

Inspection of a good school: Mandeville Primary School

Oswald Street, Hackney, London E5 0BT

Inspection dates:

14 and 15 September 2022

Outcome

Mandeville Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a very happy school where pupils thrive socially, emotionally and academically. They love coming to Mandeville and are proud of their school. Parents and carers spoke with heartfelt emotion about the positive impact the school has had on their children and their families. As one parent put it, 'The school is brilliant, the teachers are incredible and my children feel inspired and supported there.'

Working relationships between adults and pupils are exceptionally strong. Leaders, staff, governors and pupils have created a culture of kindness, respect and high expectations across all aspects of school life. Pupils behave very well. They learn and play happily together. Pupils are confident that bullying is not accepted here. Adults sort out any issues or worries promptly.

Pupils are welcoming and taught to be tolerant of any differences between them. This is because leaders and staff model these values so very well. There is mutual respect between adults and pupils at this school.

Pupils enjoy the broad and interesting range of subjects on offer. Teachers know their pupils very well. Because of this, they adapt their teaching to make sure that every pupil achieves well and experiences success.

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

The curriculum is very well put together by subject specialists from across the federation. Leaders have made sure that the content of curriculum subjects is rich, ambitious and reflects pupils' backgrounds.

Leaders and staff focus on making sure that pupils recall knowledge over time. In history, for example, pupils confidently recall historical knowledge and develop a strong understanding of chronology. For instance, pupils talked with enthusiasm about their detailed knowledge of the ancient Egyptians and the Anglo-Saxons.

Support from leaders helps teachers to adapt learning to meet the needs of all pupils, including those with special educational needs and/or disabilities. As a result, all pupils are supported and learn very well. Teachers keep a careful check on pupils' learning so that they can quickly address any gaps or misunderstandings.

In the early years, leaders and staff design and adapt the learning environment so that it supports children to develop and extend their understanding. For example, right from the start children begin to develop their mathematics and knowledge of number. Teachers are skilled in enthusing children about their learning. For instance, after only a few days at school, children were confidently counting and recognising numbers while giggling at the teacher's 'puppet show'. Learning, both indoors and out, is planned carefully to support leaders' curriculum aims. However, because of building works and very recent staffing changes, the Nursery outdoor learning space is not as fully developed as the Reception area.

The carefully constructed mathematics curriculum is supplemented with a range of resources to help all pupils to learn well. For instance, teachers skilfully select visual and physical apparatus to adapt their teaching and to support pupils' understanding of new ideas. Similar adaptations are made in other subjects to promote pupils' progression through the curriculum.

Reading is given the highest priority. Because of strong and consistent phonics teaching, pupils develop confident knowledge of letters and sounds right from the start. They develop reading accuracy and fluency using books which match well to the sounds they are learning. Older pupils choose to spend their own time in the cosy, inviting library. Teachers carefully select books to read to pupils which relate to themes they are exploring across the curriculum. Pupils at Mandeville develop a genuine love of reading.

Pupils have incredibly positive attitudes to their learning. They cannot wait to talk about the knowledge they have and what they are currently learning. Pupils show great pride when they become 'subject ambassadors'. They share their knowledge and enthusiasm with their peers.

Leaders plan a rich curriculum which aims to enhance pupils' lives, inside and outside school. An example of this is the 'school of food'. Here, pupils grow food in the garden and then cook it in lessons related to the curriculum they are learning. For instance, pupils recently baked 'Anglo-Saxon' bread, revisiting and learning key historical facts while doing so. Pupils play sports, visit galleries and enter dance competitions, to name just a few of the opportunities on offer. Leaders describe these opportunities as a 'Mandeville entitlement'.

Staff make sure that pupils learn to respect differences between them. Children in the early years explore different family structures. Older pupils talk about equality issues with maturity and respect for each other.

The governing body has considerable expertise in education. Its members are part and parcel of the school community. They support and challenge leaders in equal measure, and care about ensuring that all are happy at school.

Staff, including early career teachers, feel proud and happy to work at the school. They feel very well supported by leaders and governors across the federation.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff fully understand their responsibilities in keeping pupils safe from harm. The governing body makes careful and regular checks related to safer recruitment.

Staff care deeply about pupils and are vigilant to signs that pupils might be vulnerable or in need of help. Leaders work closely with other professionals, including the local authority and social workers, to make sure that pupils and families get the services and support they need.

Pupils are taught about potential risks to their safety. For example, they learn about the risks related to online safety, social media and gang involvement.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders need to continue their existing work to ensure that all aspects of the Nursery provision promote children's development across all areas of learning effectively.

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 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100261
Local authority	Hackney
Inspection number	10211175
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Gillian Brady
Headteacher	Louise Nichols (Executive Headteacher) Marc Thompson (Headteacher)
Website	www.mandeville.hackney.sch.uk
Date of previous inspection	17 January 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the LEAP Federation, which consists of three schools.
- Since the time of the previous inspection, the school has opened its provision for two-year-olds.
- Leaders make use of one alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the executive headteacher, the headteacher, governors and other leaders.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their

learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.

- The inspector checked the single central record of staff suitability checks. She met with leaders responsible for safeguarding, and spoke to staff and pupils about the school's safeguarding arrangements and other aspects of the school's work.
- The inspector reviewed the responses to Ofsted Parent View.

Inspection team

Ruth Dollner, lead inspector

His Majesty's Inspector

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