

School inspection report

4 to 7 February 2025

Immanuel School

Havering Grange Centre

Havering Road

Romford

RM1 4HR

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Trustees are active in the school and regularly engage with leaders to provide focused challenge and support. Trustees and leaders monitor the school effectively to ensure that the Standards are met consistently. Trustees are an integral part of the school and visit frequently. They understand the school's strengths and weaknesses, and this informs their strategic planning.
2. The curriculum is founded on Christian principles. It is well planned, creative and takes into account pupils' abilities, needs and interests. The curriculum is broad and balanced, covering an appropriate range of subjects. GCSE results are above the national average.
3. Children in the early years experience a well-planned introduction to the school. Communication and language skills underpin all areas of their development as they listen, comment, participate and offer ideas.
4. Well-structured teaching enables pupils to engage fully in their learning and make good progress. Pupils benefit from well-sequenced activities that support and challenge them appropriately. However, some teaching does not consistently meet the needs of all pupils. Where this is case, it limits the progress that some pupils make.
5. The school provides a limited range of lunchtime recreational activities, which pupils enjoy. However, the breadth of co-curricular opportunities is restricted, with limited provision for drama, music and the arts, and a narrow sports offering. As a result, pupils do not have sufficient opportunities to develop their creative, artistic and physical skills beyond the curriculum.
6. Pupils are kind, considerate and respectful. They participate enthusiastically in school life and work hard to achieve their academic targets. Pupils are encouraged to consider all aspects of life through the lens of their faith. As they mature, they understand that people have different beliefs and views. They are taught the importance of treating people with respect and dignity despite their differences. Bullying of any kind, including online, is not tolerated.
7. The school has a nurturing ethos. Staff know each pupil well. Support for pupils' personal and emotional development is effective. Pupils learn about the wider world through the comprehensive 'focus' curriculum, which develops their understanding of personal, social, health and economic education (PSHE) and relationships and sex education (RSE).
8. Pupils are provided with many opportunities to reflect on their spiritual understanding. There are regular opportunities for reflection time and prayers. Pupils can participate in bible study and spiritual observance throughout the school day, if they choose to.
9. The premises are maintained to a high standard. Detailed risk assessments are in place for health and safety matters, and these are monitored regularly by leaders and trustees. Health and safety arrangements are thorough. Maintenance checks are completed routinely and accurate records are kept. Pupils are supervised appropriately throughout the day and know how to seek help when needed.
10. Safeguarding arrangements are robust. Staff are suitably trained, and receive regular updates so they know how to report concerns. Trustees oversee the safeguarding policy and procedures effectively.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- develop the quality of teaching so that it consistently meets pupils' needs well in order that all pupils make good progress across the curriculum
- enhance co-curricular provision to ensure greater variety in line with pupils' interests and needs.

Section 1: Leadership and management, and governance

11. The trustees and leaders possess the necessary skills and experience to provide effective strategic oversight and promote pupils' wellbeing. Leaders successfully support pupils' individual needs. Trustees and leaders have a clear understanding of the school's strengths and areas for development. They evaluate provision effectively and ensure that necessary actions are implemented to support continuous improvement.
12. The school's core aims and values are embedded across the community, even among the youngest pupils. Leaders are effective in seeking to prepare pupils, from a Christian perspective, for life in today's world, so that they are equipped emotionally, spiritually, intellectually and socially for their adult lives.
13. Trustees have appointed experienced leaders who have the skills and knowledge necessary to fulfil their responsibilities effectively. Trustees and leaders invest in ongoing training to ensure that their professional skills and their understanding of their responsibilities remain up to date and relevant. This supports trustees and leaders in ensuring that the Standards are met consistently.
14. Oversight and implementation of policies is rigorous. Policies are regularly presented to trustees and adjustments are made in light of any issues that arise. Leaders ensure that policies comply with relevant legislation and are effectively communicated to both pupils and staff, ensuring a clear understanding and consistent implementation.
15. Parents have access to the required policies and other information through the school's website. In addition to regular consultations, parents are able to liaise directly with class teachers if they have any concerns or queries. Parents receive a detailed annual written report about their child's progress and attainment.
16. Leaders contact other agencies, including local authorities, as necessary to support pupils' wellbeing. For example, leaders seek advice and support from professionals such as educational psychologists and counsellors to help them meet pupils' individual needs, where appropriate.
17. Trustees have a robust understanding of the contextual risks within the school. Potential risks are identified, assessed and mitigated effectively, including those that are not immediately obvious. Comprehensive risk assessments are conducted regularly across all areas, including health and safety, safeguarding, trips and operational procedures. These assessments are reviewed and updated to reflect changing circumstances. Staff receive appropriate training to implement risk management strategies, fostering a culture of safety and compliance throughout the school.
18. The school meets the requirements of the Equality Act 2010. It has a suitable accessibility plan that identifies clearly how the school supports inclusion. The comprehensive 'focus' scheme promotes equality and diversity by developing pupils' understanding of different cultures, identities and perspectives.
19. The school's complaints policy is effectively implemented, ensuring transparency, fairness and prompt resolution of concerns. Clear procedures are in place that are communicated to parents appropriately. Procedures are consistently followed to address complaints in a timely and professional manner. A structured approach ensures that issues are escalated appropriately, with regular monitoring to identify patterns and improve processes, where necessary.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders have created a well-planned and structured curriculum that includes subjects such as English, mathematics, science, history, geography, art and computer science. The curriculum is regularly reviewed to ensure its relevance and effectiveness in preparing pupils for their future lives. For example, in the senior school the curriculum has been broadened to include information and communication technology (ICT). In these lessons digital technology is used effectively to support pupils' progress. When class sizes for certain subjects are small, leaders provide pupils with access to online teaching, such as for French GCSE. This ensures that the curriculum is suitably broad and comprehensive.
22. Teachers across the school have good knowledge and understanding of the subjects they teach. They have high expectations and use time in lessons effectively. Pupils behave well and enjoy the variety of activities and resources provided for them. Pupils make good progress and GCSE results are above the national average.
23. The early years curriculum is structured around the seven areas of learning within the early years foundation stage (EYFS) framework. It provides a strong foundation for children's development. The curriculum supports children effectively in building independence, resilience and empathy. The learning environment is well planned and engaging. Teaching and learning practices are effective, with well-planned, creative lessons. Children make good progress across the areas of learning. Teachers encourage children to participate in small-group activities where they match letters to sounds and sound out words. Teachers model descriptive language and rich vocabulary which supports children's language development. Teachers plan and teach activities that help children to secure their knowledge and understanding of numbers, shape and space.
24. Teaching throughout the school enables pupils to develop their skills and knowledge so that they make good progress. Teachers plan carefully and deliver learning effectively so that it meets pupils' needs well. For example, teachers ask carefully targeted questions to check and deepen pupils' learning. However, some teaching is less effective because it does not take pupils' needs into account well enough. Where this is the case, some pupils make less progress than they should.
25. Learning is enhanced through well-planned educational visits that bring learning to life for pupils. These visits include experiences such as exploring a Victorian classroom, dressing up as Vikings and taking trips to local establishments such as churches and shops. These immersive activities help deepen pupils' understanding of historical and cultural contexts, fostering engagement and enriching their educational experience.
26. Teachers evaluate pupils' work regularly through assessments and testing. The school's assessment framework is supported by careful marking of pupils' work. This helps pupils to understand how to improve and take the next steps in their learning. Leaders carefully track pupils' progress and identify when additional support is required. Parents receive frequent updates on the progress their child is making.
27. Pupils who have special educational needs and/or disabilities (SEND) are identified and supported both academically and personally. Pupils have a support plan, that is shared with teachers, which identifies how best they learn. This ensures effective strategies are used in the classroom to support them. As a result, pupils who have SEND make good progress from their starting points.

28. Pupils currently have access to a limited range of co-curricular opportunities, with only a small selection of lunchtime activities, such as lego club and prayer club, available. While these activities are valued, the scope of provision is not broad enough. The current provision does not include areas such as drama, music or a broader range of sports, and it does not reflect the diverse interests of the pupil body. As a result, not all pupils have the chance to engage in co-curricular activities that foster creativity, teamwork and personal development.

The extent to which the school meets Standards relating to the quality of education, training and recreation

29. **All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders actively promote respect and inclusivity throughout the school. The curriculum provides pupils with opportunities to explore issues such as democracy and the principles of good citizenship. Pupils are taught about the differences between people, such as race, religion and sexual orientation. They learn that everyone should be treated equally and with respect.
31. Spiritual opportunities are an integral part of the curriculum. These opportunities include regular acts of collective worship, reflective practices and the promotion of values such as love, compassion and respect. Pupils are encouraged to explore and deepen their faith. The school's Christian ethos fosters an environment where pupils are supported in their spiritual growth, developing an understanding of their faith and the faiths of others, giving them a sense of purpose and moral responsibility.
32. Leaders in the early years provide opportunities for children to develop their physical skills through outdoor activities such as using the cars and tricycles. Children's personal and emotional development is nurtured through a warm, supportive environment that fosters confidence, resilience and independence. Through play-based learning and positive relationships, children develop self-awareness, social skills and emotional wellbeing, laying the foundations for future success.
33. The physical education programme is well-structured and effectively delivered. It provides pupils with opportunities to engage in a wide range of activities that promote physical fitness, skills development and teamwork. The curriculum is thoughtfully planned to ensure progression and inclusivity, allowing all pupils to develop confidence and competence in physical activities.
34. The PSHE curriculum promotes emotional wellbeing, responsibility and respect for others. The curriculum supports pupils in developing the skills and understanding needed to make positive choices, while fostering a sense of community and moral responsibility. The scheme of work is carefully sequenced to build upon prior knowledge and skills, allowing pupils to develop a deepening understanding of personal and social issues as they progress through the school.
35. The relationships and sex education (RSE) curriculum is thoughtfully designed to develop pupils' understanding of issues such as puberty and relationships. The RSE programme is shared with parents, and they are informed of their right to withdraw their child if desired. Leaders ensure that age-appropriate content is delivered effectively across all year groups. This approach supports pupils in making informed, responsible decisions as they transition to adulthood.
36. The school's behaviour policy sets out clear expectations. Behaviour in lessons is consistently good, promoting effective learning. When behaviour issues arise, leaders act swiftly and effectively, ensuring that expectations are understood and upheld.
37. Pupils are taught about bullying and how to respond if they witness or experience it. Leaders strategically plan opportunities within the PSHE curriculum for pupils to discuss bullying and related topics. Instances of bullying are rare. When they do occur, they are dealt with promptly and effectively, ensuring a safe and supportive school environment.

38. The premises and accommodation are well maintained, providing a clean, safe and inviting environment. Health and safety practices are regularly reviewed and rigorously followed. All aspects of the school's operation are carefully monitored and acted on.
39. Supervision is given high priority, with clear and well-established procedures in place to ensure the safety and wellbeing of pupils throughout the school day. Staff are vigilant, providing a supportive environment that ensures pupils are closely monitored and their needs promptly addressed.
40. The medical facilities are well suited to the needs of the school and are managed by appropriately trained staff. Many staff, including those in early years, are qualified in first aid. Detailed records of first aid incidents and accidents are maintained and regularly monitored by leaders and trustees, ensuring patterns are identified and relevant actions taken.
41. Admissions and attendance registers follow the latest requirements. Leaders regularly track pupils' attendance and absences are quickly followed up and addressed, as appropriate. As required, the local authority is informed if pupils leave or join the school at non-standard transition points.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

42. **All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

43. Leaders are committed to ensuring that pupils serve their local community and engage with the wider world. The school organises events where pupils collaborate with both local and international charities, fostering a sense of global responsibility. Additionally, pupils contribute their monthly pocket money to support the education of a child in Ethiopia, deepening their understanding of the importance of responding to those in need. These initiatives promote mutual respect, encouraging pupils to be inclusive and appreciative of diverse backgrounds and cultures.
44. The school has introduced an award to celebrate pupils' contributions to the wider community. Through fundraising initiatives and events in support of local charities, pupils actively engage in service and learn about social responsibility. These opportunities enable them to embody the school's core values of thoughtfulness, respect and a commitment to serving others.
45. The school actively develops pupils' understanding of civil and criminal law through the curriculum and enrichment activities, including debates, mock trials and engagement with public services. In the early years, visits from the police and other emergency services introduce pupils to their roles in keeping communities safe. As a result, pupils develop a secure understanding of legal principles and appreciation of public services such as the National Health Service.
46. The school actively promotes the social development of children in the early years. For example, through structured play-based activities and guided interactions, children are supported in developing key social skills such as sharing, communication, and co-operation.
47. The PSHE curriculum effectively supports pupils' economic understanding and prepares them for life in British society. Through lessons on financial decision-making, money management, opening a bank account and understanding the cost of loans, pupils acquire essential life skills. In the early years and Reception, pupils engage in role-play activities, such as acting as shopkeepers, where they use coins to help them develop an early understanding of money. Pupils develop appropriate economic knowledge and understanding as they move through the school.
48. Pupils learn about the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. For example, pupils actively engage in democratic processes, such as voting on charitable purchases, that help to develop their understanding of how democracy works. Through discussions on current affairs, ethical dilemmas and social responsibility, they develop a strong sense of active citizenship and understanding of the impact of their choices. This nurtures responsibility, leadership and respect for diverse perspectives, preparing them to contribute meaningfully to society.
49. The school's careers provision ensures high-quality guidance, empowering students to explore a broad range of pathways. The programme incorporates visiting speakers from a wide range of professions, work placements and impartial advice to develop pupils' self-knowledge, confidence and decision-making skills. Work experience in Year 10 further strengthens pupils' readiness for adult life.
50. Leaders provide opportunities for pupils to develop a strong moral foundation, understanding the importance of knowing right from wrong. Older pupils actively engage with younger pupils through

play and mentorship, fostering a supportive and inclusive community. Initiatives such as 'talk Tuesday' provide a platform for pupils to discuss both local and global issues, encouraging thoughtful dialogue and ethical reasoning. The school's ethos is reinforced through biblical teaching focused on compassion and a clear moral framework. The school's holistic approach helps pupils to grow into principled individuals.

51. Political issues are taught from a balanced perspective, encouraging pupils to develop informed opinions. In biology, for example, pupils discuss the ethics of genetic testing, exploring both its benefits and ethical concerns. This approach fosters critical thinking and respect for different points of view, preparing pupils to navigate complex issues thoughtfully.
52. Pupils are given a range of opportunities to develop their leadership skills, including positions such as head boy and head girl. There are also opportunities for older pupils to support and work with children in the early years. Pupils take these leadership roles seriously, demonstrating a strong sense of responsibility. They serve as positive role models, taking time to listen to younger pupils and supporting their emotional wellbeing, fostering a caring and supportive school community.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

53. **All the relevant Standards are met.**

Safeguarding

54. The school's arrangements for safeguarding and the promotion of pupils' wellbeing are rigorous and effective. Leaders and trustees ensure that safeguarding policies are comprehensive, regularly reviewed and fully implemented in practice.
55. The single central record is meticulously maintained. Robust safer recruitment procedures are in place for all staff and volunteers. Trustees and leaders are fully cognisant of their responsibilities to oversee and rigorously monitor these procedures, ensuring compliance with safeguarding requirements.
56. The safeguarding team demonstrates a robust understanding of safeguarding and risk management. Leaders track incidents and concerns meticulously and ensure that information is shared appropriately. Effective support systems are in place to protect and care for pupils when concerns arise.
57. Staff fully understand their responsibilities and respond appropriately to safeguarding concerns. Regular training is provided for all staff and volunteers, ensuring they remain up to date with policies and best practice. Staff are well informed about their duty to report low-level concerns, reinforcing a strong safeguarding culture within the school.
58. Leaders and trustees maintain strong and effective relationships with external agencies, ensuring that appropriate support is accessed when required. They work collaboratively with safeguarding partners and specialist services, promptly engaging with external support to safeguard and promote pupils' wellbeing, as necessary.
59. Pupils learn how to stay safe through a structured programme that includes road, water, fire and online safety. This is reinforced through practical activities such as emergency drills, first aid training, and workshops on digital responsibility. Assemblies, PSHE lessons and visits from external experts further support pupils in developing a strong understanding of how to protect themselves and others in different environments, including when online. The school has robust filtering and monitoring systems in place, ensuring that any issues are identified at an early stage and that pupils receive appropriate support.

The extent to which the school meets Standards relating to safeguarding

60. **All the relevant Standards are met.**

School details

School	Immanuel School
Department for Education number	311/6060
Registered charity number	1172044
Address	Immanuel School Havering Grange Centre Havering Road Romford Essex RM1 4HR
Phone number	01708 764449
Email address	school@immanuel.london
Website	school.immanuel.london
Proprietor	Collier Row Fellowship Trust
Chair	Mr Steve Milton
Headteacher	Mrs Sarah Williams
Age range	3 to 16
Number of pupils	109
Date of previous inspection	January 2022

Information about the school

61. Immanuel School is a co-educational day school situated in Romford, Essex. It was founded in 1980 as a mission of Immanuel Church. The chair of the church trustees acts as the chair of governors. Pupils are drawn from Christian families in the local area.
62. The school has 20 children in the early years comprising one Nursery class and one Reception class.
63. The school has identified a very small proportion of pupils as having special educational needs and/or disabilities (SEND).
64. The school has not identified any pupils as speaking English as an additional language.
65. The school states its aims are to prepare, disciple and educate young people from a biblical world view, to meet the opportunities and challenges of a changing world. In partnership with parents, it seeks to equip pupils emotionally, spiritually, intellectually and socially to fulfil the call of God on each of their lives. The school's vision is to see pupils thrive, even excel, in their studies as one aspect of a broader discipleship process.

Inspection details

Inspection dates

4 - 7 February 2025

66. A team of three inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with a trustee
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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