

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Nottingham Emmanuel School

Address Gresham Park Road, West Bridgford, NG2 7YF

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

Excellent

The impact of collective worship

Excellent

The effectiveness of religious education (RE)

Good

School's vision

At NES, we want to ensure that all of our students can live life in all of its fullness both academically and personally (within school and beyond the school gates). Our vision statement is:
"I can do all things through Christ who strengthens me". Philippians 4:13
We believe that that we can find the strength to thrive;
through drawing on the strength and comfort that our faith provides.

Key findings

- The whole school community is passionately committed to a transformational Christian vision, built on clear biblical foundations. This vision enables all pupils to overcome barriers to learning and personal development, and to flourish.
- Pupils and staff are empowered by deep mutual respect and acceptance. Every individual is given both dignity and the freedom to express themselves.
- Inspiring collective worship, that fosters spiritual growth, is strongly led by a gifted chaplaincy team and supported by churches across the city. However, the partnership with the local church has been limited during the pandemic and recent clergy vacancy.
- Deeply considered and tenacious pastoral care that is obviously shaped by the Christian vision enables all pupils to flourish.
- Pupils enjoy religious education (RE) and benefit from a balanced curriculum and good teaching by subject specialists.

Areas for development

- Make provision for RE in the Sixth Form that matches the quality of that in other key stages so that post-16 students, who are not taking A level RE, continue to develop their understanding of world religions and worldviews.
- Deepen the partnership with the local church in order to further enrich the school's provision for collective worship.

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

The vision of removing barriers of every kind inspires and shapes all aspects of the school community. It is firmly rooted in Philippians 4 verse 13, 'I can do all things through Christ who strengthens me'. In a well-designed graphic to illustrate this, 'can't' becomes 'can', with the cross. The principal, senior leaders and staff share a passionate commitment to enabling every pupil to 'live life in all its fullness'. Pupils and adults readily articulate the life-changing influence that the vision has on them and the whole school community. They are motivated by hope in themselves and in God. The school's chosen values of wisdom, hope, community and dignity are the foundations for building relationships and creating unity. Sixth Formers attribute their confidence and development as individuals to their daily experience of these values. Pupils with physical disabilities are enabled to participate fully in school life and learning. Focused on the distinctive Christian vision, leaders monitor and evaluate its impact effectively over a range of activities. This informs ongoing development so that the school continues to enhance how the vision is lived out.

Strategic planning is shaped by the vision of enabling every pupil to learn and grow as a well-rounded individual. Consequently, leaders invest heavily in a very capable and determined pastoral team, and resource a well-equipped learning support centre. True to 'Can't' becoming 'Can', loving pastoral care and carefully tailored learning support produce pupils' success and enjoyment of school. Pupils' well-being is further nurtured through effective partnerships with external agencies. Consequently, pupils with special needs and/or disabilities (SEND), including particular physical needs, participate fully in school and flourish. Pupils believe that through school they 'grow as people'.

Day to day wisdom, hope, community and dignity shape relationships. Pupils and staff are immensely proud of the wide diversity of the school community. They take the opportunities of activities to celebrate pupils' cultures to ask questions, explore difference and learn from each other. Therefore, pupils of all backgrounds feel strongly that they belong, are listened to and can be themselves. Leaders address the wellbeing of staff so that staff, in all roles, know they are valued as individuals. Relationships between staff are strongly supportive and create an environment where they are confident their views are listened to. Parents feel their children are given dignity as individuals. Excellent behaviour is coupled with the school's commitment to second chances. The school's approach to behaviour incorporates meaningful opportunities to forgive and be forgiven. Removing barriers means enabling pupils to learn from past mistakes. So permanent exclusions are rare. Pupils excluded from other schools successfully make a fresh start and thrive at this school.

The school's vision shapes the broad and balanced curriculum so that it is tailored to the context of the school's diverse community. History lessons in year 8, for example, compare medieval England with the Mali empire of the same period. As a result, pupils can see themselves in their studies.

The excellent work of chaplaincy is at the heart of school life. Under the leadership of a compassionate and committed Christian youth worker, the chaplaincy team is essential in supporting the development of character and spiritual life.

They model freedom and confidence to talk about faith. So, whatever their beliefs, pupils are comfortable in expressing their personal faith, which enables their own spiritual development. Pupils appreciate the chapel as a calm place where they can escape pressure. They value the friendly lunchtime discussions alongside nurturing care. The Christian youth worker often plays a key part in turning pupils' suggestions into reality, not only in worship but also in enrichment and cultural events. As a result, pupils take the lead in charitable and ethical activities especially through their houses. Thus, inspired by a speaker at collective worship and by personal experience, pupils initiated and led a collection of Easter eggs for the local food bank.

Highly invitational and inclusive collective worship provides an imaginative range of opportunities for pupils and staff to explore faith and worship. Pupils learn more of what it means, day by day, to draw in faith on Christ's strength. One pupil described this as knowing 'God is with you every step of the way'. The Christian youth worker benefits from and contributes to the joint planning of worship by the chaplains' network within the Archway Learning Trust. The carefully planned programme, based on biblical teaching and well presented by the chaplaincy team, produces accessible and engaging worship. Pupils regularly provide music through a band and are fully involved in leading and evaluating collective worship. This experience enables a group of pupils to help lead worship in a local primary school. In Lent, the chaplaincy team facilitated Muslim pupils to share their beliefs about Ramadan and Eid during worship. This has generated much interest and led to many questions in the whole school. It continues to have a powerful impact in affirming Muslim pupils and staff, and in strengthening mutual understanding and community. An older pupil commented that collective worship 'helps you to understand yourself and connect yourself to God'.

Prayer is deeply embedded and natural in school life. Pupils find the school prayer relevant and can say it with integrity particularly because they have been closely involved in writing it. The resourcing of a suitable space for Muslim prayer is an example of the school's commitment to supporting the spiritual development of all. Adults equally value opportunities to pray together in everyday school life as well as in collective worship. Pupils are encouraged by times to reflect and be thankful.

The study of RE makes a vital contribution to pupils' understanding and respect for each other. Skilfully guided lessons stretch and challenge pupils to understand and articulate theological concepts and beliefs. Pupils enjoy discussion and change their minds as they examine moral issues together. They find RE lessons a safe space in which to be open about their own views. They are able to disagree well. Almost all Key Stage 4 pupils take the full GCSE course in RE and some progress to study A level in the subject. However, there is limited RE provision for Sixth Form students who are not studying A level RE. RE is not yet excellent because Sixth Form students have insufficient opportunities to further develop their religious understanding.

The Diocese and the Archway Learning Trust are key partners. They facilitate the Christian vision effectively, through collaboration, networks and continuing professional development. As a result, they encourage and sustain governors and leaders in their work as Church school leaders. Through their commitment to transforming lives, this excellent school is a place where pupils and adults flourish.



The effectiveness of RE is

Good

All pupils including those with SEND make good progress in RE. They follow a balanced, engaging curriculum in Key Stages 3 and 4 through which they tackle challenging religious concepts. The quality of teaching and learning is good, as confirmed at inspection. RE learning enables pupils in this diverse school community to understand each other and flourish.

Contextual information about the school

Date of inspection	10 May 2022	URN	139765
Date of previous inspection	17 November 2015		
School status	Voluntary aided secondary school	NOR	1139

Name of MAT	Archway Learning Trust		
Diocese	Southwell & Nottingham		
Headteacher	Sandra Stapleton		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	The school is a member of the Archway Learning Trust.		
Inspector's name	Eleanor Benson	No.	920