

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Emmanuel Anglican/Methodist Junior

**Address** Thorpe Drive, Waterthorpe, Sheffield, United Kingdom, S20 7JU

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Overall grade** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

### School's vision

'Start children off on the way they should go, and even when they are old they will not turn from it.' Proverbs 22:6 To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

### Key findings

- The renewed Christian vision is increasingly becoming part of the school's daily life and can be seen in the strength of relationships. As a result, everyone is valued and cared for.
- The school vision is driving leaders in their commitment to support all pupils, particularly those with special needs and/or disabilities, so that they all flourish.
- Collective worship is a valued time for pupils and adults to explore the school's vision and their own spirituality. The opportunity for pupils to be worship leaders is beginning to enhance the worshipping life of the school.
- Pupils value the opportunities that religious education (RE) gives them to explore, in a safe environment, their own views and opinions. RE is enabling pupils to grasp key concepts in Christianity. However, their understanding of world religions is less evident.
- The vision is empowering adults and pupils to be the best they can be. Difference is celebrated here and all are valued as unique individuals.

### Areas for development

- Deepen pupils' understanding of the school's Christian vision and its roots in biblical teaching thereby effectively supporting the school's ongoing journey of church school improvement.
- Widen opportunities for spiritual development, as an outworking of collective worship, so that inclusive and diverse provision enables all to flourish.

- Deepen the teaching of world religions, including opportunities for visits and visitors, so that pupils and families explore and develop their understanding of world faiths.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

Emmanuel Junior Academy is a warm and caring place where everyone feels safe, valued and included. Parents are supportive of the school, describing it as 'the Emmanuel family'. The head of school is new to the school and recent appointments to the board this year are strengthening governance. Leaders are re-establishing the school's vision as central to the work of the school. As a result, the school's values of being respectful, courageous and safe are confidently articulated by all. Everyone is striving to 'be the best they can be'. Pupils' understanding of the vision and values rooting in theology is less well developed. Pupils know they are part of a joint Methodist Anglican Church school and have learned about John Wesley as part of their amazing people project. They talk about 'do all the good you can' explaining that 'ideally you should think about it all the time'.

Leaders are committed to growing both 'courageous leaders and courageous learners'. Curriculum development is shaped by the Christian vision to empower every child to be the best they can be. This is reflected in the way learning is broken down into small steps based on the Diocese of Sheffield Academies Trust (DSAT) model to teach simply. Leaders employ an enquiry led curriculum, investing in regular professional development for staff. As such, a culture of enquiry led deeper thinking is beginning to broaden pupils' understanding of the world around them. The school's commitment to inclusion is vision led. The special educational needs and or disabilities co-ordinator (SENDCo), a lead teacher for inclusion across the trust, equips staff with a range of strategies to keep 'all children learning together as a community'. She is passionate in her drive to enable all pupils to flourish. As a result, early identification and closely monitored interventions impact on the progress of all learners.

The vision and values underpin the school's approach to improving attendance and behaviour. Both are rigorously monitored by leaders. Those who find it difficult to regulate their own behaviour are supported to develop and apply successful strategies based on forgiveness and reconciliation. School works in partnership with parents so that the right support for attendance is accessed in a timely way.

The school benefits from its partnership with Emmanuel Church and all speak with great fondness of the support received by the previous chaplain. Her work to continue online collective worship throughout the time of the pandemic and her sharing of bedtime wisdom stories is still greatly valued. The school's more recent partnership with the youth outreach worker is enabling links with the church to strengthen following the pandemic. He is central to developing the pupils' understanding of the vision through collective worship. His support of the pupil spirit council is allowing pupils to become involved in the planning and leading of worship. This has set good foundations on which to build further as his post comes to an end.

Inclusive and invitational collective worship happens each day offering adults and pupils a time for reflection. Christian values, and their link to biblical text, are explored making effective links between biblical narrative and everyday life. As a result, pupils are beginning to grow spiritually through prayer and stillness. However, experiences are not as varied as they could be and so do not always fully appeal to pupils' different approaches to spiritual development. Pupils have an appropriate awareness of Christianity and are expanding their understanding of the breadth of worship traditions, both Anglican and Methodist.

The school has a clear definition of spiritual development. This is explored through collective worship as well as through planned opportunities across the curriculum. Reflection spaces in each classroom are a focal point for class worship and encourage all pupils to respond to the collective worship value each week. These reflections are shared with, and valued by, the church community. For example, prayers written following class worship were displayed in church for others to read. Pupils and adults engage in whole school spiritual reflections. For example, a display in the school hall encourages all to reflect on 'What warms your heart?' However, opportunities for personal reflection beyond collective worship, both inside and outside, are less well developed.

All recognise the importance of religious education (RE) in ensuring pupils flourish. This is reflected in the time, resources and support from the diocese in introducing the Understanding Christianity programme. Bold curriculum decisions are made in order to build pupils' knowledge and understanding. The subject leader attends training from the diocese as well as regularly engaging with webinars through the Methodist

Academies and Schools Trust (MAST). This means that she is able to offer advice and support when needed, ensuring expectations in RE are high and in line with other core subjects. Pupils of all abilities enjoy RE because its learning approaches enable all to participate. One pupil with dyslexia explained his love of whole class debate in RE as it allowed him to share his ideas verbally. Pupils value that they can have their own opinion and like learning about different religions. Plans are in place to develop and deepen the understanding pupils have of world religions and views. The RE leader has put in place systems to identify what and how well pupils learn. As a result, gaps in learning are closing.

The pupil social action group is active in developing an understanding of what it means to be compassionate through the support of charities, for example the S20 foodbank and WaterAid. Pupils are gaining an understanding of the need to work for justice as they explore differences in the ways people live through their enquiry curriculum. They refer back to the vision, and making sure they do all the good they can, when speaking about 'standing up to injustice'.

Everyone is welcome at Emmanuel Junior Academy; the goodness of everyone is recognised. The curriculum celebrates difference through the careful choice of themes and the range of people studied. The Relationships and Sex Education (RSE) curriculum takes into account 'Valuing All God's Children' thereby recognising every child as unique. Leaders promote a climate where everyone is treated with dignity and respect. As a result, pupils speak confidently about who they are. One pupil explained, 'If you want to be it – that's you' whilst others speak openly about how they are supported when finding learning difficult. Pupils feel they belong knowing 'we're all the same but different; we're all unique here'.

	<b>The effectiveness of RE is</b>		<b>Good</b>
	RE reinforces the importance of the school's vision. Enquiry based approaches and varied learning experiences in RE enrich the curriculum. RE lessons provide a safe space for pupils to discuss religious, spiritual and philosophical ideas. Across the school pupils make good progress. This is because the RE leader, supported by school leaders and the diocese, takes effective steps to improve RE practice and outcomes. However, pupils' understanding of world religions and views lacks depth.		
<b>Contextual information about the school</b>			
Date of inspection	20 June 2022	URN	140546
Date of previous inspection	17 November 2015		
School status	VA	NOR	195
Name of Multi Academy Trust or Federation	Diocese of Sheffield Academies Trust		
Diocese or Methodist Circuit	Sheffield		
Headteacher	Head of School, Adam Cornes		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	Executive Headteacher, Maureen Andrews		
Inspector's name	Philippa Boulding	No.	0965