

**REVIEW REPORT FOR
EMMANUEL CHURCH OF
ENGLAND PRIMARY SCHOOL**

Name of School:	Emmanuel Church of England Primary School
Head teacher/Principal:	Kathryn Fitzsimmons
Hub:	Camden
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	07/02/2018
Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	14/06/2007

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	None submitted
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Emmanuel Church of England Primary School is situated on a split site. It has expanded from a half-form entry primary school to a one-form entry with a Nursery and a 'bulge' in Year 5, comprising of two classes.
- A new building was opened in 2012 and then Early Years Foundation Stage (EYFS) moved into the original, refurbished building in 2013.
- The proportion of disadvantaged pupils is slightly below the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average.
- The proportion of pupils with an education, health and care plan is significantly above the national average.
- The proportion of pupils who speak English as an additional language is significantly above the national average.

2.1 School Improvement Strategies - Follow up from previous review

- N/A

2.2 School Improvement Strategies - What went well

- The senior leadership team drives the direction of the school with passion and confidence. The success of the school is largely due to the ability of the headteacher to empower teachers and leaders to innovate and grow. All adults are expected to be leaders and they rise to this challenge with enthusiasm and pride. As a result, pupils make progress from low starting points to reach high standards.
- The relentless focus on improvement creates a culture of high expectations, mutual respect and trust, where all staff support each other and where the sharing of ideas and best practice is the norm. Succession planning is commonplace where new leaders work alongside existing leaders to learn from experienced colleagues. One assistant headteacher said, 'the headteacher is brilliant at spotting talent and pushing people on. You get to climb the ladder here'. This is the reason that senior leaders are so competent and form such a dynamic team.
- Self-evaluation frequently acts on information from stakeholders, such as the recent surveys on homework and staff well-being.
- Pupil progress meetings use prior attainment and progress data to set targets. Teachers are held accountable for their pupils' performance. Booster groups, such as one focused on getting pupils to greater depth, are taught by teachers and/or leaders.
- Core subjects are expertly led. The literacy and mathematics leaders work with the Camden cluster on moderation and exemplification files for mathematics and writing ensure accurate assessments.
- Leadership of inclusion is a key strength of the school. Support staff are valued highly and performance is monitored closely. Four teachers started at Emmanuel

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as teaching and learning assistants; this is testament to the development opportunities. High quality provision results from frequent and relevant continuing professional development (CPD), bespoke interventions and the forensic tracking of pupils' progress. Teaching and learning assistants (TLAs) are part of the performance management cycle and learn from observing each other's best practice.

- The impact of leaders' actions to address previous school development plan (SDP) priorities is clearly evident in improved EYFS provision, greater challenge and improvements in writing across the school.
- The curriculum places high value on linking all subjects to develop pupils' life skills. Visits are an integral part of the curriculum, including museums and the Houses of Parliament. A link with a school in Sierra Leone helps pupils to put their Unicef Rights Respecting work into practice.
- Pupils independently lead initiatives such as Shark Awareness Day, which arose from Year 5's Blue Planet topic; pupils led assembly and raised money through making and selling crafts.
- Emmanuel is a nurturing school that places well-being for both pupils and adults at the heart of its work. Every pupil has an 'Emmanuel parent' so all adults 'parent' a 'family' of eight pupils, one from each year group, regularly meeting for events. Pupils spoke enthusiastically about this system, saying that it helped them to get to know pupils right across the school.

2.3 School Improvement Strategies - Even better if...

...attainment and progress for combined subjects was analysed at each pupil progress meeting.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- N/A

3.2 Quality of Teaching, Learning and Assessment - What went well

- High quality EYFS provision is due to knowledgeable adults who skilfully and adeptly guide children's learning. The impact of leaders' focus on improving the outdoor area has resulted in an exceptional learning environment. Space is used effectively for children to engage in a wealth of fascinating activities that capture their imagination and enthusiasm. For example, in the impressive outdoor space ship, the teacher skilfully guided the learning of nursery children by playing alongside; this enabled them to count down to blast off, write postcards from space and stun adults with replies to targeted questions such as 'because there's no gravity in space!'. Adults model rich language that stretches children's thinking and develops the use of ambitious vocabulary.
- Positive and trusting relationships at all levels enable pupils to feel safe to take

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risks in their learning. In a Year 4 mathematics lesson, mature discussions extended pupils' understanding when deciding on the best way to calculate area. The caring ethos results in everyone having a go because teachers value every response. Mutual respect underpins the school's core values. Behaviour for learning manifests itself in pupils' enthusiasm, enjoyment and self-motivation. Pupils are exceptional ambassadors for the school and leadership roles enable them to develop important personal qualities. One school councillor said, 'we get a sense of working independently and as a group, so we can adapt to any situation'.

- Pupils' books show they have stamina and pride in their work. Challenge is evident, enabling pupils to make good progress. More able pupils enjoy activities that make them think deeply. They make the most of every minute, so no learning time is wasted.
- Skills taught in literacy lessons are expected to be used across the curriculum. For example, in a Year 2 lesson, when writing a diary entry as Scott of the Antarctic, pupils started sentences with adverbs and gave careful thought to previous work on appropriate punctuation and suitable word choices.
- Teachers' excellent subject knowledge challenges pupils to think deeply and have a go. The school's investment in specialist PE and music teachers enables pupils to experience high quality teaching that results in accelerated progress.
- Pupils' behaviour is exemplary because teachers plan exciting activities that motivate and inspire pupils to find out more. A Year 4 pupil said, 'when I get up in the morning, I know there will always be something at school to motivate me'. Pupils enjoy their learning journey from starting points that are related to real life experiences. Year 6's topic on human rights led to pupils engaging in a sophisticated, intellectual debate about the rule of law in the Sikh culture.
- All around the school, the learning environment encourages independence. Displays proudly celebrate improvements in the quality of writing, as a result of high expectations, sharing expertise and mutual support. Working walls use annotated pupils' work as exemplars to aspire to.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...teachers' written feedback consistently led to more explicit improvements in pupils' work.

4. Outcomes for Pupils

- Historically, cohort sizes have been very small so statistics need to be interpreted with caution. At Key stage 1, one pupil equates to 3% and, in Key Stage 2, one pupil equates to 7%. It is difficult to analyse trends over time because of the variance in the cohort sizes, due to the school's growth to one form entry.
- Children's attainment on entry to EYFS is below what is typically expected. Pupils make good progress to achieve in line with national expectations at the end of EYFS and generally reach above average standards by the end of Key Stage 2.
- The proportion of children achieving a good level of development at the end of

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EYFS in 2017 was in line with the national average but has been above in previous years. This represents good progress through EYFS.

- The proportion of pupils passing the Year 1 phonics screening test in 2017 was significantly above the national average and has been so for the last three years. This is due to high quality teaching, rigorous monitoring of progress, investment in resources, early identification of any pupils falling behind and provision of appropriate interventions.
- Key Stage 1 performance in 2017 at the expected standard was above the national average in mathematics, and in line with the national average in reading and writing. The proportion of pupils working at greater depth was above the national average in mathematics and reading and in line with in writing in 2017.
- The proportions of pupils who left EYFS exceeding national expectations and going on to attain greater depth at the end of Key Stage 1 were above national figures in writing and mathematics and in line with in reading.
- There were only fourteen pupils in last year's Year 6 cohort. Interestingly, this was made up of thirteen boys and only one girl. Key Stage 2 results at the expected level were significantly above the national average in reading and mathematics, but slightly below in writing. At the combined standard, the school performed above the national average at both expected and higher standards. The proportion of pupils reaching the higher standard was significantly above the national average in reading and mathematics.
- The very small group of disadvantaged pupils attained more highly than all pupils nationally and made progress at least in line with national expectations in all subjects.
- By the end of Key Stage 2 in 2017, progress was in the top 25% for reading and mathematics.
- Current assessment information shows overall consistency in progress across all year groups and all subjects. Individual pupils needing extra help are receiving support and are closely monitored.

5. Area of Excellence

None submitted.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

School leaders are happy with the support they access locally.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.