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Emmanuel CE Middle School Initio Learning Trust

Supplement to the Prospectus

Emmanuel CE Middle School
Howe Lane, Verwood, Dorset, BH31 6JF
Telephone: 01202 828100
Email: office@emmanuelmiddle.org
www.emmanuelmiddle.org

Headteacher:	Mr Rob Christopher BSc (Hons) PGCE
Deputy Headteacher:	Mr Alister Barker BSc (Hons) PGCE
Chair of Local Academy Committee:	Mr Matthew Parker

Welcome to Emmanuel CE Middle School. The purpose of this brochure is to provide you with the finer details about the structure and organisation of our school.

Mission statement:

'At Emmanuel we are inspired to go beyond our own limits.'

A vision stirred by Colossians 3:22

EXCELLENCE - ENDEAVOUR - ENJOYMENT



Our School

We provide education for pupils of all abilities in the age range 9 – 13. Emmanuel has a roll of approximately 440 pupils and a highly qualified staff. The School offers a broad and balanced education for pupils during their middle years, in line with the National Curriculum.

The School is committed to:

Developing the whole child.

A community connected through worship, a house system and celebrating our core values.

Spiritual development through openness, forgiveness and tolerance.

A well-planned, sequenced and progressive curriculum.

A focus on supporting pupils to remember and recall what they have learnt.

Opportunities for pupils to deepen their learning.

Planned 'ways-in' for SEN students.

Celebrating achievement at every opportunity.

Develop character through the curriculum and extracurricular activities.

Leadership opportunities in every year group.

Accommodation and Facilities

Emmanuel Middle School is purpose built and well equipped to give the best educational opportunities to all its pupils during their middle years. Our facilities include:

- A fully fitted purpose-built Library
- KS2 shared area
- Computing Suite
- Chromebooks for use in the classroom
- Product Design Room
- Textiles Room
- Food Technology Room
- Art Room
- 2 Science Laboratories
- Music Suite
- Drama Suite
- Hall
- Sports Hall and extensive playing fields with facilities for Football, Rugby, Netball, Basketball, Hockey, Handball, Tennis, Badminton, Volleyball, Cricket, Pickleball, Table Tennis, Rounders, Athletics, Gymnastics, Trampolining, Orienteering and Health & Fitness.
- "The Reef" - a room designed to support with pastoral needs.
- A kitchen that provides hot meals prepared and cooked fresh on site.

Organisation

During the middle school years pupils make great leaps forward academically and also change emotionally and physically. They start Middle School as children and leave as young adults. The organisation of the School makes provision for this; as the child changes (adolescence) our environment remains stable and consistent.

Emmanuel Middle School is organised into four year groups – Years 5, 6, 7 and 8, typically with four classes of entry.



In their first year, Year 5 children spend the majority of their time with their class tutor assisted by other specialist teachers. This provides continuity and a gradual progression from how they are taught in first school.

From Year 6, Maths is taught in ability groups. From Year 7, English is taught in mixed ability groups with a support group aimed at narrowing the gap with their peers. These groups are smaller and typically have additional teaching assistant support.

Curriculum

The curriculum studied begins in Year R and culminates in Year 9 and is written in collaboration with other trust leaders and external consultants. There are strong links between phases ensuring that the learning in the Verwood first schools supports pupils at Emmanuel. Subsequently, the pupils' middle school learning ensures they are prepared for the upper schools we feed to: QE and Ferndown Upper Schools. The middle years' curriculum is sequenced and progressive providing a challenge for all pupils. Key learning is identified throughout and staff know what pupils studied the year before and know what they will go on to study to provide the best possible continuity for learning.

It is typical for EMS families to feed into two upper schools. This provides great opportunity. We view every child's education as a four year pathway.

The curriculum consists of the following subjects:

- English
- Mathematics
- Science
- Religious Education
- Design and Technology (Product Design, Textiles, Cooking)
- Humanities (History and Geography)
- French
- Music
- Art
- Physical Education
- Computing
- Wellbeing (PSHE and Citizenship)

A unique and essential feature of middle schools is the huge change pupils go through in their time at EMS. Puberty and changes in the function of the brain can be a challenging time for our children. We provide a consistent, reliable and safe environment for our pupils during this time and ensure they are upper school ready by Year 9. The combination of specialist teaching, specialist facilities and a nurturing environment is one of the key and unique attributes of the three-tier system. We encourage our families to complete all available years at Emmanuel.

Homework

Homework is an essential part of school life and is set for all year groups. It is planned as a natural extension of classroom activity and is mostly set through online platforms such as Sparx Maths, Maths.co.uk, Sparx Reader, Accelerated Reader, Sparx Science and Google Classroom.



We are very proud that our pupils regularly feature in the top 5% nationally for their homework engagement. Key Stage 3 homework begins to prepare our pupils for upper school where the demand increases further.

Teaching and Learning

In a nutshell, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge and skills successfully into larger concepts.

At Emmanuel Middle School, we ensure that we provide the best possible learning opportunities for our students. To achieve this requires the meticulous planning of a progressive, broad and balanced curriculum which provides relevant and engaging experiences.

To enable the curriculum to be delivered effectively, we follow a evidenced informed approach at Emmanuel, ensuring that we train teachers in the teaching techniques which will ensure new learning is delivered in a way which is easily understood. We pride ourselves on the focus and development of pedagogy.

Pupils will undertake a range of different learning activities that develop their knowledge, skills and understanding closely matched to the key learning identified in the curriculum.

Personal Development

Our mission is to serve all members of our community and create an environment where everyone can flourish. Pupils have different start points, different experiences and develop at different rates. Staff are well trained and attuned to meet the needs of **all** pupils. We are a fully inclusive school. The whole child is the whole point.

A cornerstone to character development at Emmanuel is building resilience. All staff will help pupils to do their best at all times, both academically and socially. We take every opportunity to celebrate when pupils demonstrate our core values of Excellence, Endeavour and Enjoyment. Our warm, caring and nurturing environment provides a platform for pupils to push themselves beyond their perceived limits. We normalise error.

Children are supported to recognise and respond to the needs of others, showing tolerance, respect for and understanding of their values and beliefs. Children are supported in developing morally and spiritually in order for them to foster a life-long love of learning which will bring them the success they deserve and help them to contribute positively to society.

Our pastoral team is incredibly experienced and qualified. From time to time pupils require additional support. The team responds quickly, identifies needs and implements targeted support. This support usually lasts between six to twelve weeks.

Celebrating hard work and success is our start point. Where the children demonstrate our core values, candle credits are awarded through the online platform epraise. Pupils and parents have an epraise account and can watch their candle credit total grow until they have saved enough to 'buy' a reward experience. These are wide ranging and very popular. We encourage pupils to make suggestions and the PTFA fund the activities.



Parents and Partners

It is essential that teachers and parents work together to support children so that they feel secure and valued. Our support will help them to meet expectations for them to achieve their personal best and to become confident and independent young people;

At Emmanuel we:

- Share our plans for teaching and learning
- Share our plans for staff training
- Keep parents informed by sending regular bulletins and emails, using apps such as Arbor and Epraise and by arranging information evenings
- Meet regularly with parents to consult and give progress reports about their children's academic performance informed by a range of low-stakes quizzing and formal assessments
- Listen to parents' concerns
- Respond to parents' suggestions

Our doors are always open. If parents are concerned, they must not hesitate to contact us at school so that a meeting can be arranged. Talking positively about school is fundamental alongside strong attendance and reading daily.

The Library

At Emmanuel Middle School, reading isn't just something we do—it's the beating heart of everything we learn, create, and achieve. We believe that falling in love with a great book opens up the world, sparks imagination, and sets every child up for a brilliant future.

Our vibrant school library is so much more than just a quiet room with shelves—it is the energetic hub of our school community. Managed with enthusiasm by our increasingly popular team of Student Librarians, it's a welcoming space where stories come to life.

Here is how we bring the magic of reading into every single day:

- **Daily Tutor-Led Reading:** Every morning starts with shared reading guided by class tutors, giving pupils the chance to explore exciting whole-class texts and tackle big ideas together.
- **Dedicated Afternoon Reading:** We set aside quiet personal reading time every afternoon, giving pupils a calm moment to lose themselves in their current book. Tutors regularly bring their classes into the library during these sessions to browse, discover new genres, and enjoy the space.
- **Tailored Challenge with Accelerated Reader:** Every book in our extensive library—from action-packed fiction to fascinating non-fiction—is tagged with a ZPD (Zone of Proximal Development) level. Through regular assessment, the Accelerated Reader programme helps pupils pick books that are perfectly matched to their reading level—stretching their understanding while keeping reading fun and rewarding.
- **Exciting Competitions:** We love celebrating reading milestones! Throughout the year, pupils can take part in friendly reading challenges, quizzes, and competitions that turn reading goals into a shared adventure.



Coming Soon: Lights, Camera, Action in the Library!

We are thrilled to announce that this term, we are installing a special Mini Filming Booth right inside the library! Pupils will be able to book out the booth to record their very own video book reviews. With parental permission, these reviews will be featured on our official school website to help fellow classmates find their next great read. Keep an eye out for more details on how to get involved coming very soon!

RE at Emmanuel

As a Church of England School, Religious Education and Collective Worship are important elements in its life and work. These give the opportunity to demonstrate Christian belief in action and provide a sound knowledge of what Christians believe and why. The Dorset Agreed Syllabus, which has been adopted by the Local Academy Committee Body, provides a framework in which this can happen.

The syllabus is not designed to convert children to Anglicanism nor to force a Christian belief on them, nor is it confined to information about religions and religious traditions, practices and teaching. It extends to wider areas of morality and the effect of religious belief and practice on people's daily lives. The syllabus has regard to the national as well as the local position and bears in mind the ages, aptitudes and family background of the pupils in the school. This is also reflected in Collective Worship.

Collective Worship

It is a statutory requirement that all schools hold a daily act of Collective Worship. At Emmanuel worship is Christian in accordance with our Trust Deed. Children are enabled to worship in groups of different sizes – whole school, year group and tutor group. Children are also encouraged to appreciate spiritual moments as and when they happen during the school day.

We actively invite and host guests from the community, which adds diversity to Collective Worship and the messages given. The school follows planned themes throughout the academic year. Emmanuel has close links with St Michael's Church. Clergy from St Michael's and other churches in Verwood frequently lead worship in school.

We also recognise the legal right of parents to withdraw their children from acts of worship.

Pupil Leadership

Pupil leadership opportunities are at the forefront of our school ethos.

There are many leadership and ambassador roles available for the children to aspire to, including sports leaders and subject ambassadors. This forms a crucial part of our pupils' education.

From Year 5, pupils have an opportunity to represent the Emmanuel School Council and be House Reps. It meets regularly and is a forum in which pupils can raise questions about rules and regulations and contribute to, and be involved in, the ongoing development of the School. It also helps to decide which charities the School supports.



Every year, our elected school and subject ambassadors rise to the challenge of representing EMS.

Special Needs

At Emmanuel, we follow the graduated approach for identification and support of pupils with Special Educational Needs and Disabilities. As a whole staff, we work closely together to identify pupils in need and collaborate carefully to plan and provide for those needs.

Building close relationships with our pupils and working in partnership with parents is at the heart of the support we deliver.

Support may include:

- additional in class support
- smaller group teaching
- additional intervention outside of lessons
- provision of specialist equipment
- gaining help from outside agencies and other professionals such as specialist teachers and educational psychologists.

Supporting pupils through transition is key. Our transition work is well developed, particularly with our feeder first schools. Our pastoral team and SENDCo begin this process in earnest after Easter. Regular visits to schools, working alongside staff and pupils enable the team to get to know pupils' strengths and weaknesses. This, along with a programme of additional visits to EMS, if required, supports the smooth transition into our setting. For pupils outside of Trust or who are not at a feeder school, we communicate closely with the school and parents.

Promoting Prosocial Behaviours

Pupils have one education. It is essential they are able to learn in an orderly and calm environment. We have a well-established EMS Way and rewards system that promotes prosocial behaviours that enables pupils to learn. Pupils will make mistakes and this is recognised through learning consequences and restorative conversations between pupils and staff. Staff at EMS act as positive role models.

The EMS Way is reviewed frequently to ensure it meets the needs of our pupils and promotes an ethos and culture that enables everyone to be successful.

Extra-Curricular Activities

During lunch hours and after school, children are encouraged to take part in many clubs, activities and house competitions. These include various sports, music, computing, art, hobbies and interests. There is a high demand for places at clubs. If children do not attend two consecutive sessions, their place will be released for other pupils to book. Please contact us if your child is injured or unable to attend.

School staff and our young leaders (supported by other adults) lead these activities. We also have visiting coaches and tutors who ensure that an excellent programme is available for our children.



Clubs for music include choir, orchestra and various smaller ensembles relating to a variety of instruments. Groups have the opportunity to take part in school concerts and are often invited to perform at other locations.

Breakfast Club

Emmanuel runs its own Breakfast Club on site from 7.40am until the beginning of the school day. Further details are available on the school website under the Parents tab.

After School Care

SCOOSC run an after-school club at Verwood First School for children in Years 5 to 8 from the end of the school day up until 6.00pm. Further details and booking information can be found on their website scoosc.com.

Instrumental Music Tuition

Instrumental lessons, taught by visiting teachers, are available to all children for a small charge. Children are taught either individually or in small groups. Lessons are for a variety of instruments including guitar, piano, woodwind and percussion. Children taking instrumental lessons are supported to take part in school-based groups such as School Band and other ensembles.

Emmanuel School Uniform

All pupils wear full school uniform and we appreciate the support of parents in maintaining this. We strongly believe that school uniform gives our pupils a sense of identity and belonging to the School. We regularly review the cost and provision of uniforms.

Provision of Clothing Grant

Parents in receipt of Universal Credit and who have successfully claimed free school meals for their child/children may be eligible for clothing grant. In addition, we also have a small selection of second-hand school uniform which parents may wish to purchase. Further details may be obtained from the school office. All enquiries are treated in the strictest confidence.

School Routines

The School Day

8.40am	Registration
8.50am – 9.05am	Teacher Led Reading
9.05am – 10.00am	Lesson 1
10.00am – 10.55am	Lesson 2
10.55am – 11.15am	Break
11.15am – 12.10pm	Lesson 3
12.10am – 1.05pm	Lesson 4
1.05pm – 1.45pm	Lunch
1.45pm – 1.50pm	Registration
1.50pm – 2.25pm	Lesson 5 Worship/Personal Reading
2.25pm – 3.20pm	Lesson 6



Arrival and Departure from School

Pupils arrive at school on foot, by bicycle/scooter or by car. Pupils who cycle must be thoroughly proficient road-users and parents are reminded of their responsibility to ensure that their child's bicycle is roadworthy. The wearing of cycle helmets is strongly advised.

Attendance

We are required by law to keep accurate records of attendance and punctuality. Children should be in school by 8.40am unless:

- a) they are unwell or have a medical appointment (parents will be requested to provide evidence of all medical appointments)
- b) they have permission for special leave in extenuating circumstances

All requests for special leave should be made in writing to the Headteacher for consideration. Please note that Headteachers are no longer able to authorise leave for family holidays.

Smartphones and Smartwatch Functions

As part of Initio Learning Trust, we are committed to providing the very best environment for our pupils to learn, develop, and flourish. Our mission is to ensure that our school remains a place where young people can focus on their education, build authentic face-to-face relationships, and engage fully in school life, free from the distractions that can hinder deep concentration.

Following a period of consultation with staff and parents, and working in partnership with, and reflecting our Trust-wide commitment to the values of Ambition, Collaboration, and Respect, our Middle Schools will be moving to a smartphone-free environment for all pupils from September 2027.

In a world saturated with screens, we have a profound opportunity to gift our children a truly present and connected childhood.

By delaying or denying a smartphone, you are not depriving your child; you are protecting their innocence and cultivating their imagination. You are giving them the space to build forts out of blankets, get lost in a good book, and form deep friendships through face-to-face conversations.

This is the time for scraped knees and spontaneous backyard adventures, for learning to navigate social cues without the filter of an emoji, and for discovering their passions in the real world, not a virtual one.

We strongly encourage and support you to provide a childhood free from the digital noise and give children the invaluable gift of a life lived fully, authentically, and joyfully offline.

The rationale behind this change

The Department for Education (DfE) has provided guidance on mobile phones in schools which became statutory on 29th June 2026. It provides statutory guidance to individual schools and trusts on how to implement a policy that prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons,



breaktimes and lunchtime. Our schools mobile phone policy already aligns to this approach however we are keen to develop this further in the next academic year.

In recent years, we have observed the significant impact that smartphones can have on young people's wellbeing, focus, and social development. While technology is undeniably integral to modern life, there is clear consensus among educators and families that creating a device-free space during the school day allows pupils to better reconnect with their learning and each other.

We believe that our pupils achieve their best when they are focused, engaged, and interacting directly with the community around them.

Therefore, from September pupils can only have the following devices in school:

- A non-smartphone device (commonly referred to as a brick phone) which will need to be switched off and handed in at the start of the day and placed in secure boxes which are held centrally until the end of the day.
- Smartwatches – these will also need to be handed in at the start of the day and placed in the secure boxes.
- Air Tags

Accessibility

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Please see the school's Accessibility Plan for further information.

