



QUALITY ASSURANCE
REVIEW

REVIEW REPORT FOR
EMMANUEL CHURCH OF
ENGLAND PRIMARY SCHOOL

Name of School:	Emmanuel Church of England Primary School
Head teacher/Principal:	Headteacher: Kathryn Fitzsimmons
Hub:	Camden
School type:	Primary
MAT (if applicable):	Not applicable

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	18/10/2018
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	07/02/2018
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	14/06/2007



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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	ACCREDITED Developing a rich curriculum in the Early Years Foundation Stage (EYFS)
Previously accredited valid Areas of Excellence	Not applicable
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. Context and character of the school*

- Emmanuel Church of England Primary School is a Voluntary Aided 3-11 school located in West Hampstead in the borough of Camden, London. It has expanded from a half-form entry primary school to one-form entry with a nursery and a 'bulge' in Year 6, comprising of two classes. The school is situated on a split site. A beautiful new building was opened in 2012 and then the EYFS moved into the original, refurbished building in 2013.
- Following the best aspirations in the Christian tradition, the school rejoices in diversity and serving the wider community. Driven by its core mission statement, 'Always treat others as you would have them do to you' as Jesus said in Matthew 7:12, the school is committed to inspiring and supporting pupils of all backgrounds and abilities.
- The school has achieved the UNICEF Rights Respecting Gold award. Pupils worked with artists to create bespoke pieces of art that represent some of the UNICEF Articles; these are now beautifully displayed in the school.
- The provision for inclusion has developed significantly. The proportion of pupils with an education, health and care plan (EHCP) is significantly above the national average.
- Large numbers of pupils speak English as an additional language and there are 38 home languages, although most are able to speak English on entry to the Nursery.

*The focus of the review was on pupils' literacy across the school.

2.1 School Improvement Strategies - Progress from previous EBIs

- Combined pupil progress measures are now analysed robustly at each pupil-progress meeting.

2.2 School Improvement Strategies - What went well

- The headteacher's clear vision for the school is known and shared by everyone. Strong Christian values underpin the school's aims and ethos.

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Leaders treat all pupils as individuals, and do not regard pupils' background or prior attainment as a barrier to how well they can achieve.

- Staff hold the school's senior leaders in high regard. They speak positively about the support they receive. Staff feel valued for the contribution they make towards the school's effectiveness. The school's mission statement, 'Always treat others as you would have them do to you' is adhered to by both staff and pupils. The school's values are very explicit throughout the school.
- Senior leaders have an accurate understanding of strengths and areas that need further work. Priorities for improvement are clearly identified in plans and acted upon.
- Senior leaders have facilitated the development of leaders at all levels, recognising and building on their considerable strengths. Every teacher is seen as a leader. Teachers work collaboratively to learn from each other: strong teams are built and so teachers guide and support each other. Succession planning is very effective and ensures the school is able to sustain an outstanding education for its pupils.
- Collaborative work with other schools enables teachers to share good practice and develop key areas such as the sharing of subject knowledge and pedagogy. Teachers' eagerness to engage in professional development has a positive impact right across the school community. Leaders have designed and planned a coherent programme to reflect the needs of individual teachers.
- Leaders monitor achievement information and identify when individual pupils and groups are not doing as well as expected. Removing barriers to learning is a central element of the school's work. Staff understand the needs of the disadvantaged pupils, some of whom have complex additional learning needs. Carefully designed resources and targeted intervention enable these pupils to attain as well as other pupils nationally.
- The school has been very successful in increasing the progress of boys, which is now much better than that of boys nationally. This has been achieved through slight tweaks to the resources that teachers use and a curriculum that boys find stimulating.
- Leaders ensure that all pupils have access to a rich curriculum. Pupils are well placed and supported to make the choices that are right for them, leading to the next successful steps in their education. Visits and visitors to school give pupils opportunities to make meaningful links between the curriculum and their own lives.

- The leader of the EYFS provides dynamic leadership and ensures that the provision is a warm, supportive and caring environment where children make rapid progress.

2.3 School Improvement Strategies - Even better if...

...senior leaders empowered teachers and teaching and learning assistants to reflect, research and implement strategies that will ensure the effective deployment of additional adults.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The school has introduced a new feedback and assessment policy. Work in pupils' books illustrates effective teacher feedback. This new approach to feedback has helped to reduce teachers' workload.

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

- The high quality of teaching and support is epitomised by the consistency of pupils' excellent attitudes and engagement in their learning. Pupils respond well to the high expectations and challenge provided by teachers. Throughout the review, whether during lesson observations or scrutiny of pupils' books, there was evidence of high-level challenge for all pupils.
- The school's values support pupils to develop very positive behaviours for learning. Teachers foster warm and professional relationships with pupils. From a very young age, pupils show respect for adults and for other pupils by paying attention and taking care with their work.
- There is a rich diversity in the type of activities used to develop learning. For example, a variety of games are used in literacy and in mathematics.
- Clear and established routines enable lessons to run smoothly. The brisk transitions between different classroom activities make the most of learning time. Classrooms are exciting and vibrant, yet calm and purposeful.
- Teachers have a strong command of their subject. They give clear

explanations and often model what they expect from pupils. Teachers provide detailed guidance on what good work looks like.

- Questioning is used consistently well by teachers who know that to probe pupils' preconceptions and test their prior knowledge is part of what motivates pupils. Teachers' questioning is precise. It encourages pupils to think for themselves, to reason and to solve problems.
- The culture of reading and writing is nurtured throughout the curriculum. Teachers routinely promote pupils' literacy skills, boosting their use of technical vocabulary. Pupils enjoy reading for fun, immersing themselves in fictional worlds and also taking opportunities to enhance their subject knowledge.
- The use of assessment is a key characteristic of the best teaching. Staff ensure that pupils' work builds on prior learning. Teachers make it abundantly clear to pupils what they will learn and how their learning will develop over the course of the lesson.
- Staff understand the needs of disadvantaged pupils very well. The support and intervention work provided for these pupils enables them to play a full and active part in all learning activities. Teachers often target specific questions towards these pupils. Disadvantaged pupils are given strong support to improve their writing. Teachers offer these pupils precise feedback on their work, which helps them to improve.

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

...teachers and teaching and learning assistants worked together consistently to ensure pupil progress in all parts of the lessons.

4. Outcomes for Pupils

- Pupils continue to make exceptional progress at Emmanuel Church of England Primary School. Pupils' work in books shows that they are making impressive progress across each key stage. The development of key literacy skills is a particular strength.
- In 2018, the proportion of children achieving a good level of development was above the national average. Most children make rapid progress during their time in the EYFS. The teaching of phonics is outstanding, and children use a

wide range of strategies to support themselves in their early reading. Children apply their phonics sounds in their early writing and, by the end of the Reception Year, pupils are able to write confidently in sentences.

- Pupils continue to make strong progress during Key Stage 1. In 2018, the proportion of pupils achieving the Year 1 phonics national screening check benchmark was well above the national average.
- In 2018, the proportion of pupils achieving the expected standard in reading, writing and in mathematics was above the national average by the end of Key Stage 1; as was the proportion of pupils achieving greater depth in all three areas.
- Pupils do very well across Key Stage 2. In 2018, the proportion of pupils achieving the expected standard in reading, writing and in mathematics was above the national average, as was the proportion of pupils reaching the higher standard in all areas. Pupils' scaled scores in reading and in mathematics were well above the national average.
- The complex needs of pupils who have an EHCP are addressed very well. Productive partnerships with external agencies, such as speech and language therapy, ensure pupils receive the best support possible.
- Pupils achieve highly across the wider curriculum. The school's pursuit of excellence in all subjects ensures that pupils' learning across the wider curriculum is outstanding. Specialist teaching is having a major influence on pupils' progress in many subjects. Nearly all pupils are able to play a musical instrument by the time they leave Emmanuel.
- Oracy underpins all learning and pupils are encouraged to think about what they are learning. The culture of reading and writing in the school is nurtured throughout the curriculum. Teachers routinely promote pupils' literacy, boosting their use of technical vocabulary. Pupils enjoy reading for fun, immersing themselves in fictional worlds.
- Pupils productively draft and revise their writing. This has enabled pupils to make strong progress in their writing and to reach high standards. Structured and purposeful teaching of writing consistently makes strong links between the teaching of grammar and pupils' independent writing.

5. Area of Excellence

Developing a rich curriculum in the EYFS

Accredited

5.1 Why has this area been identified as a strength?

This area was identified as high-quality provision by the previous Challenge Partners review. Provision and resources, both indoors and in the outdoor space, are of a very high quality. Innovative use of space enables children to engage in a wealth of fascinating activities that capture their imagination and enthusiasm. There is outstanding teaching and learning based on a stimulating and inspiring curriculum.

Emmanuel has a mixed intake of children with often complex special needs, dual language and a high number of previously looked-after children. Children achieve a high level of attainment across all areas of learning by the end of the Reception Year. Teachers focus on providing opportunities for children to develop confidence in speaking and listening. Children quickly develop their questioning and research skills. The school works closely with a cluster of six schools to moderate, support and challenge one another. The school is part of the Camden Learning EYFS Hub.

5.2 What actions has the school taken to establish expertise in this area?

For the last three years, the school has worked collaboratively with the local cluster of schools. This has included cross-moderation, which has provided staff with a confidence that they are assessing children correctly. As part of the school's own great practice, staff have planned and delivered open sessions for EYFS teachers within the cluster and across Camden on how to develop a rich learning environment. The EYFS leader is part of the Camden Learning EYFS Hub and continues to work with a variety of schools in the borough and beyond on research projects.

5.3 What evidence is there of the impact on pupils' outcomes?

There is a three-year trend of the good level of development benchmark being above the national average. Communication and language is a particular strength and is consistently well-above national levels. Provision for personal, social and emotional development across the EYFS is extremely strong, with excellent outcomes. Children's understanding of the world is consistently above national benchmarks. Boys' writing has been dramatically improved by giving the creative arts much more of a literacy focus.

5.4 What is the name, job title and email address of the staff lead in this area?

Aga Przybylska

Title: EYFS Leader

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

Following discussion with the headteacher, school leaders would like to reflect further about what support they might like.

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.