



Emmanuel Church of England Primary School



Statutory Inspection of Anglican and Methodist Schools

Inspection Report

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| School address | 152-158 Mill Lane West Hampstead NW6 1TF |
| Executive Headteacher | Mrs Sheila McCalla Gordon |
| Type of School | Primary |
| Status | Voluntary Aided |
| Unique Reference Number | 100030 |
| Diocese | London |
| Local Authority | London Borough of Camden |
| Date of last inspection | July 2007 |

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| Inspection date | 13 th June 2013 |
| National Society Inspector | Gladys Vendy (NS 299) |

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

Context

Emmanuel School is an expanding and oversubscribed half form entry school with two reception classes. The school moved into a new state of the art building six months ago. The background of the pupils reflects the diverse and culturally mixed community. An above average number of pupils speak English as an additional language, an average number are eligible for free school meals and a below average number of children have special educational needs or learning disabilities. The majority of pupils are from practising Christian families. The school has been in a soft federation since 2009. This is to end shortly but the two schools involved will remain in partnership.

The distinctiveness and effectiveness of Emmanuel School as a Church of England school are outstanding.

The outworking of the school mission statement 'to always treat others as you like them to treat you' is demonstrated both in the harmonious school community of children, staff, parents and governors and the wider local community in which the school plays an effective part.

Established strengths

- The strong and committed Christian leadership and management promote the inclusive nature of the school that values all children and their families in a warm, safe and welcoming environment.
- The provision of high quality worship and the outstanding teaching of Religious Education contribute to a well-developed understanding and enjoyment of the Christian faith and respect for other faith traditions.
- The close and supportive links with the church and the clergy underpins the Christian ethos and nurtures the aims of the school impacting positively upon the spiritual and moral development of the whole school community.

Focus for development

There are no significant areas for development

The school through its distinctive Christian character is outstanding at meeting the needs of all learners

The very clear mission statement based on the Biblical quotation 'always treat others as you like them to treat you' binds the school community. All documentation is prefaced with an overarching statement about building on the Christian ethos. Along with the slogan 'together everyone achieves more' (T.E.A.M.) Christian values are embedded in the life of the school making a significant impact upon the academic success and personal development and well-being of the pupils. Children start school with skills that are broadly in line with national expectations. They achieve exceptionally well and at the end of Key Stage Two are well above the national average. Assessment and tracking procedures which monitor attainment are robust. Intervention and support strategies ensure that there are no significant gaps between groups of pupils. The rich, cross-curricular and creative curriculum is constantly evolving and is strengthened through a wide range of extra-curricular activities which enhance pupils' spiritual, moral, social and cultural development. Attendance is above average because it is carefully monitored and positive relationships are encouraged. Behaviour of pupils which is based on the Christian values of compassion and forgiveness is exemplary. Parents and children say 'we are like a family – we care for each other.' Members of staff refer to the T.E.A.M. ethos and collegiality that supports each other. They lead the house system based on the patron saints of the United Kingdom where younger children mix with the older ones. One parent spoke gratefully of how children are friends with those in other age groups as well as their peers. Children are given many opportunities to develop responsibility, through the buddy system, the school council and eco teams. The school holds the UNICEF award for a Rights Respecting School and has recently been given the local authority award for inclusiveness. Discussions with children and parents confirmed that they feel safe and secure in school. The school enjoys the support of Emmanuel church and a significant number of families attend worship on a Sunday. The Vicar who is a visible presence in the school playground before and after school plays a key role in the life of the school. Strong links with other church schools and partnerships

with local businesses promote community cohesion. The pupils' global awareness is developed through links with a church school in Sierra Leone where members of staff have worked as well as with a school in Madrid. The outstanding teaching of Religious Education with a strong focus on learning from religion not only develops pupils' respect for those of other faiths but also makes a distinctive contribution to the Christian character of the school.

The impact of collective worship on the school community is outstanding

Worship is planned with attention to detail and is distinctively Christian. It is central to the life of the school and has a clear liturgical shape reflecting the Anglican tradition. The worship policy emphasises the principles of worship which include time for prayer and reflection. Themes are planned in line with the Christian calendar by the Vicar and the collective worship co-ordinator. There is a well-established pattern of weekly worship which includes the whole school attending the celebration of the Eucharist in church. A significant number of children are confirmed alongside others from the parish including parents. This is a tangible demonstration of the impact that worship in school makes to the lives of the community. The school attends church on Sundays for community events such as Harvest etc. In the observed act of worship children came into the church quietly and behaved reverently listening to the piano music. They showed a good understanding about liturgical colours as the feast of St Barnabas was celebrated. Children were actively involved in the worship, leading the singing with actions (and singing a hymn in Spanish), reading the lessons and the prayers which they had written and joining in the responses. The service was enhanced by clear teaching, opportunities for reflection, exuberant joyfulness and the 'sending out' prayer. Parents, toddlers and governors also attended. In addition to those receiving communion children from a different class each week are able to receive a blessing. Children develop their understanding of a Trinitarian God through the passage of the Christian year, releasing balloons on the Green outside the church on Ascension Day. Acts of worship are always recorded and evaluated. The views of children and staff are sought about worship and this has led to a direct input into the worship themes by the children. Prayer is an integral part of school life with prayers said in the classroom at the beginning and end of the day and at lunchtime. The school and church work in mutual harmony to support each other. The provision of high quality collective worship makes an important contribution to the spiritual development of the community.

The effectiveness of Religious Education is outstanding

The teaching of Religious Education (RE) is given a high priority in school and considered as the fourth core subject. The Solihull scheme of work which is predominantly Christian in content is used on a two year cycle that takes account of the split age group classes. Children's learning about other world faiths is built up through a spiral approach. The energy and enthusiasm of the RE co-ordinator makes a strong contribution to the high standards achieved which are in line with other core subjects. Formal assessment following each unit of work is properly recorded and individual progress is tracked across the school. RE is very well monitored. Planning is carefully scrutinised. Lesson observations are carried out by the Senior Leadership Team and show that the quality of teaching and learning is often outstanding. Written work is recorded in the pupils' writing books so that the high standard expected in all subjects is maintained. Other RE work is kept in the class 'floor' books that contain a variety of visual evidence. An RE portfolio is a showcase for the subject which includes examples of planning, records of events which impact upon the Christian distinctiveness of the school as well as work samples and photographs. The RE action plan points to non-negotiable issues such as daily prayer, planning, assessment and the RE learning environment. A learning walk through the school confirmed that the quality of learning and teaching was outstanding. All lessons showed enthusiastic teachers who had strong and secure subject knowledge. Children in the Reception classes could express the Christian value of love and enjoyed their role play in the life size Noah's Ark. Very good cross curricular planning ensures creativity and helps children understand the relationship of their learning with the wider world. For example children learning about the ten commandments were able to link these with the Torah, school rules and their responsibilities as a Rights Respecting school. Teachers used a wide range of teaching strategies to enthuse the children and bring the subject alive such as when children were learning about The Bible and became Bible detectives. Very good use was made of resources and challenging questions were asked. Pupils showed very good prior knowledge not only about Christianity but also about other faith traditions. In an older class pupils learning about Haj were able to talk fluently about the six pillars of Islam. In all lessons children made very good progress. There was a good balance between learning about and learning from religion.

The effectiveness of the leadership and management of the school as a church school are outstanding

The Executive Head Teacher has a very clear Christian vision for the ethos of the school which underpins the decision making process. This is confidently articulated and effectively shared with members of staff, the Governing Body and the school community. She is ably supported by the Head of School and the clergy. The cohesive group of Governors who are highly ambitious and aspirational for the school have a very good working knowledge and visit the school frequently throughout the year. Policies are revised by looking for the outworking of the school mission statement. The Foundation Governors permeate the school's leadership with the inclusive values to which all adhere by showing infinite respect to the children and all in the school community. This led to the school offering extra places in the bulge class to those in the immediate community by revising the admission policy. Collective Worship and RE is formally reported to the Governors through the Standards and Human Resources committee as a standing agenda item. The Governors regularly and accurately monitor the distinctive nature of the school as a church school through their participation in self-evaluation and development planning. Appointments of staff include assessing the willingness of candidates to support the Christian ethos. The T.E.A.M. ethos and staff code of conduct means that information is shared and professional development is well promoted. Views of all groups are taken into account through regular surveys and acted upon as appropriate. The Parents' and Friends' Association provides very good social support and contributes to fund-raising. One parent remarked 'this is a very happy and forward looking school that is a vital part of the community'. The school is very well supported by the Diocese. The school has benefitted from the soft federation and a local consortium of Anglican church schools. The leadership and management have ensured that the opportunities gained by the move to new premises have included high quality displays, designated reflection areas and religious artefacts including a cross made in Taize – one child was heard to observe 'Jesus has taken over the school'. The judgement of outstanding in the previous denominational inspection has been exceeded. The reputation of the school as a distinctive and effective Church of England school is well deserved.

SIAS report, Emmanuel C of E Primary School, London NW6 1TF. 13th June 2013.



Judgement Recording Form (NSJRF)



Name of School: Emmanuel Church of England Primary School
Address: 152-158 Mill Lane, West Hampstead, NW6 1TF

Date of inspection: 13th June 2013
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 117
URN Number: 100030
NS Inspector's Number: 299

Rating 1-4*

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| How distinctive and effective is the school as a Church school? | 1 |
| How well does the school, through its distinctive Christian character, meet the needs of all learners? | 1 |
| What is the impact of collective worship on the school community? | 1 |
| How effective is the religious education? | 1 |
| How effective are the leadership and management of the school, as a church school? | 1 |
| The school meets the statutory requirement for collective acts of worship | Yes |
| The school meets the statutory requirement for religious education | Yes |

* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate