

Locksley Christian School

Independent School

Inspection report

DCSF Registration Number	925/6039
Unique Reference Number	120744
Inspection number	320743
Inspection dates	18–19 March 2008
Reporting inspector	Lynne Blakelock

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Locksley Christian School is an independent day school situated in a rural area of Lincolnshire. It was founded in 1992 as a registered charitable trust and serves pupils from a wide area of the county. The school is housed in three blocks, originally owned by the RAF. It is registered for 110 pupils between the ages of 3 and 19, although 46 pupils between the ages of 5 and 19 are presently on roll. There is a wide spread of ability, and nine pupils have a statement of special educational need. Both Lincolnshire and North East Lincolnshire County Councils place pupils at the school, which aims to provide an education that meets the needs of each individual child, spiritually, academically, emotionally and physically, in a peaceful and loving environment and on a foundation of Biblical faith and character. It strives for excellence, integrity and finding wholeness. The school follows the Accelerated Christian Education (ACE) curriculum. It was awarded 'Model School Status' in November 2007 by Christian Education Europe in recognition of sustained performance against model school criteria. It has also achieved the Investors in People award. This is the school's first published inspection report.

Evaluation of the school

Locksley Christian School provides a good quality of education. Pupils make good progress and the quality of care is outstanding, underpinned by an ethos which values them all and which promotes their outstanding spiritual, moral, social and cultural development. The school meets all but one of the necessary requirements in its procedures and practices. The curriculum is good, and provision has improved since the last inspection.

Quality of education

The curriculum is good. It is planned and organised well and is reviewed regularly by senior management. Its major strength is in its effectiveness in meeting the needs of the disparate abilities, needs and age range of the pupils that it serves. Thus, every morning, pupils of all ages study six key subjects through individual programmes of learning, moving on at their own pace. A good emphasis on, and effective provision of, for example, English, mathematics, science and information and communication technology (ICT) throughout the school each morning, results in pupils developing a good skills base. The core curriculum and the expanded curriculum, which are

organised into learning groups for each key stage, comply with national guidelines by incorporating National Curriculum schemes into the ACE programme. Biblical teachings, which form the cornerstone of all of the school's work, are reflected very appropriately in the curriculum and permeate daily school life. Regular and planned coverage of a range of other subjects occur every afternoon as part of the expanded curriculum. This ensures a wide range of learning experiences, including creative and practical subjects, which have Biblical histories and moralities interwoven. Particular aspects of Biblical teaching, such as New Testament Survey and Successful Living in Key Stage 4, are taught discretely.

The subjects taught, which differ in some key stages, reflect the wide-ranging curriculum. For example, word building and phonics are in place for pupils in Key Stages 1 and 2. In Key Stage 4, the curriculum provides a wide range of learning options, including work experience and citizenship, to prepare pupils more broadly for the outside world. The school works hard to cater for the aspirations of its pupils. Opportunities are created for older pupils to take one day courses at a local further education college, with, for example, a number completing first aid and food hygiene courses successfully.

The whole-school curriculum is planned well with good forward planning to ensure a progression of pupils' learning. Schemes of work, however, vary in the detail they offer. All subject planning shows learning objectives, activities and outcomes, but monitoring and evaluation of learning in the expanded curriculum are less well developed. Pupils of all abilities are catered for well. Those with learning levels and styles which do not fit the standard curriculum have a separate learning programme, which motivates and encourages them because it is tailored to their individual needs. A number work towards 'Skills for Life' and basic skills qualifications and are well provided for in the practical learning centre. Individual learning plans address their specific needs to quicken their progress. More able pupils are also provided for very appropriately within the learning centre core curriculum and through extra-curricular activities which allow pupils to develop their gifts and talents.

Pupils are well informed and are prepared for adult life by a wide-ranging personal, social and health education and citizenship programme. After-school learning opportunities are quite limited but enrichment opportunities are varied and include dance club and outward bound courses as well as residential visits in this country and abroad. In particular, older pupils have opportunities to attend an annual convention and compete to gain awards in art, drama, music and sport.

The quality of teaching and assessment is good. Pupils' standards vary according to their starting points but many achieve above average levels in the International Certificate of Christian Education examinations. Results throughout the school demonstrate pupils' good progress. This is aided by teachers' focused and constant support for every pupil and by independent learning, both of which are fundamental to the school's aims. Knowledgeable teachers encourage and motivate pupils, helping them to believe in themselves. The result is pupils brimming with confidence and a

desire to achieve the best that they can. Lesson plans generally show a wide variety of activities to match pupils' needs and experiences. The development of pupils' speaking and listening skills is prominent in many lessons and promotes important personal development skills. The youngest pupils speak confidently in front of the class, as seen in a very effective oral reporting lesson in Key Stages 1 and 2. Differentiated tasks are provided for all pupils in the morning activities but tasks are sometimes too general in the afternoon to meet closely the learning needs of all pupils.

Assessment is built into learning, with consistent practices running through the school in the morning programme. From pupils' entry, an accurate diagnosis of their levels is reflected in a programme of learning that matches closely their needs. Pupils are given responsibility for setting their own targets and this motivates them because it gives them ownership of their learning. Recording of interim test scores and of regular learning ensure that both gaps in pupils' learning and any specific difficulties are addressed, with the headteacher monitoring progress very regularly. Marking of the expanded curriculum varies and is often too brief. However, some marking, particularly for older pupils, tells them in detail of their achievements and how to improve. Peer marking is established at this level and allows pupils to develop further their evaluative skills.

Spiritual, moral, social and cultural development of the pupils

The school's provision for pupils' spiritual, moral, social and cultural development is outstanding. This is a very happy school, which pupils are proud and happy to attend. Daily assemblies encourage a real sense of community and embed the Christian values by which the school lives and works. For example, the Biblical teachings of 'love your neighbour' encourage pupils to help and support each other and the local community. This is seen in themed weeks when pupils offer random acts of kindness, but particularly in the everyday life of the school. Community activities appear to have won the hearts and minds of the villagers, with school representatives, for example, sitting on the local youth forum. At the same time staff prepare pupils particularly well for adult life, giving them chances from the time they start at the school to use their initiative and encouraging them to take responsibility for their choices and behaviour. This assists both their personal development and their future economic well-being. Clear boundaries are set by the school which encourage pupils' security, enjoyment and happiness. Members of staff support pupils very well to develop their characters and to understand the principles by which they should live. Their behaviour is good and they are proud to receive 'privilege' status for a wide range of achievements. Their attendance is good. A programme of citizenship runs through the school in various guises to ensure that pupils understand about British institutions and the law. Regular projects address other faiths so that pupils have knowledge and respect for other religions and cultures. This includes mission trips to Africa by some older pupils and by fund-raising for an Indian orphanage.

Welfare, health and safety of the pupils

Arrangements for the welfare and support of pupils are outstanding and reflect the importance that the headteacher and staff place on this. Pupils' well-being is paramount. All policies and risk assessments are reviewed regularly to ensure that pupils feel safe and secure, both in school and off-site visits. Such care is strengthened by a personal, social and health education programme which deals very effectively with a wide range of issues. This includes great encouragement to adopt healthy lifestyles which is reflected in pupils' well-balanced lunchbox choices and their enthusiasm to take exercise. The school has a trained child protection officer and the required safeguarding policies and practices are in place. The school has a three-year plan which complies with the Disability Discrimination Act 2002.

Suitability of the proprietor and staff

The school has well-established and good procedures in place for undertaking checks on new staff to confirm their suitability to work with children. These include medical fitness checks on prospective staff. A single central register is maintained as required.

School's premises and accommodation

The school meets all the regulations. The accommodation is good and creates an effective, clean and safe learning environment. This includes specialist teaching areas in science, ICT and art. Physical education is provided in a nearby gymnasium on a weekly basis. Learning centres are large and equipped well with individual work stations. Displays around the school and in classrooms are attractive and encourage learning. Whilst facilities for sick or injured pupils are satisfactory, these are presently being improved so that a wash basin is in the same room as a bed. A hard surface area and grassed recreational area provide appropriate outdoor play and social areas.

Provision of information for parents, carers and others

All of the regulations are met except one. The school does not provide parents with the details of pupils' performance, including the results of any public examinations, during the previous school year. Otherwise, the prospectus is up-to-date and contains helpful information. Parents who responded to the pre-inspection questionnaire feel well informed about their children's progress through thrice-yearly reports home.

Procedures for handling complaints

The school meets all of the regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of academic performance during the preceding school year, including the results of any public examinations (paragraph 6(2)(i)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- develop further the assessment of pupils' work in the expanded subjects
- ensure sufficient emphasis on monitoring and evaluation in all subject plans, including those for the expanded curriculum.

School details

Name of school	Locksley Christian School		
DCSF number	925/6039		
Unique reference number	120744		
Type of school	Christian day school		
Status	Independent		
Date school opened	January 1992		
Age range of pupils	5-19		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 26	Girls: 20	Total: 46
Number on roll (part-time pupils)	Boys: 1	Girls: 0	Total: 1
Number of pupils with a statement of special educational needs	Boys: 7	Girls: 2	Total: 9
Number of pupils who are looked after	Boys: 1	Girls: 0	Total: 1
Annual fees (day pupils)	£2,004		
Address of school	Bilney Block Manby Park Manby Louth Lincolnshire LN11 8UT		
Telephone number	01507 327859		
Fax number	01507 328512		
Email address	locksley@srf.co.uk		
Headteacher	Mrs A Franklin		
Proprietor	Locksley Christian School Ltd		
Reporting inspector	Lynne Blakelock		
Dates of inspection	18-19 March 2008		