

Emmanuel Community School

The Drive, Walthamstow, London, E17 3BN

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Outstanding leadership by the headteacher, leaders and governors has established a good school within a short time.
- Pupils make good progress from starting points which are often well below those typically found. Progress is improving rapidly as a result of the good teaching pupils receive.
- Teaching is good because staff have high expectations and activities offer effective challenge for pupils to develop their understanding and skills.
- Provision for pupils' spiritual, moral, social and cultural development is excellent. It is embedded in the subjects taught and in the ethos of the school.
- The school takes great care to ensure pupils' safety. Parents and carers confirm this view.
- The school is a caring and nurturing place in which pupils behave well and get on well with each other. Pupils and adults care for and respect each other.
- The headteacher and the governing body are very ambitious for the school and have secured sustainable improvements in teaching and achievement over the last two years.
- There is a clear vision for further improvement and a strong determination to bring this about. Plans for improvement are well thought out and carefully monitored. They are reviewed and adjusted as the school succeeds.

It is not yet an outstanding school because

- Teachers do not always give pupils the opportunity to respond to feedback on how to improve their work.
- Some teachers do not make sure that pupils use their learning targets to improve their work.

Information about this inspection

- The inspector observed eight lessons or part-lessons. The majority of observations were jointly undertaken with the headteacher.
- The inspector looked at pupils' workbooks in lessons as well as talking with pupils about their learning.
- The inspector held discussions with senior leaders, other groups of staff, two members of the Emmanuel School's Trust and the Chair of the Governing Body.
- Parents' and carers' views were taken into account through a meeting with them held on the second day of the inspection, the 17 responses to the Ofsted online survey (Parent View), and informal discussions with parents and carers in the playground.
- The inspector scrutinised a range of documents, including: the school's self-evaluation, development and action plans, documents relating to safeguarding, information about pupils' progress, the governing body minutes, and records of behaviour and incidents. The inspector also looked at the school's website, and records of the monitoring and evaluation of the quality of teaching and learning.
- The inspector examined anonymised documents about the management of staff performance.
- The 16 responses to a staff questionnaire were taken into account.

Inspection team

Kekshan Salaria, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Emmanuel Community School opened as a new, free school in September 2012. Currently, there are two classes, providing education for children in a Reception class and pupils in Year 1. The school has a Christian ethos and is designated as a school of religious character.
- The pupils come from a wide range of cultural and ethnic heritages. The proportion of pupils from minority ethnic groups is greater than the national average, as is the proportion of pupils who speak English as an additional language, many of whom are at a very early stage of learning English.
- The school's first year was spent at its temporary site. In September 2013, it moved to its permanent site, a one-form entry primary school building in the heart of Walthamstow.
- The headteacher took up his post in April 2012, one term before the school opened to pupils.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and children of service families) is above average.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is below average, as is the proportion supported at school action plus. The proportion of pupils with a statement of special educational needs is above the national average.
- The school does not use any alternative provision for pupils.

What does the school need to do to improve further?

- Ensure teaching increasingly matches the best in the school, so that teaching and achievement move from good to outstanding, particularly with respect to:
 - making sure that pupils respond to specific feedback on how to improve their work
 - ensuring that pupils use their learning targets more effectively in improving their work.

Inspection judgements

The achievement of pupils

is good

- The majority of children start the Reception class with skills which are well below the levels typical for their age. Many have not had access to pre-school settings, but they settle quickly, become familiar with routines and develop confidence because of the strong links developed with parents and carers.
- The outside area provides a stimulating and challenging environment for children to develop role play, as well as lots of opportunities to find out about the natural world. This contributes exceptionally well to developing children's physical skills, their awareness of being safe, and their writing skills.
- Pupils learn phonics (linking letters with the sounds they make) daily in small groups, and by the time they reach Year 1, they are at expected levels for their age. The workbooks from the Reception class and Year 1 show good, and sometimes very good, progress overall.
- By the end of the Early Years Foundation Stage in 2013, the percentage of children entering Year 1 with a good level of development was 50%, which was average. In 2014, this has increased to 59%, which is above the average. Children are well prepared for Year 1.
- In Year 1, pupils continue to make good progress in reading, writing and mathematics as a result of consistently effective teaching and excellent systems to check on individual progress. Any pupils identified as struggling are immediately helped to catch up.
- School leaders have planned carefully for the use of additional funding. Consequently, by the end of Reception in 2013, the majority of eligible children were working at a similar level to their peers in all areas.
- Disabled pupils and those with special educational needs are sensitively supported so that they, too, make good progress. Those at the early stages of learning to speak English are helped to learn key words so they can communicate what they need. The good support by adults and the way other pupils help them means their progress is often rapid.
- Pupils' progress is tracked carefully, and, if it shows signs of slowing, additional support is put in place. This enables pupils to catch up and make good progress.
- Good links with parents and carers, and the sharing of learning between home and school, mean that pupils have positive attitudes towards learning. Parents and carers are very pleased with the progress their children make, and the confidence they develop.

The quality of teaching

is good

- As a result of good teaching, pupils learn quickly and make rapid progress. This is because lessons are varied and interesting, with activities presented in imaginative ways. For example, Year 1 pupils enjoyed a sleepover at the school in the spring term. This event helped pupils to develop their independence, self-confidence and provided a focus for their writing.
- Early reading skills are taught well because adults receive specific training on what best practice looks like. As one parent commented, 'The style of teaching in this school accommodates individuals.'
- Teachers and other adults take careful note of what pupils have learnt. This information is collected carefully in each pupil's 'Learning Journey', together with examples of work.. Parents and carers value this record of their child's development.
- Teachers plan together and common threads in lessons can be seen across the two classes. This maintains high expectations and helps pupils to collaborate outside lessons..
- Staff take every opportunity to reinforce learning and use questioning well. This ensures that pupils are consistently challenged. It also helps pupils to organise their thoughts and formulate sentences.

- The teaching of writing is particularly effective. Teachers create many opportunities for pupils to write at length during literacy lessons and through other subjects. Themes and topics are chosen to capture and promote the interests of pupils. Pupils often see adults modelling writing; writing equipment is readily available for role-play activities.
- Classrooms are stimulating and attractive, with plenty of displays and resources to support pupils' literacy and mathematics skills. Pupils readily use the displays to remind them what they need to remember, or to help them answer the teachers' questions.
- Teaching assistants play a valuable role in pupils' learning. High-quality training enables them to offer support and specific programmes of work to meet the needs of individuals and small groups. They know the pupils well and play an effective role in helping them to develop social skills as they teach them playground games.
- Work in pupils' books is marked regularly and teachers' comments indicate the next steps pupils need to take. However, not all teachers make sure their feedback comments are consistently used by pupils to improve their work.
- Parents and carers commented positively on their children's enjoyment of school. Positive relationships between staff and pupils help to keep the pupils focused and support their positive attitudes to learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and respectful and proud of their school. They are keen to apply the skills they have already learnt and to explore new topics. A group of parents and carers interviewed during the inspection commented that their children were eager to share with them the exciting events of the school day.
- Praise and encouragement successfully motivate pupils so that the majority work hard and want to do well. Pupils are keen to participate in discussion or to answer questions.
- The school's values are regularly shared in assemblies and class activities, and are prominently displayed around the school. Every week, pupils from each class receive a 'Values Certificate' in a celebration assembly. This encourages pupils to exemplify the qualities the school promotes.
- Pupils have very positive attitudes and enjoy school life. They are a delight to talk to. Pupils who met with an inspector were unanimous in confirming the school is a very friendly place. One pupil summed this up, 'It is fabulous in our playground.'
- The school's work to keep pupils safe and secure is outstanding. All parents and carers spoken to during the inspection, and those responding to Parent View, confirmed that pupils feel safe and looked after well. Pupils who met with the inspector were also in no doubt that this is the case.
- Pupils say they feel safe at school. They know that the adults in school will help them to sort out any problems that arise. They act responsibly on the playground, where they are well supervised.
- Attendance is broadly average and improving. The work of the Community Liaison Officer has been instrumental in ensuring pupils attend daily and on time.

The leadership and management are outstanding

The headteacher provides clear strategic direction. He knows what the school does well and what needs to improve. The senior team of the headteacher, Early Years Foundation Stage leader, and the Trust Director of Education work especially well together. They have skills and expertise which complement each other. This strong partnership has secured significant improvements in a short time.

- The school is supported very ably by the governing body, which plays a crucial role in leading the strategic overview.

- Performance management targets for teaching and learning are sufficiently sharp. Senior leaders are robust in holding teachers to account for the progress made by their pupils.
- Opportunities for spiritual, moral, social and cultural learning are many and varied. Pupils participate actively in the school and local community. There are plenty of opportunities to enjoy and take part in sports, music and the arts. The rich cultural heritage of the community is celebrated and used to enhance pupils' learning, behaviour and attitudes. An international food event, for example, reflected the diversity of the school and was very well attended.
- The range of subjects offered by the school is very well organised to capture pupils' interests. It ensures that pupils have very well-developed key basic skills with a strong focus on creativity and using the outdoor environment to enhance learning.
- Effective and innovative use of information and communication technology is embedded in school practice. For example, children in the Reception class routinely use the interactive white-board.
- Primary sports funding has been used to extend the number of physical activities on offer to pupils. This is having a positive impact on their health and well-being.
- Safeguarding procedures meet requirements. Systems to record concerns, and any actions taken, are extremely robust and followed up regularly by the relevant members of staff.
- **The governance of the school:**
 - Governors are experienced and knowledgeable. They make very good use of their expertise to provide support and challenge for the school. They are involved in monitoring and evaluating the school's work and setting priorities for improvement. They have been instrumental in developing leadership skills in pupils and staff. For example, they have made links between the school council and the governing body, allocating leadership responsibilities to a variety of its pupils, such as eco-warriors. They have ensured that the skills of teaching assistants have been developed effectively so that they now lead intervention groups.
 - Governors are well trained and help to ensure that children are kept safe. Governors hold the school to account for ensuring that additional funding is spent wisely and are rigorous in ensuring that this spending gives good value for money. They are knowledgeable about the school's performance data, the quality of teaching and how teachers' performance is managed and linked to salary rewards.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138258
Local authority	Waltham Forest
Inspection number	430672

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Free School
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Reverend Anthony Hodgkinson
Headteacher	Peter Lewis
Date of previous school inspection	Not previously inspected
Telephone number	020 8520 0775
Fax number	NA
Email address	admin@emmanuelcommunityschool.co.uk

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