

National Society Statutory Inspection of Anglican Schools Report

Emmanuel Anglican/Methodist Voluntary Aided Junior School

Thorpe Drive
Waterthorpe
Sheffield
S20 7JU

Diocese: Sheffield

Local authority: Sheffield

Date of inspection: 15th July 2011

Date of last inspection: 22nd November 2007

School's Unique reference number: 107120

Name of Headteacher: Wayne Norrie (Temporary Executive Headteacher)

Inspector's name and number: Joan Stratford NS241

School Context

This small junior school with 161 pupils serves the parish of Beighton although a significant number of pupils come from outside and choose the school because of its church status. The vast majority of pupils are of white British heritage. The percentage of pupils eligible for free school meals is above average; as is the number with learning difficulties or disabilities. The school has received the Eco-schools silver award, Healthy Schools Award and Investors in People (for the second time).

The distinctiveness and effectiveness of Emmanuel Anglican /Methodist Junior School as a Church School is satisfactory.

Emmanuel Junior School is distinctive because of its Anglican/Methodist foundation. Its location within the complex which also houses its feeder Infant school, the local ecumenical church and a community hall offers many exciting opportunities for collaborative working. The Christian values in the school promote a friendly and welcoming environment.

Established strengths

- The well behaved, caring and enthusiastic pupils.
- The caring environment which makes the pupils feel safe and happy.
- The wide variety of interesting experiences on offer to pupils in collective worship through the contribution of staff and visitors who lead.

Focus for development

- To give pupils the opportunity to plan and lead collective worship.
- To enable pupils to develop all their 'God given talents'.
- To implement the assessment processes for Religious Education.
- To use the National Society Toolkit as a development and evaluation tool for the new headteacher, staff and governors working together.
- To produce a more attractive prospectus, which both reflects the strong Christian ethos of the school and has appropriate impact on readers.

The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners.

The school is a welcoming place and pupils say that they feel safe and happy. The atmosphere around the school is relaxed and orderly, pupils are focussed and very well behaved, they respond appropriately to adults. Pupils' enthusiasm and ability suggests that they are capable of coping with more challenges than are currently on offer to them. They should be assisted to develop all their 'God given talents'. Pupils say that they are listened to and have adults who they can turn to if experiencing any kind of difficulty. A Buddy system is in place at playtimes. However there isn't anywhere in school where pupils can go and sit quietly and reflect if they are feeling sad. Pupils appear to be unaware that there is a connection between the care they receive and the teachings of Christianity. There are some after school activities available to widen pupils' experience. One is a gardening club where pupils grow fruit and vegetables which are used for school lunches. Pupils enjoy taking responsibility and participating in the life of the local community. The school council has recently been restarted. Support is given to charities, which allows pupils to find out about life outside of the school and their local environment. They clearly empathise with the needs of others. The Church school foundation is not immediately obvious as there no welcoming Christian displays in the entrance to the building.

The impact of Collective Worship on the school community is good.

Pupils enjoy collective worship and are able to recall what has been taught in the past. Visiting clergy and lay-people from a variety of denominational backgrounds regularly lead as do all staff. Pupils speak very enthusiastically about collective worship, they say that they particularly enjoy worship which involves them in role play and ones were the leader uses puppets. In the worship observed during the inspection the parable of the mustard seed and an apple cut in half showing the pips, were used as examples of the Christian message which we all have inside us. Pupils listened attentively to the teaching and clearly understood the message. One pupil described Jesus' teaching as "*something inside us which keeps on living*". Pupils are given the opportunity to reflect. They sing with enthusiasm and are quiet in prayer time. Music is used on entering and leaving to create a respectful atmosphere. The worship makes a good contribution to pupils' spiritual and moral development. Pupils are given the opportunity to actively participate in acts of collective worship led by adults but do not plan and lead worship themselves. The major Christian festivals are celebrated in the church and school hall, which are inter-linked and parents are invited to attend. Pupils have a good knowledge off festivals and of the church building. The Assistant Headteacher has taken responsibility for organising collective worship, she has ensured that a policy is in place and made a good start in developing and reviewing the planning. Evaluation is currently done on an informal basis but not recorded.

The effectiveness of Religious Education in the school is satisfactory.

Teaching and learning in the Religious Education lessons observed was satisfactory. These lessons were predominantly writing and/or drawing type activities although pupils indicated that occasionally lessons involve drama and discussion etc. Not all lessons observed included differentiated activities. Links between RE and Personal, Social and Health Education impact positively on pupils' moral development. Manageable assessment strategies have recently been introduced by the RE co-ordinator as recommended in the previous SIAS Inspection. Currently there are mixed age classes and as the scheme is planned for single year groups it is difficult to implement. This situation will improve next year when there will be single year group classes. Teaching about Christianity is thorough and pupils when questioned have a satisfactory knowledge of what they have been taught and its relevance in their lives. The school reflects a mono-cultural population and pupils are taught about and are able to discuss with interest Judaism and Islam. Appropriate artefacts and computer programmes are available but no visitors from other faiths are invited to speak to pupils nor are visits made to places of worship of other faiths or to other Christian places of worship. There are very few displays of work related to RE around the building.

The leadership and management of the school as a Church School are satisfactory.

The school has experienced a very unsettled period since the sudden departure of the previous headteacher last autumn. The temporary executive staff put in place since Easter appear to be getting the school back on track and the experienced permanent staff should be capable of assisting in this task. Discussions with the executive headteacher and deputy headteacher plus the two foundation governors, available for interview at the time of the inspection, confirm that governors are now taking their responsibilities seriously and are willing and able to pull together to move the school forward. Governors need to regularly and routinely evaluate the effectiveness of the school as a church school as recommended in the previous SIAS Inspection. Neither staff nor governors have been involved in the completion of the National Society Toolkit which would have assisted them in this evaluation. There are two attempts at completing copies in school, one made by the previous headteacher and another by a member of the governing body – both were merely completed as tick boxes, without any consultation, which results in them being unsatisfactory as developmental documents. The school has recently begun to develop a closer working relationship with its feeder Infant school which shares the site; this will offer great benefits to the pupils. Parents and carers express confidence in the school to provide a secure and welcoming learning environment and appreciate the accessibility of staff. However several expressed concern over the lack and level of information they receive from the school. Information about collective worship and RE in the school prospectus is inadequate. The school has no parents' association to allow parents and carers to work together for the school and offer the opportunity to gather for social and/or fund-raising activities.

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