

Inspection of a good school: Emmanuel Church of England Primary School

152–158 Mill Lane, West Hampstead, London NW6 1TF

Inspection dates:

16 and 17 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Emmanuel School is a community where pupils are nurtured to develop their full potential. Beginning in early years, children are taught to respect others and to value their uniqueness. This helps pupils across the school show empathy and consideration for others. As a result, bullying rarely happens. Pupils are taught to stay safe, including when online. Pupils know adults can be trusted to resolve any issues that might occur. As a result, pupils feel safe and are kept safe.

Pupils enjoy sharing their talents and developing new interests by accessing a range of clubs, including musical theatre, art, chess and netball. Pupils eagerly self-edit the school's newspaper, the 'Emmanuel Express'. All pupils in Years 5 and 6 learn to play a brass instrument as part of an ensemble. This encourages pupils to work together and advance their musicality further.

Pupils learn an ambitious and well-designed curriculum that aligns with what is expected nationally. Leaders have high expectations of pupils and encourage them to reach their academic goals. As a result, pupils produce work of very high quality and achieve well across a range of subjects, including in national assessments.

What does the school do well and what does it need to do better?

Leaders ensure reading is a top priority. For example, each year, pupils have access to 40 texts, including familiar classics as well as modern and contemporary writing. Careful thought is given to how texts can be introduced and embedded across the curriculum so that pupils form positive reading habits. Children begin learning to read as soon as they start school. All staff are well-trained to implement the phonics programme with precision. Pupils use books that are matched closely to their reading knowledge. Assessment is used

effectively to identify any gaps and misconceptions. This means that specific sounds can be revisited and corrected. As a result, pupils keep up with the programme and become fluent readers.

Leaders have designed an ambitious and broad curriculum. In each subject, and areas of learning in early years, leaders have broken down what pupils need to know. This builds over time so that pupils are prepared to tackle more complex ideas. For example, in mathematics, children in early years develop their understanding of number. This is practised throughout the day, for instance when adding their names to 'ten frames' as they sign-in, and when counting pencils back into pots. As a result, older pupils are able to apply what they know to more complex problem-solving activities, working through possible solutions with confidence. Similarly, in geography, younger children explore the local area to better understand the habitats of the minibeasts they find on Hampstead Heath. Older pupils draw on this knowledge when contrasting the characteristics of urban and rural areas.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. Appropriate help is provided to ensure they can fully access the curriculum and wider opportunities. Regular training helps staff to make adjustments based on pupils' specific needs, where required. As a result, pupils with SEND participate fully in school life and achieve well from their different starting points.

Pupils' wider development is exceptional. The curriculum is designed to help pupils develop their social and moral understanding. For example, pupils are taught important concepts such as democracy through their votes for school councillors. Pupils take pride in these roles. They enjoy speaking about their achievements such as fundraising for the new playground facilities and contributions to a local children's hospital. Pupils are taught how to stay physically and mentally healthy. They readily help their peers to regulate feelings as well as volunteering as well-being champions, sharing their insights with younger pupils, staff and visitors.

Pupils' behaviour is excellent. Pupils are very motivated to come to school because they enjoy learning and being with their friends. As a result, attendance is high. Pupils focus on their learning in lessons. Pupils are motivated by the school rewards such as the first choice of playground activities and receiving the coveted 'house trophy' ribbons.

Governors fulfil their statutory duties and understand the school's strengths and areas of further development. They provide appropriate support and challenge to leaders. Staff feel their workload and well-being are carefully considered, including when changes are introduced. They particularly value the opportunities to develop professionally, including through access to national qualifications.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100030
Local authority	Camden
Inspection number	10323219
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair of governing body	Rob Marshall
Headteacher	Laura Hall (Executive Headteacher) Kate Roscoe (Head of School)
Website	www.emmanuel.camden.sch.uk
Dates of previous inspection	15 and 16 January 2019, under section 5 of the Education Act, 2005

Information about this school

- Since the previous inspection, an executive headteacher and head of school have been appointed. The executive headteacher is responsible for two other local schools.
- The school has a religious designation and is part of the Diocese of London. Its last section 48 inspection was in April 2018.
- The school has a second site located at 101 Mill Lane, West Hampstead, London, NW6 1TF. This site is currently used by children on roll in Nursery and Reception.
- The school currently does not use any alternative providers.
- The school runs its own breakfast and after-school clubs.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector held meetings with the executive headteacher, head of school, senior leaders, teachers and support staff.
- The lead inspector met with a group of governors, including the chair of the governing body. She also spoke with the Diocesan primary adviser and the local authority school improvement partner.
- The inspector carried out deep dives in these subjects: reading, computing and mathematics. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of documentation provided by leaders, including their priorities for improvement.
- The inspector considered the views of parents, pupils and staff through discussions and their responses to Ofsted's online surveys.

Inspection team

Matea Marcinko, lead inspector

His Majesty's Inspector

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