment policy has been revised and shared with staff. Leaders have also created a 'non-negotiables' document, which covers areas such as the use of assessment to inform planning in all lessons. Leaders say that the combination of these two documents, which are being systematically reviewed in staff meetings, has supported staff to plan work that is matched to the needs of all learners. Teachers gave examples of how they have planned and, if necessary, adapted lessons to meet pupils' needs. Pupils themselves also speak about how lessons meet the needs of different pupils in their class. There is also evidence in English and mathematics books that work has been tailored to meet the needs of all pupils.
- Recently, leaders have introduced pupil progress meetings in a range of subjects. English and mathematics are prioritised in these meetings. As part of this process, if any pupils are falling behind, teachers complete record of concern sheets. Subsequently, the teacher will then plan a range of interventions for the identified pupils. Staff speak

positively about these changes and evidence of the interventions can be seen in books. Pupils say that teachers provide them with extra work and support if they are struggling in a lesson.

- Leaders say that all of these actions have been delayed by COVID-19 (coronavirus) related issues to some degree.
- These standards are now met.

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

*Paragraphs 7, 7(a), 7(b) and 32(1)(c) [Part 6, provision of information]*

- Leaders ensure that all staff receive relevant safeguarding training. Consequently, staff are clear about what to do if they are concerned about a pupil's welfare. This academic year, the training was extended to include mental health. Pupils say that they feel safe in school. They say this is because their teachers look after them and because the site is secure. Pupils say that if they are worried about something they will speak to staff because they trust them.
- Leaders make checks on staff's suitability to work with children before they start work at the school. Leaders also carry out similar checks on governors and volunteers. All of this information is collated centrally and securely in the electronic single central register.
- The safeguarding policy is available on the school's website. It adheres to the latest government guidance. It is detailed and easy to follow. A range of other policies related to safeguarding are also available on the school website.
- These standards continue to be met.

### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1) and 23(1)(c)*

- At the time of the most recent full inspection, the changing facilities and showers were unsuitable.
- Leaders have acted to rectify these issues. A partition has been created between the boys' showers and the toilet block to separate these areas. In the girls' changing area a similar modification has been made. Pegs have been installed in both areas. Leaders intend to survey pupils about their views on these changes.
- These standards are now met.

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

*Paragraphs 34(1), 34(1)(a) and 34(1)(b)*

- At the time of the last full inspection, the proprietorial body, governors and leaders had not ensured that all of the independent school standards were being met consistently. Leaders were aware of variability in the way that different subjects and classes were being taught, but they were not using this evaluation to improve the quality of education across the school.
- Leaders are making improvements, but they are also conscious of not overloading staff. As a result, they are implementing their action plan in a timely, yet considered, manner. Teachers appreciate this and say that leaders are mindful of their well-being and

workload. Teachers comment that leaders have made them feel part of the improvement journey. Leaders and staff are excited about the changes that are happening in school.

- Leaders have recently introduced a timetable that monitors the quality of teaching and learning across the school. They aim to create greater consistency in relation to how staff plan and deliver lessons. Leaders visit lessons and focus on the non-negotiables that have been introduced for that half term. Teachers speak positively about the feedback they receive. They say it has helped them to focus on specific aspects of their teaching, such as revisiting prior learning at the start of every lesson. As part of this process, leaders are arranging for teachers to observe their colleagues by visiting each other's lessons. The rationale for this is to share good practice among staff and to raise staff awareness of the education that is being delivered in the different phases of the school.
- Leaders have made use of some external support to guide and clarify their thinking. They speak positively about this. However, the level of support has been limited due to COVID-19-related restrictions.
- Leaders are keen to further develop the role of their middle leader in school. He has attended external training with a senior leader. In the future, he will be involved in monitoring his phase of the school. This will increase leadership capacity further.
- Governors have been supporting school leaders during the partial closure of schools, particularly with reference to the welfare of pupils and staff. This has reduced their ability to monitor the implementation and impact of the school's action plan. However, governors are aware of the content of the plan and intend to make it their priority now that schools have fully reopened.
- These standards are now met.

#### Schedule 10 of the Equality Act 2010

- Leaders ensure that the school meets the requirements of schedule 10 of the Equality Act 2010.

## **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 independent school standards**

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

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) 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;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

#### **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—
  - 23(1)(c) 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.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

## School details

Unique reference number	130323
DfE registration number	335/6009
Inspection number	10173662

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 status	Independent school
Age range of pupils	3 to 17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	83
Of which, number on roll in sixth form	0
Number of part-time pupils	0
Proprietor	Emmanuel School (Walsall)
Chair	Ann Kendrick
Headteacher	Jonathan Swain
Annual fees (day pupils)	£4,800
Telephone number	01922 635810
Website	<a href="http://www.emmanuel-walsall.co.uk">www.emmanuel-walsall.co.uk</a>
Email address	<a href="mailto:office@emmanuel-walsall.co.uk">office@emmanuel-walsall.co.uk</a>
Date of previous standard inspection	28–30 January 2020

## Information about this school

- Emmanuel School is a small, independent Christian day school operating from rented premises in Walsall. The landlord is the Afro-Caribbean Centre that shares the site.
- While the majority of pupils are from Christian families, the school admits pupils of a different faith, or no faith, providing parents support the school's Christian ethos.
- The school caters for boys and girls from Nursery to Year 11.

- A temporary material change to extend the age range to three to 17 was granted by the Department for Education on 28 July 2020. The age range will return to three to 16 with effect from July 2022. Currently, the school has no plans to make use of the material change.
- The school now has two joint headteachers, due to the teaching commitment of one of the headteachers.
- The school does not currently make use of alternative provision.
- The last full standard inspection was in January 2020.

## 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. This was the school's first progress monitoring inspection since it was judged to require improvement in January 2020.
- The Department for Education required the school to prepare an action plan following the standard inspection in January 2020. Ofsted evaluated the plan on 5 November 2020. The plan was judged to be acceptable.
- Progress monitoring inspections are normally completed without notice. However, in line with the interim phase guidance, the lead inspector telephoned the school to announce the inspection 30 minutes before he arrived at the school.
- The inspector held regular meetings with the two joint headteachers, who are also members of the proprietorial board. He spoke to a member of the governing body on the telephone.
- The inspector toured the school premises to check their suitability.
- The inspector met with a group of Year 6 pupils and a group of Year 10 and 11 pupils to discuss their learning and experiences at school. He looked at pupils' work in English and mathematics to see how well the curriculum is applied.
- The inspector met with three members of staff.
- The inspector reviewed a range of documentation, including: safeguarding policies and related information, the school's single central register and a range of curriculum documents.

## Inspection team

Wayne Simner, lead inspector

Her Majesty's Inspector

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