

# The Nottingham Emmanuel School

## Inspection report

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<b>Unique Reference Number</b>	133353
<b>Local Authority</b>	CITY OF NOTTINGHAM LA
<b>Inspection number</b>	316100
<b>Inspection dates</b>	30–31 January 2008
<b>Reporting inspector</b>	Michael Smith HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	845
6th form	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Charter
<b>Headteacher</b>	Mrs Carol Fearria
<b>Date of previous school inspection</b>	8 November 2004
<b>School address</b>	Coronation Avenue Wilford Nottingham NG11 7AD
<b>Telephone number</b>	0115 9144111
<b>Fax number</b>	0115 9144110

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<b>Age group</b>	11-18
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

The Nottingham Emmanuel is a new Church of England school opened in 2002 with Year 7 students. It now has students up to and including Year 12 and last year was the first year it entered students for GCSE examinations. It occupies an existing school's buildings and a number of temporary classrooms and is due to move to a new purpose built site in the summer term 2008. The present headteacher arrived in September 2005. Students attend the school from across the city and from Nottinghamshire. There are larger than average proportions of students from minority ethnic groups and of students who are learning English as an additional language.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Nottingham Emmanuel is a rapidly improving school. The very strong and good headteacher is central in challenging attitudes and practices so that now students are making improved progress and staff are held to account for their work. Her expertise and dynamism along with a supportive senior leadership team have improved the effectiveness of the school so that now it is satisfactory. It has a good capacity to improve further when the many systems and procedures which have been introduced start to impact upon standards. As one member of staff said 'the school is ready to fly'. It is well placed to meet its ambition to 'create a learning environment which fosters intellectual curiosity and challenge and within which students can develop into confident articulate adults,' especially when it moves into its new building.

Staff now have access to good data which enables work to be matched to students' needs and their progress tracked towards challenging targets. Academic guidance has improved, and is satisfactory. Tutors take on greater responsibility for the achievement and attendance of their form. However, procedures are not used consistently by staff.

The school's first set of GCSE results in 2007 were below average. Students made a lot better progress in the last two years than they had in the previous three. However, progress was poor from the time they had entered the school until the end of Year 11. Thorough analysis and monitoring informed the school that, although higher attaining students achieved satisfactorily, less able students were making poor progress. A wide variety of measures was put in place to ensure students made better progress, including a revised curriculum and strong emphasis on improving middle management to strengthen teaching. Standards have improved and are broadly average but remain low in science and mathematics. Achievement is satisfactory overall and improving because of greater challenge within lessons.

Students say they feel safe because staff care for them very well. They receive very good support and respond well. Students say the good relationships with staff are a strength of the school. They are proud of the Christian ethos which pervades both the students' and staff attitudes, whilst there is also a respect for students from different cultures and religious backgrounds, so all enjoy opportunities to demonstrate their faith. Because of this spiritual development is excellent and students' tolerance and understanding ensure similar high standards in their cultural and social development. Students get on very well with each other and report very few incidents of racism or bullying. Behaviour is good around the school but is satisfactory overall because in some lessons students need to be reminded about the school's expectations and some parents comment about poor behaviour, although none was observed during the inspection.

A rich variety of activities outside of normal lessons, including extra physical education or performing arts, enables many students to participate. The satisfactory curriculum has been strengthened to give students opportunities to take part in a wider variety of courses, including appropriate vocational courses or work-place opportunities. The quality of teaching and learning is improving but is satisfactory at present because too many students do not make good progress and opportunities are limited for students to work in a variety of different ways, including independently or in groups. Middle management is good. Improvements have ensured effective work with members of departments to improve the quality of teaching. Subject leaders complete a self assessment of their areas, including views of students. These contribute to a very comprehensive and accurate self-assessment of the whole school. Governance is good and sets the high spiritual tone of the school. It is very supportive and holds the school to account well.

## **Effectiveness of the sixth form**

### **Grade: 3**

The sixth form is in its very early days and hence evidence is limited of its effectiveness over time. The systems in place have been very well planned and students say they are happy with their education. The school took care to match courses to the needs of students hence the good curriculum meets their needs well. Lessons observed showed that teaching helps students to make satisfactory progress and standards were those expected at this stage of the course. Retention is good with almost all students continuing with their courses.

Students take an active part in the school. They receive good general guidance and support although as there is limited performance data, academic guidance is not fully in place. The school recognises the need to promote students' independent learning and study skills and students take the accredited Certificate of Personal Effectiveness. Leadership of the sixth form is well focused and supportive and has a good overview of this developing phase of education.

### **What the school should do to improve further**

- Raise standards in mathematics and science by ensuring all students make good progress.
- Increase the rate of learning by extending the variety of teaching activities including greater opportunities for independent and group work.
- Increase the effectiveness of the use of data to raise standards by ensuring all staff use information supplied consistently well.

## **Achievement and standards**

### **Grade: 3**

#### **Grade for sixth form: 3**

Students enter the school with broadly average standards. GCSE examination results in 2007 showed that many students made insufficient progress. Some students failed to complete any GCSE examinations or missed others. The proportion who gained five or more higher level GCSE passes including mathematics and English was just above the Government's floor target of 30%. The school rightfully recognised this as unsatisfactory and had already made plans to ensure it was not repeated.

School data shows that the present Year 11 students are making satisfactory progress. Records show significant improvement on last year's results can be expected. Greater use of accurate data has meant staff have a far better understanding of the level at which students are working, students' progress and their expected results. Students are set challenging targets and all subjects focus support and extra lessons for students who appear to be working below expectation, or are close to the borderline for specific grades.

Results in Key Stage 3 tests show standards and achievement are broadly average. Results in English are better than those in mathematics and science. Students with learning difficulties and/or disabilities make progress similar to others, as do students from different ethnic backgrounds.

Early assessments show that standards and achievement are satisfactory in the sixth form.

## Personal development and well-being

**Grade: 2**

**Grade for sixth form: 2**

The well developed Christian ethos which embraces all faiths supports students' outstanding spiritual development and sets the tone for the school. Social development is outstanding and exemplified by the strong support students demonstrate for each other and their teachers. They take an active part in the life of the school and the local community including acting as buddies for younger students and those new to the school. They support the local church and distribute hampers at Christmas. These activities, along with a good understanding of cultures locally and globally, contribute to students' very good cultural development. Their moral development is good because they understand right and wrong.

Students are confident and articulate and demonstrate positive attitudes to school and their own learning. Students, including sixth formers, enjoy coming to school and their lessons. They say they feel safe in and around school and are grateful for the care and support given by their teachers, especially the oversight of staff before and after school. Attendance has improved and is average.

Students know how to stay healthy and safe. Many take part in a large variety of sports clubs or cycle to school but they do not always choose to use the canteen, which provides healthy options. Students say they receive good advice on personal safety, drug and relationships education and on the responsible use of the internet. The strong family atmosphere within the school means the great majority, including the sixth form, respond accordingly.

## Quality of provision

### Teaching and learning

**Grade: 3**

**Grade for sixth form: 3**

Teaching has improved and is good in many lessons. Learning is improving but because it is not consistently good, teaching and learning are judged satisfactory. Relationships in lessons are good. Work is generally matched to students' levels. Most teachers use assessment data well in their planning and to set individual targets for students. Students know their targets, and how to improve to meet them. Marking often informs students how to get better and gives encouragement.

Many lessons start with a suitable activity, followed by teacher exposition and then students work from either worksheets or books. While this pattern supports learning, lack of variety in activities, including group or independent work, means that progress is not better than satisfactory. Homework is generally used well. Questioning is well used by teachers but some do not build enough on students' responses as teaching points or to adapt lessons to ensure work is not needlessly repeated or too difficult. Good use is made of teaching assistants to support individuals or groups of learners.

In the sixth form lessons are supportive and have been well received by students, who enjoy the work.

## **Curriculum and other activities**

**Grade: 3**

**Grade for sixth form: 2**

The curriculum is satisfactory in the main school and good in the sixth form. Issues in design and technology identified in the previous report have been improved. Key Stage 4 options are matched to students' needs but the school recognises that there is more to be done in this area. The timetable has been improved so that students who attend courses at other establishments do not miss important lessons.

The school has very good plans for greater use of information and communication technology (ICT) across the curriculum, including improved facilities in its new building. Students use revision websites to assist their learning and the school is developing its own virtual learning environment. The school recognises that students' use of ICT across the curriculum and their numeracy skills are underdeveloped and thus their preparation for their futures is satisfactory, but not better.

Music and performing arts are very strong with many innovative external links, including the opportunity for all Year 7 students to learn how to play an instrument. Personal, social and health education and citizenship are also strengths with accreditation in Key Stage 4 bringing greater focus and sense of worth. These subjects also contribute well to students' personal development. The large range of extra-curricular activities is a strength, including a variety of additional classes to support students with examination preparation. Students with learning difficulties and/or disabilities have some of their own activities and a student, who has international honours, coaches badminton, whilst others learn how to grow plants and vegetables.

## **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

Highly committed staff provide excellent pastoral support. Recent developments have strengthened the management of academic guidance and mentoring for students, but it is too early to judge the impact of these new measures.

Arrangements to ensure that students feel safe are good. A high staff presence around the school maintains the low incidence of bullying and racist behaviour. As one student said 'teachers care about our health and safety.' Risk assessments are rigorous and emphasise the safety of both students and staff.

Students act as induction mentors and work effectively with staff to help students new to the school at the start of Year 7, and also those who arrive at other times. Students receive good advice on their Year 9 option choices and the courses available at the end of Year 11. These include opportunities at other local providers as well as work and training.

Care and support are good for students in the care of the local authority and also for those with learning difficulties and/or disabilities including support from outside agencies. The learning support unit is effective in supporting students with behaviour issues.

## Leadership and management

**Grade: 2**

**Grade for sixth form: 3**

The leadership of the school has been successful in bringing about improvements in a variety of areas. Over the last two years staff have been made aware of the school's high expectations and that low aspirations are not tolerated. Significant support has been given to subject leaders, including from local authority consultants, so that they lead their areas effectively and bring about improvements to the quality of teaching. As yet the full impact upon learning and increased achievement have not had time to develop.

The very strong leadership of the headteacher has challenged staff and been pivotal in improving the provision within the school. She has not been distracted by overseeing the new building programme, but firmly concentrated on preparing staff for the move by a well-focused programme of professional development. Systems and procedures have been updated or introduced and evaluated so that they can be used to ensure greater effectiveness. Senior leadership is supportive and generally good but inconsistencies mean that for certain areas of responsibility there is a lack of strategic lead and insufficient drive and focus. The school uses students' and parents' views to bring about improvements and to give feedback on strengths and weaknesses. Improved communication with parents is a priority and is recognised by many parents as being good. However, a few parents still feel that it is not as effective as desired.

Self evaluation is accurate and takes into account views of staff, students, parents and governors. This is used to formulate a coherent improvement plan which identifies important developments and is the focus for all areas. Governors play a very important part in the spiritual development of the school as well as supporting improvements and challenging the management of the school from a well-informed position.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	NA
How well does the school work in partnership with others to promote learners' well-being?	2	2
The capacity to make any necessary improvements	2	2

### Achievement and standards

How well do learners achieve?	3	3
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	3	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	3	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## Text from letter to pupils explaining the findings of the inspection

1 February 2008

Dear Students

Inspection of Nottingham Emmanuel School, Wilford, Nottinghamshire NG11 7AD

We visited your school recently, met some of you at lunchtime and talked to others during lessons and at break. We were very pleased with your friendliness and helpfulness. Many of you told us how much your school has improved and how proud you were to be part of such a supportive school. We were very impressed with how the Christian ethos is so noticeable and how all of you, whether Christian or not, responded very well to the calm atmosphere of mutual self-respect.

Staff support and guide well, enabling you to make satisfactory progress. Standards are better this year than last year when GCSE results were disappointing. We have asked your school to work with you to improve work and standards in both mathematics and science. Teaching is satisfactory with a significant number of lessons being good or better. Many of you told us you preferred it when lessons were lively and interesting and you had more opportunities to work in groups or independently, with fewer lessons being based around answering questions from books or worksheets. We have asked your school to improve the overall quality of lessons so more lessons are more varied and you are able to make better progress. You can also help by making sure that the small number of you who get distracted in lessons concentrate more and do not spoil it for your friends and classmates.

Many of you have a very good understanding of what you need to do to become healthy and you thought the school helped you. You enjoy the many sporting activities which are available and many of you walk or cycle to school. The curriculum meets most of your needs and you also take part in a variety of extra-curricular activities, especially the performing arts which many of you enjoy. You were proud of the good work you do supporting younger students in your school.

Your school is well led and managed and ensures it gains the views of yourselves and your parents to see how it can improve further, although some parents feel not enough notice is taken of them. As well as the areas noted earlier we have asked your school to make sure all staff make better use of data they have to help you to improve more.

We wish you well in this improving and supportive school. We hope that you enjoy the new school buildings when you go there in the summer term and we are sorry that the sixth form will have to change buildings after you had settled in so well. Thank you again for your cooperation.

Michael Smith HMI