



Emanuel School

Project 24

2024-2029



Contents

Vision, ethos and values	4
Our History	5
Introduction	6
Our Intentions	8
Academic	11
Pastoral	14
Co-curricular	18
Community partnerships and access	22
Emanuel Parent Association (EPA)	23
Reputation, communication and admissions	24
Staff	28
Finance and Infrastructure	34
Conclusion	37

Vision

Emanuel pupils are happy, confident and kind, demonstrating high aspirations in all that they do.

Ethos

Pupils, teachers and parents work together in our:

Teaching and learning, to ensure lessons and daily interactions are full of vitality and inspire endeavour, confidence and ambition.

Pastoral care, so that every child is recognised, listened to and understood within a community that values the development of spiritual and social understanding.

Co-curricular and community life, so that every child can enjoy being part of a larger cause, find friendships and develop life-enhancing interests and passions.

Values

We are an ambitious and kind school community. We operate within the framework of our Christian ethos, promoting equality and diversity and upholding fundamental British values, the rule of law and individual liberty. We have a commitment to free-place funding and state partnerships.



The quality of pupils' academic and other achievements is excellent.

Our History

On 20th December 1594, Lady Anne Dacre made a will directing her executors to build “a meet and convenient house to be called Emanuel Hospital in Westminster for the relief of 20 aged people and for the bringing up of 20 children in virtue and good and laudable arts”. The 20 children consisted of 10 boys and 10 girls.

On 17th December 1601 Queen Elizabeth 1 – cousin to Lady Dacre – granted a Charter of Incorporation to the executors of Emanuel Hospital.

In 1883, Emanuel moved to the present 12 acre site on Wandsworth Common.

HM Queen Elizabeth The Queen Mother visited Emanuel School in 1951 and, subsequently, Her Majesty Queen Elizabeth II visited in 1994 to celebrate the school's 400th birthday.

Over time, Emanuel's co-educational pupil population has grown to over 1100, with close to equal numbers of boys and girls – just as the founder, Lady Dacre, intended.



Strong on academics, excelling at arts, sports and co-curricular activities, and with a commitment to widening access that is evident in its generous bursary awards and outstanding portfolio of outreach work, Emanuel is flying high. A historic school with designs on the future, it's a force to be reckoned with on London's highly competitive day-school scene.

Introduction

Project 24, the 2024 - 2029 plan, has been created following consultation and discussion with pupils, teaching and support staff, governors, and members of the Emanuel Parents Association. We are pleased that it reflects our shared values and aims.

The last mid-range (5 year) plan, 'Becoming 430' has concluded on a significant year in the school's history.

We see the next 5 years as:

- *Enhancing the reputation of our thriving co-educational school;*
- *Delivering excellent academic experience and outcomes;*
- *Leading in our pastoral and co-curricular approaches;*
- *Recruiting and developing excellent colleagues;*
- *Diversifying our revenue streams;*
- *Completing key steps in the Critical Build programme;*
- *Planning for probable changes to tax treatments.*

Emanuel forms part of the United Westminster Schools and Grey Coat Hospital Foundation, a group of independent day and boarding schools, as well as state day schools in London and the Southeast of England.

The Foundation's aim is:

'To promote broadly based educational excellence and improvement, which is financially sustainable, in each of the Foundation's high performing schools, and to do so within the framework of a Christian ethos.'

The school will continue to focus on education in the widest sense, and always be mindful of pupils' well-being and aspirations. It will cover a broad and flexible curriculum, a variety of co-curricular activities and community responsibilities, which prepare pupils for a fulfilling and happy life.



Our Intentions

Our aim is for all our pupils to thrive during their time with us and leave with confidence, capability, humility and a desire to do good.

The school will remain a place that seeks to support siblings, as we recognise how important it can be for them to be taught in the same school. It also reflects our commitment to the area and the many families living within commutable distances, as well as those further afield.

We will ensure that Emanuel becomes one of the most respected and sought-after co-ed day schools in the UK. We will continue to champion the creative and performing arts and sports, whilst providing outstanding pastoral care, and academic expertise in all subjects.

Our academic aims will not be achieved by becoming a highly pressured environment for young people. We believe that strong outcomes come from inspired pupils, ones with a genuine love of learning and confidence fostered through good teaching and holistic tutoring. We also wish to be an example of excellence in our provision for pupil well-being and we see balanced co-curricular involvement as vital to this aim.

A recent winner of the independent schools' award for 'partnerships and outreach', Emanuel will keep building community partnerships and initiatives.

Further afield, we will continue to investigate meaningful international partnerships, providing educational and revenue benefits to this school.

The school's 'critical build plan' (2018) is now being carefully reviewed and followed. Autumn 2024 will see work start on the new building (designated for catering and STEM subjects) and relocating faculty spaces. By 2027 we aim to have more and better classroom space, with flexibility for our curriculum and school population. Our site plans also address recreational and social spaces, which we see as vital to a happy school.

We have modelled prospective classroom, communal and site spaces against projected pupil numbers. This comparison will be kept under review against any legislative and financial changes impacting independent schools.





Academic

‘Delivering excellent academic experience and outcomes.’

We encourage every child to follow their subject pathway and provide excellent teaching, tutoring, and mentoring, helping them to achieve their absolute best.

Our intention is for pupils to gain a sense of academic momentum and through this to establish a love of learning, ambition, well-being and an enjoyment of school life.

1. The school aims to consistently deliver excellent outcomes in public examinations.

Such aims will be evident through:

- Public exam outcomes being sustained year on year in raw results with Emanuel retaining its position as a top 100 school in national league tables, with consistently strong value-added performance at both GCSE and A level.
- Academic results enabling leavers to achieve places on competitive courses (Russell Group universities, including Oxbridge, and at prestigious Art, Drama and Music institutions)

We will achieve this by:

- Investing in the recruitment and professional development of teaching staff
- Ensuring the quality of both teaching and learning is excellent for all age groups.
- Embedding the latest digital developments in our teaching and learning, in collaboration with the digital strategy group.
- Ensuring the academic oversight role of the form tutor enables effective support and coordination between teachers, pupils, and parents.
- Developing the application of good study skills, through lessons, through school resources and through the Life Education curriculum.
- Having a rewards and sanctions policy that positively rewards, recognises and encourages pupils to develop good learning habits and strategies.
- Using aspirational targets informed by CEM projected outcomes and historic school performance. Pupils are empowered to set their own individual

targets. Governors, staff and parents are informed to enhance support of each individual.

- Raising aspiration through effective careers and higher education information, advice and guidance.
- Ensuring reporting processes provide high quality of communication and relationship with parents.
- Further development of the school site through the critical build plan leading to improved teaching facilities.
- Continual review and refinement of the school's curriculum to match the strengths and requirements of each cohort, as well as societal changes.

2. Enhancing pupil engagement and aspiration

This will be evident through:

- Academic outcomes, both relative to raw results and value-added performance.
- Resilience from pupils when pursuing the full curriculum.
- Feedback recorded in lesson observations and learning walks.
- Feedback in pupil and parent surveys.
- Additional pupil feedback, for example as part of a teacher's appraisal process.

We will achieve this by:

- Sustaining an open and confident professional culture, where teachers regularly observe lessons, impactful learning walks happen and there is sharing of best practice between staff.
- Sustaining academic endeavour through motivational programmes such as "Inspired Learners" and "Routes to success" so that pupils are encouraged to develop their academic interests.
- Providing a mentoring structure that supports pupils who encounter periods of lower engagement or lack the study skills necessary to achieve their potential.
- An appraisal system which facilitates staff development and improvement.
- Staff who complete educational research, either as part of formal learning or through teaching and learning initiatives, publishing and sharing their findings.
- Development of links with external professionals and organisations.

- Engaging families in the educational process to best support their child (for example, through study skills seminars that help parents understand how we develop good learning habits in our pupils).

3. Adapting our curriculum and assessment methods

This will be evident through:

- Modifications to the curriculum.
- Pupil numbers remaining buoyant with prospective/current parents and pupils continuing to be attracted to Emanuel.

And achieved by:

- Curriculum modifications investigated each year by the Director of Studies and Deputy Head: Academic.
- A curriculum review conducted by the Director of Studies and the Deputy Head: Academic into different curricula models.
- Research-led developments into digital strategies, including the application of AI.



Results have improved exponentially, with consequent rise up league tables. Head's determination to recruit bright, committed, innovative staff paying off in spades.

Pastoral

‘Leading in our pastoral and co-curricular approaches.’

We believe we are moving towards a sector leading pastoral structure, approach and culture. We wish to sustain this progress, embedding familiar and successful methods and innovating as needed.

We seek to create an [environment](#) in which kindness and generosity, alongside resilience and competition are valued. We achieve this through a collaborative approach between pupils, parents and staff.

Experience shows us that providing this support to every child allows them to thrive. Our pastoral approach is underpinned by our Christian values and our intention is that every child leaves us with confidence, self-belief, spiritual understanding, and the desire to use their achievements to better the lives of others.

At the heart of this pastoral culture is the form tutor, the first port of call for all matters and the pivotal point of support for each young person and their family.

A high quality and innovative pastoral approach will be achieved and evidenced by:

- A series of meaningful, powerful, and progressive pupil pastoral and welfare initiatives that educate and enhance the experience of our community; including establishing a pupil wellbeing committee.
- Ensuring that attitudes and values, aligned with those we know to be valuable and those highlighted in global research, are demonstrated and nurtured.
- A thriving number of pupil voice groups which achieve tangible change within the school community.
- Positive outcomes being recorded in the year group wellbeing surveys.
- A school community where pupils feel empowered to raise any concerns with staff.
- Pupils continuing to thrive academically and engage in the co-curricular life of the school, evidenced by the outcomes of the biennial whole school pastoral survey.
- A series of parent education events and initiatives evidenced as impactful by elevated levels of engagement.



- Balancing our use of technology with the findings from our research into screen time and well-being.
- A move towards becoming a smart phone free in the Lower School (Years 6-8).
- Sustaining our reputation in this area *
- Developing and following a clear EDI plan

*(From September 2024, the Head will chair the HMC Pastoral Committee)



Pastoral care is impressive, with tutors, counsellors, school nurses, teaching staff and the chaplain all on hand whenever pupils need a listening ear.



Co-curricular

We believe in the developmental power of being part of something bigger than ourselves.

Emanuel's identity owes much to its passionate and recognised support of the creative and performing arts, music, sport, and charitable endeavour. We see this as a vital reason our girls and boys enjoy school, establish friendships at Emanuel and in later life through clubs and societies.

Recent audits have shown that we are running one of the largest, most sophisticated pupil programmes among London day schools. We still strongly believe in the importance of pupils participating together, representing clubs, houses and their school.

Our intention is to sustain our thriving co-curricular and community life of Emanuel, providing opportunities for every child to play their part, enjoy experiences, represent their school, build resilience, find friendships and interests they will keep for life.

Our aims are:

1. To provide a broad range of co-curricular activities which offer adventure, opportunities, and challenge.

Achievement will be evident through:

- A co-curriculum that encompasses a wide variety of pursuits to suit the needs of our pupils and to stretch them.
- High rates of engagement, with pupils prepared to try a range of experiences, especially in their younger years.
- Expert teaching, supervision, and coaching.
- Timetabled space for co-curricular activities.
- Strong participation numbers and outcomes.
- Measurable achievement and offering relative to other London co-educational day schools.
- Regional and national success.



2. To build and maintain global and local connections so that our pupils will play a part as citizens of the world and become responsible, community minded individuals.

This will be evident through:

- Opportunities in all year groups of the school for pupils to engage in community programmes of all ages.
- By forging new partnerships overseas both in person and digitally.

And achieved by:

- Monitoring and reporting on the impact of our community partnership programmes upon our pupils and ensuring that our pupils leave the school with philanthropic attitudes.
- Seeking to win awards and achieve publications.

3. To model sustainable practices and environmental understanding

This will be evident through:

- The ways in which environmental education is delivered in lessons.
- The range of opportunities for pupils to actively engage in sustainable activities and the adaptations to our site and facilities that illustrate best sustainable practice.
- Understanding the means and methods to work towards a carbon neutral community.

And achieved by:

- Gaining national certification in environmental initiatives.
- Showcasing a range of pupil led environmental activities.
- Delivering innovative environmental education across a range of subjects.
- Monitoring progress against agreed carbon emissions targets.



Community partnerships and access

We remain committed to our local partnership programmes. We will seek to develop and sustain our summer school (Ascent); Primary Ambitions; and charity work, and the curriculum initiatives of ethos and social entrepreneurship, although these may be adapted.

In the next 5 years, we aim to further develop our CPD initiatives with local senior schools, especially Westminster City School.

Our programme will be evidenced in our publications and on the Schools' Partnerships Alliance and Schools Together sites.

Our intention is for Emanuel School to be a hub for pupil and teacher development. To achieve this we will strengthen our relationship with the Wandsworth Alliance; Westminster City School; as well as other senior schools.

Our key aims are:

1. To further benefit the local community

This will be evident through:

- The continuation of an innovative and broad partnerships programme that allows access to educational expertise and facilities.
- The variety and volume of opportunities, on our site and off it, that will widen access to educational opportunities, fill provision gaps and support the needs of our community partners.

And achieved by:

- Ensuring mutual, sustainable and impactful change is tailored to our partners' needs.
- A high level of participation amongst our pupils and staff in community activities.
- Regular and sustained usage of our facilities by community partners.



Emanuel is justifiably proud of its outstanding and diverse outreach work, both abroad and in the local community.

2. To enhance access to our transformational fully funded places.

This will be evident through:

- A public commitment to widening access.
- Employing onsite and digital strategies to assist prospective pupils when preparing for their applications.
- By continuing to reach out to pupils who would benefit from places at our school using our partnership programme and other connections.

And achieved by:

- Tracking population intake and achievement over time.
- Monitoring spending on access annually.
- Achieving annual fundraising targets.

Emanuel Parent Association (EPA)

To sustain and enhance the valuable relationship with the parents' association

We are fortunate to have a thriving, talented and highly supportive parent community.

Our parents share our aspirations. There are several ways in which they get involved and make tangible change at Emanuel. Examples might be supporting careers' events, giving talks, reputational building and providing professional advice on key projects.

The school's parent association meets regularly and aims to:

- Support the school's aims
- Help parents feel part of the Emanuel community;
- Run initiatives and events.

The governors, senior team, in close collaboration with members of the parents' association would like to review and consult on the ways in which the EPA might best be organised, structured and focused to help the school achieve its aims. There is a shared desire to work more closely together in the coming years.

Reputation, communication and admissions

Emanuel's reputation continues to thrive. We believe that this is due to our aspirational and balanced approach to school life, with every pupil, under the care of a form tutor, enjoying a mixture of academic lessons, sports, the arts, charity initiatives, and clubs each week.

Beyond our academic, pastoral, co-curricular aims and facility aims, we intend to sustain our excellent reputation through the following:

1. Improving support for disadvantaged demographic applications.

This will be evidenced by:

- Working closely with our local schools to ensure that prospective pupils and their families are well informed on secondary school transition.
- By offering further structured opportunities to engage with staff. This will be achieved through onsite and digital means.
- Working with local organisations and charities such as Royal National Children's SpringBoard Foundation.

2. Maintaining strong application numbers and acceptance rates from families across the demographics

This will be evidenced by:

- Reimagining our sixth form open evening.
- Revising our sixth form prospectus material to make it more student focused.

We will show success by:

- Improving the offer: acceptance rate at 16+



3. Maintaining a smooth and popular transition into the sixth form

This will be evidenced by:

- Relationship building to ensure confidence/ awareness between the junior and senior sections of the school to guarantee a smooth transition.

And will be achieved by:

- Sustaining genuine connection learning between the middle school and sixth form.



School attempting to become more accessible: 20 per cent of pupils now in receipt of financial assistance, with around 50 in fully-funded places.



Staff

‘Helping staff to be their very best.’

We recognise that all our achievements are underpinned by the dedicated work of our talented teaching and support staff. We are committed to supporting all our colleagues and helping them to develop their own competencies and skills during their time with us, thereby further enhancing the best possible educational experience for our pupils.

Teaching staff

We have a growing reputation for excellent teaching and learning. We became an ISTIP regional centre in 2023.

Aims:

- 1.** To expand our successful programmes of training and development for new and aspiring teachers.
- 2.** Evolving mutually beneficial CPD partnership work.
- 3.** Attract teaching colleagues of the highest calibre by further development of successful recruitment strategies.
- 4.** Being an accessible recruiter, ensuring equality, diversity and inclusion in the recruitment opportunities that we offer.

This will be achieved by:

- i.** continuing to make use of the SCITT programme to train maths and physics teachers, and to investigate the development of our own SCITT programme.
- ii.** evolving further links with teacher training institutions in London to offer PGCE secondments.
- iii.** External CPD partnership work: we will continue to extend our work with partnership and Foundation schools in the state sector, focusing upon the delivery of subjects at KS3 and 4 by offering ‘teach-meet’ support and potentially evolving this into a full programme of CPD opportunities for teachers to enhance their skills and subject knowledge in delivering these subjects to a high level of expertise.





2. Enhancing our recruitment by means of promotional films.
3. Establishing connections with the STEM departments in universities and other institutions to directly access a diverse range of qualified graduates.

Success will be seen by:

- The calibre and diversity of our STEM teachers
- Our status and reputation as a hub for teacher training

Support staff

Aims:

To ensure the school's relationship with its many support staff remains a positive one in terms of retention, engagement and development.

Challenges inherent in the retention and engagement for support staff are:

- The breadth of support roles across the school and the small size of departments lead to an unavoidable restriction to progression in some areas.
- Broadly speaking, the diversity of the support staff demographic is wider than that of the teaching staff which means that a “one-size-fits-all” approach is unlikely to be effective.
- The school faces competition for high quality staff from not only other schools, but from other sectors.
- Perceptions of lack of parity with teaching colleagues, as many support roles are “once removed” from the teaching of the pupils.
- Ensuring that support staff resource is planned and directed effectively to support the needs of a successful and high calibre school.

Our aim will be achieved by:

- 1.** Exploring and diversifying ways to recruit from non-teaching sectors, highlighting the competitive benefits of working in independent schools, including consideration of incentive schemes for recommendations from existing staff.
- 2.** Continuing to develop our remuneration and benefits package in ways that our support staff value, ensuring that we remain competitive with other sectors.
- 3.** Building on existing avenues for internal communication and voice, ensuring the concerns of support staff are heard and acted upon.
- 4.** Enhancing our opportunities for training, development and course sponsorship for support staff in key roles to retain and enhance talent. Ensure managers are aware and empowered to choose effective means of building on the capacity of their teams.

Success will be shown by:

- A reduction in turnover
- Exit survey data
- Improved staff survey satisfaction



The high level of attainment is a consequence of an aspirational learning environment propagated by the vision and values of committed senior leaders, excellent teaching in well-resourced accommodation, fulfilling the school's ambitious aims.



Finance and Infrastructure

‘Diversifying our revenue streams; being prepared and delivering our plans’

Emanuel receives no direct grants or awards from the United Westminster Grey Coat Foundation, of which it is a part, and its stand-alone bursary fund – the Emanuel School General Charitable Trust – is small, though growing, with assets of £4.7 million.

During a previous government’s “assisted-places” scheme, many pupils were financially state funded and frequently excelled because of the opportunity. Our aim is to recreate our capacity to support more pupils in need of financial assistance, ensuring that Emanuel is a school for any bright and diligent child, regardless of circumstances.

To achieve these aims and continue the ‘critical build plan’, we have launched the [‘Giant Strides’](#) campaign, supporting free places and capital projects.

The school’s membership of a Foundation has supported a long-term, fixed rate, interest only loan, which will enhance our specialist teaching areas. This is part of the school’s [critical build plan](#).

In the coming years, the school will focus on:

1. Broadening its revenue streams

This will be evidenced by:

- Reviewing ways in which population might be adapted;
- Investigating overseas opportunities;
- Partnerships;
- Donations;
- Maximising lettings.

Success will be seen by:

- Growing pupil population in key areas;
- Establishing an appropriate overseas relationship;
- Meeting our fund-raising targets;



- Sustaining our 10YP targets for revenue and capital expenditure;
- Meeting our lettings' targets.

2. Preparing for probable changes to tax laws, and further financial constraints

This will be evidenced by:

- Preparations with the Foundation focusing on school/ Foundation structures;
- Gaining legal and financial advice from the Foundation.
- Modelling impact to the school and being clear on our mitigations;
- Sustained communication with our parents, prospective families, governors and staff.

Success will be seen by:

- Smooth running ahead and during this period;
- Sustaining our aims and educational offer;
- Meeting our KPIs.

3. Achieving the next stages of the Critical Build Plan

This will be evidenced by:

- Sustaining an effective planning and preparations team;
- Communicating clearly with all stakeholders.

Success will be seen by:

- Meeting all planning hurdles;
- Maintaining the cash flow required;
- Adapting the school's main and off sites as needed to maintain competitive strength;
- Starting work on the new building project by 2025, with completion in 2027.

Conclusion

The next five years will be busy and important years in the school's development. They will see significant political and economic change for the country.

We believe that Project 24 will see us successfully achieve within this context, meeting our educational aims and further enhancing the school's reputation and offering.



Can resolutely not be compartmentalised as for sporty, bookish, academic or other. As one pupil put it, 'It's a something-for-everyone school.' It is an embodiment of the current head's aspiration for level-headed, community-spirited pupils to secure excellent academic results in a warm environment.



Emanuel School

Emanuel School, Battersea Rise, London SW11 1HS

Tel: 020 8870 4171 | Fax: 020 8877 1424

Email: enquiries@emanuel.org.uk

Instagram: [emanuel.school](https://www.instagram.com/emanuel.school)

X: [@emanuel_school](https://www.x.com/@emanuel_school)

www.emanuel.org.uk