

Luton Pentecostal Church Christian Academy

Independent School

Inspection report

DCSF Registration Number	821/6205
Unique Reference Number	135699
Inspection number	342508
Inspection dates	6-7 October 2009
Reporting inspector	Wendy Forbes

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

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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, the purpose of which is 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

Luton Pentecostal Church Christian Academy opened in September 2008. It is located in the centre of Luton, housed in the Luton Pentecostal Church buildings and admits pupils from the age of 3 to 11. It is a small non-selective co-educational school. Its aim is 'to promote Biblical education, both academic and moral, to enable students to fully access the wisdom of God deemed necessary to overcome and live victoriously for Christ'. The school uses the curriculum known as Accelerated Christian Education (ACE) in the morning. This is supplemented by other subjects that are taught in the afternoon. At the time of inspection there were 31 pupils on roll. The children attend school for five hours a day. There are currently very few children with special educational needs. The school provides Early Years Foundation Stage provision for pupils aged three to five. This is the school's first inspection.

Evaluation of the school

Luton Pentecostal Church Christian Academy provides a satisfactory quality of education. The satisfactory quality of education is based on Christian principles. Provision for children in the Early Years Foundation Stage is satisfactory. Since opening the school has worked hard to provide a caring environment for all its children. It has achieved a distinctive family atmosphere, pupils are happy, well motivated and work hard to achieve their personal best. Courtesy and manners are clear expectations. Parents are supportive of the school; the majority of parents who responded to the pre-inspection questionnaire reported that the majority are very happy with the school. The school meets all safeguarding requirements.

Quality of education

The curriculum is satisfactory. Pupils follow the established work-book based ACE curriculum in the mornings and supplementary lessons in the afternoons. This core curriculum, formally supervised each morning aims at developing pupils individual skills in English, literature, mathematics, science, social sciences, word building and Bible reading. Pupils work independently through appropriately challenging Packages of Accelerated Christian Education (PACEs) work booklets. Pupils say they enjoy their PACEs as they set themselves goals, self-assess their work and progress at their own rate. This they do well. While the curriculum is satisfactory overall, provision for pupils' creative development, physical education and information, communication

technology (ICT) is limited due to the lack of specialist rooms, limited ICT resources and external play space. Supplementary lessons broaden the curriculum appropriately and include personal, social and health education (PSHE), science, music, the arts, history, geography, ICT and physical education. The school has devised clear curriculum policies for these subjects. The curriculum provides an appropriate range of visits and visitors which enhance activities. However extra-curricular activities are not yet fully developed and are not yet effective in supporting pupils' learning.

The quality of teaching and assessment is satisfactory. Teachers, who are known as 'supervisors', encourage and support pupils appropriately in working through their PACEs, enabling them to make satisfactory progress. Pupils organise their work well in their own office area. They apply independent learning skills effectively, such as reading, problem solving and recording. They say they work as fast as they can and challenge themselves. Pupils respond well to the school reward system which helps promote their good behaviour. Both 'supervised' and all other supplementary lessons are conducted in a calm and purposeful atmosphere. Relationships between pupils and staff are good. Pupils feel confident enough to be able to ask questions about anything they do not understand and their positive attitudes ensure they work hard at all times. Where the quality of teaching is good, teachers' short-term planning for supplementary lessons clearly identifies what pupils will learn and builds incrementally on their knowledge. Where the quality of teaching in these lessons is satisfactory, the needs of individual pupils are not clearly identified nor addressed in short-term planning or teaching. This means that too few opportunities are provided for pupils to apply their skills or work independently at their own level.

Diagnostic testing is used appropriately to match the level of PACEs to the needs of the pupils. Most pupils are working at the expected levels and making satisfactory progress. The school follows the assessment policy of the ACE curriculum. The policy involves pupils in assessing their own work, and this is monitored closely by their supervisors. Pupils enjoy marking their work as this provides immediate feedback. Supervisors note the proportion of correct answers achieved by each pupil in each of their PACEs. However, there is little analysis of the progress that pupils make over time to show how well the teaching impacts on their overall achievement. In addition there is little use of feedback in supplementary lessons to help pupils understand how well they are doing.

Great efforts are made to welcome the Early Years Foundation Stage children to the school and to ensure they settle quickly to school routines. As a result, they develop good habits in their behaviour, social skills and learning. Sound systems and satisfactory teaching, assessment and curriculum ensures that the school actively embraces the Early Years Foundation Stage framework providing satisfactory provision for children. As a result, children make satisfactory progress towards their early learning goals.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good. Their attendance is good and they are eager to come to school. The family atmosphere and the respect shown by staff towards all pupils enables them to grow in confidence, and to develop positive attitudes towards themselves, their backgrounds and their own particular talents. The school has many outstanding spiritual strengths led by the excellent role model of the pastor who is also headteacher. Morning devotions, pupil-led prayers, daily bible readings and contemplative collective worship complement the wide range of opportunities to celebrate success and uniqueness of individual pupils within the school community. Excellent adult role models reinforce the high expectations that staff and pupils have of themselves. Pupils are kind, considerate courteous, showing a high level of respect and sensitivity towards the feelings of adults and children. They respond well to the school's behaviour code and behaviour is good; they understand the need for a community to have rules. Currently, pupils lack a formalised opportunity to share ideas across the school to help improve provision and limited opportunities to fund-raise for charitable or local causes. The school's work on promoting cultural development is developing well. The curriculum draws positively on pupils' own cultural backgrounds. Pupils are encouraged to share and value the traditions and customs associated with their own culture. Pupils are developing a basic knowledge of public institutions and services in England. In developing skills in self-organisation, time management, literacy and numeracy, pupils are prepared appropriately for the next stage of their education.

Welfare, health and safety of the pupils

Welfare, health and safety are good. The recently appointed designated person for child protection is receiving appropriate training. Staff understand fully what to do if they are aware of a child protection issue. The first aid policy provides good guidance for staff and detailed records are kept of accidents. Rigorous records are kept of health and safety checks and risk assessments. Fire drills are routinely undertaken and risk assessments are thorough. The school meets the requirements of the Disability Discrimination Act 2002. The small number of pupils in each class means that pupils receive a very high level of attention and supervision. Staff have a good knowledge of the pastoral needs of the pupils and treat them with great care and respect. The school is developing pupils' understanding of a healthy lifestyle by providing a breaktime fruit snack, and opportunities to talk about what makes us healthy. Pupils are encouraged to be physically active through the timetabled physical education lessons in the school hall and the local nearby park. The view of parents are summed up by one parent said '...my child has always felt special at the school...everyone has time for each other...'. Pupils say that bullying is a rare occurrence in school and are confident that staff will deal with any problems that may arise.

Suitability of the proprietor and staff

The school checks all staff fully to ensure their suitability to work with pupils. These comply with the safeguarding requirements and are recorded on a single central register.

School's premises and accommodation

The school is housed in a modern church building which has been suitably adapted to meet the needs of the pupils and provides safe and effective accommodation for learning. The mixture of old and new buildings are adequately decorated, kept clean and generally well maintained. The teaching areas are adequate for the number of pupils in each class and are in sound decorative order. A large hall provides a good space for collective worship, lunch, physical education, meetings and performances and is also used on Sunday's for church services and community activities. These do not interfere with the running of the school-day. Limited outdoor play space limits the extra-curricula activities offered by the school, particularly in the Early Years Foundation Stage where limited space restricts the use of large play equipment. However, the use of the local park provides an area which is used well by the school and enables pupils to enjoy a variety of more active games and activities.

Provision of information for parents, carers and others

The school provides suitable opportunities to consult with parents throughout the school year. Parents receive regular written reports each year which provide them with a clear overview of their child's progress. A clear majority of those parents who returned the inspection questionnaire are overwhelmingly positive about all aspects of the school. Other information about the school is shown in the prospectus and through school newsletters. However, the school does not fulfil all requirements. There is no policy about provision for pupils with English as an additional language, and parents are not provided with a copy of the school's safeguarding policy. The name and address of the Chair of Governors and the contact details and registered premises of the school's proprietors are missing from the school prospectus. In addition, the school does not make aware that parents can have copies of important school policies.

Procedures for handling complaints

The school has a detailed and comprehensive complaints procedure which complies with regulations. All parents are informed of the policy when their children are admitted. There have been no formal complaints in the last academic year.

Effectiveness of the Early Years Foundation Stage

Provision in the Early Years Foundation Stage is satisfactory. Good links with parents and a welcoming atmosphere ensure children settle quickly into school life and routines. Children enjoy school and work hard. Teaching is organised well to give children opportunities to work independently or in a group, providing good opportunities to initiate play themselves indoors. Staff take great care to develop communication skills as they guide children's activities. These interest children, who already concentrate and many, sustain play for reasonable periods of time without the need for adult intervention. However, outdoor learning opportunities do not yet complement the range of indoor activities provided. Good use is made of workbook resources for older and more able children. This provides opportunities to extend basic skills in readiness for children's next stage of development. Despite this, the curriculum does not yet precisely match all areas of the Early Years Foundation Stage framework, particularly in reading and writing. As a result, children make less progress in these subjects than in key learning areas, such as mathematics. Care and welfare are good, contributing to children's achievement and understanding of how to take care of themselves. Children understand the need to play sensibly and safely, and for good health and hygiene, routinely washing their hands before eating, cooking, or cleaning up after art and craft. Those who lead Early Years Foundation Stage have a sound understanding of the needs of young learners and are developing systems to monitor and evaluate children's progress. This information is starting to be used to plan suitable activities to meet children's differing needs.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ("the Regulations"), 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 the proprietors and chair of governors in the school prospectus (paragraphs 6(2)(b) and 6(2)(c))
- ensure that parents are aware they can request copies of school policies (paragraphs 6(3)(a), 6(3)(b), 6(3)(c) and 6(3)(d)).
- establish a policy for the provision of pupils who have English as an additional language (paragraph 6(3)(b))
- distribute a copy of the safeguarding policy to current parents (and prospective parents on request) (paragraph 6(4))

What the school could do to improve further

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

Main school education

- extend the range of opportunities within the supplementary curriculum for pupils to extend their ICT and creative skills
- provide appropriate balance of extra-curricula activities to enrich the curriculum and pupils' personal development
- ensure that teachers' short-term planning in the supplementary curriculum is sufficiently detailed to include the precise learning that will take place for pupils of different attainment
- use daily assessment to pinpoint the steps pupils have taken in their supplementary learning so that they know and understand their next steps to learning

Early Years Foundation Stage:

- develop curriculum planning so that it fully reflects the Early Years Foundation Stage framework, and provides greater challenge for children, especially in reading and writing
- develop the outdoor learning facilities so that the quality of learning outdoors at least matches that of indoors.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils			✓	
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the Early Years Foundation Stage?			✓	
What is the quality of provision in the Early Years Foundation Stage?			✓	
How effectively is the Early Years Foundation Stage led and managed?			✓	
Overall effectiveness: how well does the school meet the needs of children in the Early Years Foundation Stage?			✓	

School details

Name of school	Luton Pentecostal Church Christian Academy		
DCSF number	821/6205		
Unique reference number	135699		
Type of school	Preparatory		
Status	Independent		
Date school opened	September 2008		
Age range of pupils	3 -11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 17	Girls: 13	Total: 30
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£2,400		
Address of school	15 Church Street, Luton LU1 3JH		
Telephone number	01582 412276		
Fax number	01582 412276		
Email address	lpcca@lutonpentecostalchurch.org.uk		
Headteacher	Rev Chris Oakey		
Proprietor	Luton Pentecostal Church		
Reporting inspector	Wendy Forbes		
Dates of inspection	6 – 7 October 2009		