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Derek Hobbs  
Principal  
The Nottingham Emmanuel School  
Gresham Park Road  
West Bridgford  
Nottingham  
NG2 7YF

Dear Mr Hobbs

**No formal designation monitoring inspection of The Nottingham Emmanuel School.**

Following my visit to your academy on 22 September 2015 with Simon Hollingsworth, Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the safeguarding arrangements at the academy.

**Evidence**

The single central record of checks carried out on staff was scrutinised and other documents relating to safeguarding also. Child protection arrangements and attendance were reviewed. Meetings took place with senior leaders, groups of pupils and staff. During our visit, I had several discussions with you and the Chair of the Governing Body. The inspectors observed a selection of lessons. They also observed break and lunchtime arrangements.

Having considered all the evidence, I am of the opinion that, at this time, the academy's safeguarding arrangements meet requirements.

## **Context**

The school converted to academy status in June 2013 as a Church of England academy and is an average-sized secondary school. It has a sixth form. You took up the post of principal in September 2015. The proportions of students within the academy from minority ethnic groups and of those who speak English as an additional language are well above average, as is the proportion of students for whom the academy receives pupil premium funding (additional funding from the government). The proportion of disabled students and those who have special educational needs is also above the national average. We discussed some staffing issues that were facing the academy during the academic year 2014/15.

## **Main Findings**

You were appointed to the role of principal in April 2015 and spent time, before taking up post in September, gathering information that would enable you to produce a coherent and accurate self-evaluation. You discussed with me your confidence in the 'direction of travel' for the academy and you were candid about the areas that require rapid improvement.

You have been determined to tackle those areas and to establish an improvement culture within the academy. You are supported in this by the Chair of the Governing Body, who is a National Leader of Governance.

One significant action you have taken has been the restructuring of the senior leadership team. As part of this new structure, there is now a vice-principal with overall accountability for personal development, behaviour and welfare. This role is clearly defined and there is now the appropriate leadership, accountability and time to ensure effective safeguarding arrangements.

The system for safeguarding students is increasingly comprehensive. All staff are appropriately trained and regularly updated. Academy policies have been reviewed, and reflect the changes to government guidance made in 2015 as well as local ways of working. Inspectors spoke with a range of teaching and non-teaching staff, senior leaders, governors and students; all were clear about academy procedures and were aware of the named designated safeguarding leads.

Child protection and safeguarding concerns are dealt with in a timely manner and multi-agency working is managed well. Students are aware of risks relating to alcohol, drugs, and sexual exploitation and feel they have access to information and guidance to help them manage any associated issues. Students said they were particularly aware of the risks of cyber bullying and homophobic bullying, and appreciated the guidance they received.

You and the academy's staff are proud of the ethos of the academy and the values, beliefs and attitudes it promotes. Students said that they felt safe. They appreciated staff presence around the academy, particularly at the start and end of the day, and during break and lunchtime. One sixth form student said that 'the new principal is making a real difference, we like seeing him around school'. Students knew who they would approach if they needed help, and were extremely positive about the ways in which 'buddy systems' and 'peer counsellor' roles involved them in providing care and support for each other.

Students new to the school said they have been supported well and the vast majority have settled well. They commented that it felt intimidating at some entrance points to the academy after break and lunchtime, when they move to lessons. We discussed the management of these key pressure points, the potential dangers and the actions that are required to tackle them.

Students said that the Christian ethos of the academy was important to them. One student said that 'prayer is not forced on us; we take it as we want to take it, and it is our something extra'. All appreciated the time that staff took to make prayer meaningful and to allow students to 'manage their own response'.

During my visit, I had several conversations with you and the Chair of the Governing Body. The academy receives useful support from the governing body and a great deal of work is undertaken. The Chair of the Governing Body is able to hold senior leaders to account.

In my discussions with the Chair of Governing Body, it was clear that the governing body had reflected carefully on the rapid improvement now required in the students' achievement and what is needed to secure it. As a result, an external review of governance is now planned. There is a recognition of the urgency required to ensure that, as well as being cared for well, students make good academic progress. As a National Leader of Governance, the Chair has the capacity to provide good support and challenge to the academy.

I discussed with you and the Chair of the Governing Body the oversight of the single central record. Regular meetings have taken place in the past to ensure that the record is accurate and regularly updated. We discussed the academy's processes to recruit new staff; information about candidates is not checked quickly enough and you agreed that you would tackle that.

### **External support**

You are keen to promote further partnerships for the academy. The school is a member of the Transform Teaching Schools Alliance and recent links have been made with the George Spencer Academy Trust Teaching School. Immediate external support is planned for both the mathematics and science departments.

## **Priorities for further improvement**

- Ensure that the external review of the governing body takes place as a matter of urgency.
- Ensure that the governing body is aware of the work that it does that has the most impact in making sure that students make good progress.
- Ensure that the governing body holds leaders to account for making certain that the priorities identified in the academy's self-evaluation are addressed at a rapid pace.
- Ensure that students are able to arrive safely and promptly to lessons, by managing points of entry to the academy more effectively.
- Ensure that information about candidates for jobs at the academy is checked more quickly.

I am copying this letter to the Director of Children's Services for Nottingham local authority, to the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Jayne Ashman

**Her Majesty's Inspector**