



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Emmanuel Junior Academy

Thorpe Drive, Waterthorpe, Sheffield, S20 7JU

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: Sheffield

Local authority: Sheffield

Dates of inspection: 17 November, 2015

Date of last inspection: 15 July, 2011

School's unique reference number: 140546

Headteacher: Charlotte Newton-Wall

Inspector's name and number: Kerry Palmer (60)

School context

Emmanuel is a smaller than average school whose, predominantly white, British pupils come from the local neighbourhood. An average number are considered disadvantaged and benefit from pupil premium support. There are a small number of children with high level special needs. There has been a significant strengthening of school leadership since the last report. The current headteacher was appointed head of school in 2012 and headteacher of the newly constituted academy in 2015. The school now receives the support of a multi-academy trust and works in close partnership with the local family of schools.

The distinctiveness and effectiveness of Emmanuel Junior

Academy as a Church of England school are good

- Well informed and enthusiastic school leaders and governors driven by Christian values in the pursuit of excellence resulting in an academy where all trends are positive.
- The focus on the unique value of each child in this welcoming, Christian school which develops positive attitudes who become confident learners and progress increasingly well.
- Collective worship and religious education (RE) that encourages reflection and successfully promotes spiritual development.
- A growing atmosphere of inclusive Christian community, demonstrating love and care for each other, modelled by the headteacher and embraced by all.

Areas to improve

- Ensure that documentation and teaching makes explicit the theological basis of the school's Christian ethos so that all appreciate values arising from the teaching and example of Jesus-Emmanuel, God with us.
- Devise a structured approach to the monitoring and evaluation of Christian distinctiveness, involving key stakeholders, to inform a rolling programme of self-review

and development planning.

- Investigate ways to give children first-hand experience of multi-cultural Britain, thereby deepening their appreciation of our diverse society.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Emmanuel recognises the importance of involving all stakeholders in identifying key Christian values. These are central to its foundation and drive many aspirational curriculum and staff developments. Their link to key British values is recognised and celebrated. Consequently, as indicated by data, children's progress and achievement is clearly improving. Committed and professional teaching, in a stimulating and creative learning environment, ensure disadvantaged children make good progress. A range of enrichment and extra-curricular activities, including many clubs and residential opportunities, challenge the more able. This results from the recognition of God given talents in all and a focus on determination and perseverance. However, the link between Jesus Christ and Christian values is not explicitly expressed. Reconciliation and forgiveness are at the heart of behaviour policy; children are empowered to challenge all forms of bullying. They are motivated by positive incentives, including the vivo on-line rewards, enjoy school and feel safe. Consequently attendance is improving. Activities planned into collective worship, RE and the wider curriculum all promote spiritual, moral, cultural and social development. Teaching successfully stimulates children's respect for diversity and understanding of other faiths and cultures but children receive insufficient exposure to wider society and the extent of the world-wide Christian church. Children are encouraged to take responsibility, the school promotes a 'have a go' culture. The school council promotes empathy for the less fortunate by initiating projects and fundraising for charities of their choosing.

The impact of collective worship on the school community is good

Collective worship is recognised as important in the life of the school community and is a key force in the promotion of the school's church foundation. All teachers actively participate and lead, in turn, worship based on Christian values and church festivals. In the worship observed sharing was contrasted with jealousy in an Open the Book presentation of Joseph's boyhood. This is one example of a range of visiting worship leaders who enrich the children's experience. Themes are planned, coordinated and evaluated by an effective and well informed subject leader. Children participate enthusiastically and enjoy opportunities to plan and lead from time to time. This is led by the children's church council, a representative group of pupils who promote the school's Christian distinctiveness. They play an increasingly important role in empowering the pupil voice. Prayer is a central feature of worship and the school day. Children are exploring a range of prayer activities and make use of a prayer tree and box, one said 'thankyou Lord, for helping us solve life's mysteries'. The potential for dedicated reflective areas in the building and grounds has yet to be fully exploited. Children recognise Jesus as Son of God and are beginning to gain an age appropriate appreciation of God as Father, Son and Holy Spirit. The small ecumenical church, within the school complex is used for well supported festival services which help children learn about church and its traditions. The beliefs that bind all Christians is the prime focus. Class and celebration assemblies retain a Christian focus and are supported by many family members. Feedback from the church council and staff discussions provided partial evidence for worship development which needs to be widened to maximise potential.

The effectiveness of the religious education is good

RE is recognised as a core subject at Emmanuel. Time and resources are well used and standards are at least as good as other subjects. Whole school themes are effectively differentiated so that progression and development is evident in children's work. Current lessons, focusing on the WWI Christmas truce had one class deliberating on times when they had 'called a truce', whilst another 'went back to the trenches' in role play, then discussing

how they felt. Assessment for learning, including peer marking, monitored by regular book scrutiny, successfully supports this process. Action planning includes leader and staff training and development which contributes to on-going improvement. Christianity is at the centre of RE teaching, including a weekly Gospel discussion in all classes. It was disappointing to note that children did not appreciate that Gospel is Good News and its particular significance in the Bible. Appropriate teaching about other world religions include compare and contrast activities, as seen in 'journey of life' teaching and investigation. There is an explicit concern to promote spiritual, moral, cultural and social development through themes which stimulate deep thinking and reflection on big questions. These impact positively on children's attitudes and beliefs at school and beyond.

The effectiveness of the leadership and management of the school as a church school is good

Emmanuel's core function, the education of God's children, is successfully promoted by school leaders as an expression of Christian values which are at the centre of their work. Significant improvements, recognised and appreciated by staff, parents and governors, have been made since the last inspection. Staff and governors are united in the pursuit of excellence in a school that rigorously evaluates and has focussed, aspirational development targets. The same scrutiny is not always applied to Christian distinctiveness. A strong staff team make good use of training opportunities and are encouraged to take responsibility; career development is evident at every level. Parents are very supportive of the school, appreciating 'the foundations for life' given by this church school. They say they are fully involved in school developments and enjoy 'Have your say' meetings. The recently strengthened governing body is well informed and actively supports further development of the school's ecumenical Church foundation. They have an increasing impact on strategic development. Promoting Christian distinctiveness is now a regular feature on governor agendas. However, their formal role in improvement planning is in its infancy. Active support from the diocese, multi-academy trust and local partnerships is valued and well applied. Leaders of the adjacent ecumenical church are fully supportive of the school. In particular, the Methodist minister, as school chaplain, is welcomed as a pastoral support for children, staff and families and regular contributor to worship and RE.