

The Nottingham Emmanuel School

Gresham Park Road, West Bridgford, NG2 7YF

Inspection dates 30–31 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- There has been an increase over the past three years in the number of students gaining five A* to C passes, including in English and mathematics. Standards are average and improving faster than the national average, including in the sixth form.
- Teaching continues to improve and leads to students' good achievement over time.
- Students behave well, enjoy school and say that they feel safe. They speak confidently about what they need to do to avoid taking risks with their safety.
- The headteacher leads the school strongly and, together with other leaders, continues to improve the school's work.
- The governors know the school very well because they are involved in many decisions. This means they are able to help decide how the school should move forward.
- The school provides a good range of courses that students enjoy and in which they achieve well.
- Students in the sixth form make good progress and almost all move on to higher education, jobs or further education.

It is not yet an outstanding school because

- Although a lot of marking gives good advice to students about improving their work, that is not always the case and progress is therefore not always as fast as it could be.
- In some lessons, work can be too hard and this stops progress being faster.
- Progress in science is not as fast as that in English and mathematics.

Information about this inspection

- The inspectors observed 38 lessons, of which 11 were joint observations with members of the senior leadership team.
- Discussions were held with the headteacher, other senior staff, subject leaders and heads of year, four groups of students, the Chair of the Governing Body and a representative of the local authority.
- The inspectors took into account the 41 responses to the online questionnaire (Parent View) in planning and carrying out the inspection.
- They observed the school’s work and scrutinised a wide range of documentation, including the school development plan, the data about the achievement of students in all year groups, the school’s safeguarding arrangements and records of behaviour and attendance.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Janet Pruchniewicz	Additional Inspector
Sherry Gladwin	Additional Inspector
Mehar Brar	Additional Inspector

Full report

Information about this school

- This is an average-sized Church of England secondary school, with a sixth form.
- The proportion of students from minority ethnic groups and who speak English as an additional language is well above average.
- The proportion of students known to be eligible for free school meals and for whom the school receives additional funding (the pupil premium) is well above average.
- The proportion of students who are disabled or who have special educational needs that are supported by school action is also well above average. The proportion supported by school action plus, or with a statement of special educational needs, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- A very few students attend alternative provision as part of the Nottingham City Secondary Education Partnership.
- The school is a member of the Transform Teaching Schools Alliance, which brings together a number of local primary and secondary schools, including faith schools.

What does the school need to do to improve further?

- Help students to accelerate their rate of progress in science so that it matches that in English and mathematics, and help them to keep improving their learning in all subjects, by making sure that :
 - work is always carefully planned so that it is a close match to what students know and can do
 - marking very regularly tells students exactly what to do next in order to improve their work.

Inspection judgements

The achievement of pupils is good

- Standards have risen over the last three years from significantly below average to average, in the proportion of students achieving five A* to C grades, including in English and mathematics, and at A level. An above-average proportion achieve five or more GCSE passes at A* to C. The school has concentrated particularly on English and mathematics, where improvement is very evident throughout the school. There is now a major focus on improving the teaching of science. While progress in this subject is not yet as fast as in English and mathematics, it is accelerating, helped by booster groups to fill in the gaps in learning of some students.
- Students make good progress, including in the sixth form, from the levels at which they are working when they join Year 7. These levels vary from year to year, between below average and average. Their rate of progress is improving faster than nationally. Progress is consistently good in subjects such as geography and business studies.
- The gap is narrowing between those students known to be eligible for free school meals, boys, girls and disabled pupils and those who have special educational needs, compared with national figures. Students supported by school action make particularly good progress because the school gives them carefully planned support to help them improve English, mathematics and science skills. The pupil premium has been used in part to pay for a member of staff with specific responsibility for working with poor attenders and their families. This has led to improved attendance and a higher proportion of students making the progress expected of them.
- The progress of students working at higher levels is consistently good because the school aims its teaching at more-able students. It is now concentrating more on those students working at average and below-average levels, where work is not always at just the right level, so that their progress is regularly just as good.
- Some students start GCSE courses in Year 9 because the school judges them to be ready for this level. Similarly, they can begin AS levels in Year 11, including in mathematics and music, but only if they have reached their challenging target grades at GCSE.
- There is a wide range and level of courses in Key Stage 4. No students just study alternative courses, although these qualifications increase the school's pass rates a lot in Year 11. The very few students who study off-site achieve well in a wide range of subjects and in their personal skills.
- In the sixth form, while standards at AS levels show some improvement, students make the most progress at A2 level. Students benefit greatly from individual support, which helps them to develop good personal skills and greater aspirations for the future. Almost all students get a job, or go into further or higher education after they leave school.

The quality of teaching is good

- Although not all teaching is good, a growing amount is, including in the sixth form, and over time it means that students achieve well.
- Learning is helped by the good relationships between teachers and students and by teachers' generally high expectations of what students will achieve in lessons. Students in the sixth form made excellent progress in a drama lesson because of this and through well-planned

opportunities to learn for themselves.

- In good and better lessons, teachers explain the purpose of learning very clearly to the students and give them plenty of opportunities to practise their skills. In a Year 11 English lesson, lower ability students made good progress in explaining the feelings of a character because there was such tight planning for learning. Their writing was helped by links to their good understanding of what they needed to include in order to reach a particular grade.
- In a wide range of lessons, work was chosen carefully so that it was at just the right level of difficulty for students to make good or better progress. This is not consistently so in some lessons. However, those students who can reach higher levels are almost always given work that is just right for them.
- There is some excellent marking, particularly of termly assessments. It gives high-quality advice to students about how to make further progress. However, day-to-day marking can be infrequent and brief. Inspectors saw good examples of students deciding for themselves how good their work is and this encouraged them to look more critically at how they could improve it.
- Support for students who need extra help with their English and mathematics is well planned and based on providing skills, such as the use of phonics, to enable students to work out the sounds made by words and how to spell them. Their progress is similar to that of other students.
- Students' spiritual, moral, social and cultural understanding is good. In a discussion, students found China's policy of only having one child in a family thought-provoking. They discussed the rights and wrongs of this and made moral judgements based on a variety of factors. Students from all year groups have opportunities to lead worship.

The behaviour and safety of pupils are good

- Students enjoy school and they behave sensibly in lessons and around the site.
- Attendance is average. It is improving quickly year-on-year.
- Students value opportunities to show responsibility, such as in the sixth form, where students lead projects in the school and community. Other students support younger students in improving their reading and in being peer counsellors.
- Students feel safe in school. Lessons and tutor-time help them to develop a good understanding of how to stay safe, based on a range of situations that could cause them harm. It includes bullying, which students say does occur but is uncommon. They expressed confidence that the staff will help them if it happens to them. As students move up the school, they can empathise better the feelings of those affected by racism and homophobia. Students, from Year 7 onwards, speak confidently of the dangers of the internet, such as cyber-bullying.
- A small number of students sometimes find it difficult to manage their behaviour. Some, therefore, learn in the 'Junction', an area covering a wide range of activities in which staff work with students. It has a good impact over a period of time on their attitudes to learning and each other. The consistent way that most staff use the behaviour policy has helped to reduce the number of students who are excluded.
- Parents and carers agree that the school manages behaviour well, keeps their children safe and

helps to make sure that they keep safe.

The leadership and management are good

- The headteacher has made sure that senior staff, subject leaders and heads of year have responsibilities that match closely the ways in which the school needs to improve. As a result of this, important improvements continue to be made, including in the quality of teaching, which is the school's most important priority. Leaders concentrate far more on how quickly students are making progress, rather than just on the standards they reach.
- The school has made good progress since the last inspection in raising standards in mathematics and in increasing the number of good lessons. It knows the areas in which it needs to continue to improve because it carefully checks its performance and the progress of the students.
- Training, based on senior leaders' overall accurate picture of teaching, build-up teachers' skills at a good pace. Although senior leaders accurately judge the quality of learning in lessons, inspectors noted a tendency of some senior leaders to focus too much on the good aspects and not enough on areas in need of improvement. Others provided accurate areas for improvement which staff valued.
- Senior staff meet regularly with teachers and leaders to discuss their progress towards their yearly targets. Training is closely linked to the individual ways in which staff need to help to strengthen the school's effectiveness, particularly in their teaching. Any underperformance is attended to quickly. No members of staff are given salary increases unless their performance over time justifies it.
- The curriculum has been adapted well to suit the range of student needs. In Year 7, there are separate lessons for students who are finding it more difficult to settle and those who need more help with literacy and numeracy. There is a big choice of vocational courses to cater for the needs and interests of all students and off-site provision for a small number of older students. Students speak enthusiastically about the good choice of activities outside lesson time.
- The school works successfully with a range of organisations to strengthen teaching and leadership and to check that assessments of students' work are accurate. Parents receive regular information about school events and their children's progress.
- The local authority provides light-touch support. It keeps an eye on the school's results, meets with the school yearly and knows that the school uses the authority's resources to continue to strengthen its performance.
- **The governance of the school:**
 - The governors have a wide, first-hand knowledge about the school's work, including students' progress. They question senior staff, following regular presentations they make to them, in order to gauge leaders' effectiveness in moving the school forward. Although they do not observe lessons, they know where teaching is strongest and why. As a result, they challenge the headteacher and help to steer the school's work. The governing body knows that additional funding is used, for example, to support students who have fallen behind in their learning or who need extra help to learn. They check the impact of this spending. The governors make sure that teachers who are promoted have earned that right through continued good teaching or effective leadership. They make sure that safeguarding arrangements meet the statutory requirements, including for those who learn off-site. As a result they strengthen the school's capacity to keep improving.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133353
Local authority	Nottingham
Inspection number	406514

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Voluntary Aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	982
Of which, number on roll in sixth form	120
Appropriate authority	The governing body
Chair	Heidi Shewell-Cooper
Headteacher	Carol Fearria
Date of previous school inspection	19 October 2010
Telephone number	0115 9775380
Fax number	0115 9775380
Email address	admin@emmanuel.nottingham.sch.uk

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