

Mandeville Primary School

Oswald Street, London, E5 0BT

Inspection dates 2–3 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The outstanding leadership of the executive principal and the head of the school is resulting in rapid and sustained improvement in teaching and progress. They are not complacent and know that they must continue to raise achievement further; a view that is strongly supported by knowledgeable and effective governors and by all staff.
- Pupils' achievement is good. After an excellent start in the Nursery and Reception classes pupils now make at least good progress across the school to achieve standards that are broadly average.
- Standards in reading are rising because it is well taught and pupils enjoy reading for pleasure.
- Very effective staff training and management of staff performance are ensuring that the quality of teaching is improving and is now good, with an increasing proportion that is outstanding.
- The marking of pupils' work and the feedback that pupils are given are of a high standard and ensure that pupils know how to improve further.
- The school is a friendly, welcoming place where pupils enjoy their learning and feel safe. They are proud of their school. As one pupils said, 'This is a great place to learn.'
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils enjoy many interesting opportunities which enrich their experience in school.
- The school benefits from being part of the federation. The sharing of expertise has helped to improve the quality of teaching and learning.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough. Consequently, not all pupils make the rapid progress or achieve the higher levels of which they are capable.
- Teachers do not always set work that challenges the more-able pupils or provide opportunities to take responsibility for their own learning.

Information about this inspection

- Inspectors observed teaching in all classes, visiting 22 lessons or parts of lessons. Four of these were jointly observed with senior leaders.
- Inspectors heard pupils read and looked at samples of pupils' work.
- There were not enough responses to the on-line Parent View questionnaire to be examined, but inspectors took account of a recent school questionnaire for parents and talked to parents in the playground. They also took into account the outcomes of the staff questionnaire.
- Discussions were held with representatives from the local authority's advisory service, the Chair of the Governing Body and members of the school staff.
- Inspectors examined pupils' progress data and other school documentation, including safeguarding information.
- A formal discussion was held with a group of pupils and inspectors also talked to pupils at break and lunchtimes as well as in lessons.

Inspection team

Barbara Firth, Lead inspector	Additional Inspector
Olson Davis	Additional Inspector
Avtar Sherri	Additional Inspector

Full report

Information about this school

- Mandeville Primary School is part of a five-school federation and is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average, with the largest group represented being of Black African heritage. Just over half of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special education needs is also above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is well above that of similar schools nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has experienced changes in staffing in the last year and there are currently seven newly qualified teachers on the teaching staff.

What does the school need to do to improve further?

- Improve teaching so that a greater proportion is consistently outstanding by ensuring that:
 - teachers always plan activities that are demanding and challenging to stretch all pupils, especially the more able
 - pupils have more opportunities to take responsibility for their own learning during lessons.
- Ensure that a greater proportion of more-able pupils reach the higher levels in reading, writing and mathematics, particularly in Key Stage 1.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with knowledge and skills that are well below those typical for their age. They have a very good start in the Early Years Foundation Stage because they are very well taught and, by Year 1, standards are above national averages.
- In 2012, pupils in Key Stage 1 made slower progress, especially in Year 2, to achieve broadly average standards in reading, writing and mathematics. This is, however, an improvement on previous years where standards have been well below the national average, especially in writing.
- Although an increasing number of pupils are reaching higher levels in all subjects at the end of both key stages, the proportion is not yet high enough at the end of Key Stage 1, and by the time pupils leave Year 2 it is just in line with the national average.
- Attainment at the end of Key Stage 2 is improving and, in 2012, Year 6 pupils made outstanding progress across the key stage to achieve standards that are broadly average in English and above average in mathematics. Almost all of them made expected progress and the proportion of pupils making better than expected progress was above the national average.
- Progress for other year groups was slower in 2012, with most making expected progress. However, pupils made less than expected progress in Years 1, 2 and 3 in mathematics and in Year 1 in reading. School data show that currently, with the exception of Years 3 and 4 in mathematics where progress is as expected, pupils are now making at least good progress.
- The achievement of pupils in reading is improving across the school. In 2012, pupils at the end of both key stages achieved standards that are broadly average. Pupils enjoy reading, showing confidence and enthusiasm. Younger pupils are able to link letters to the sounds they make, and make reasonable attempts at unknown words. As a consequence of good and well-focused strategies, pupils who did not attain the expected standard in the government's phonic screening check in 2012 at age six have made good progress and are on track to attain at least average standards at the end of Year 2.
- Disabled pupils, those who have special educational needs and those who speak English as an additional language achieve at least as well as their peers and many make outstanding progress as a result of the very good support they are given.
- Year 6 pupils eligible for the pupil premium made outstanding progress in 2012 and achieved as well as their peers nationally in both English and mathematics. In English they do better than their peers in school and as measured by average point scores they were approximately seven months ahead; whereas, in mathematics, they were approximately five months behind.

The quality of teaching is good

- The quality of teaching is improving over time and now most teaching is good and increasingly outstanding. As a consequence, all groups of pupils and in all years are currently making at least good progress.
- In the Nursery and Reception classes, staff carefully plan interesting activities to cover all areas of the Early Years Foundation Stage curriculum. Children have good opportunities to choose for themselves, which help them to become independent and also experience well-planned adult-led activities. Lots of emphasis on stories and good work on linking sounds and letters develop children's interest in reading well. Similarly, number games, puzzles and practical activities are used well to develop their mathematical knowledge.
- Routines are well established and teachers manage their classrooms very well ensuring that they promote a positive attitude to behaviour and learning. As a result, pupils respond well to their teachers and other adults and are engaged with their learning. However, when the task is not challenging enough, the pace of learning slows and pupils do not make the progress they are capable of.
- Pupils respond well to practical approaches to learning and working with their learning partners

which enable them to make good, and sometimes outstanding, progress.

- In some lessons pupils make less progress. Sometimes this is because the work set by teachers is too easy and does not provide enough challenge or there is not enough opportunity for pupils to take responsibility for their own learning. Questioning is, however, used well to test pupils' understanding and move pupils onto the next steps in learning; the focus on subject-specific words at the start of each lesson ensures that pupils can read and write more effectively about that particular subject.
- Marking and feedback are of a high quality. Teachers mark pupils' work frequently and in detail. They correct mistakes and provide guidance on how to improve or a question to challenge them further. Pupils are expected to respond to teachers' comments, which are in turn marked for accuracy and evidence of progress.
- Teaching assistants provide good support in lessons and in small groups. They have well developed skills overall and work particularly effectively with disabled pupils and those who have special educational needs.
- The school uses additional funding through the pupil premium to employ additional specialists to provide one-to-one tutoring and small group work to help targeted pupils with their English and mathematics. Teaching in these small groups is making sure that the pupils who need support are being helped to catch up.

The behaviour and safety of pupils are good

- This is a warm and welcoming school in which pupils feel safe and behave well. Pupils play and learn together in a very positive and happy atmosphere. They are friendly and courteous, with pupils from a variety of cultural backgrounds developing positive relationships with each other.
- Pupils, staff and most parents and carers agree that behaviour is typically good. They say that behaviour has improved in recent years and school records would support this view.
- The behaviour management system is very clear and used consistently by all staff. Pupils are very clear about the reward system used in school and respond very positively to the stickers that they receive in lessons and around the school for good behaviour.
- Pupils move around the school sensibly, and in lessons they collaborate very well and help each other with their learning. Occasionally, learning is slowed by a minority of pupils who become fidgety and distracted when tasks do not provide a sufficiently high level of challenge.
- After a period of below-average attendance, improved communication with parents and carers about their children's attendance has resulted in it being broadly average this year.
- Pupils are very clear about different types of bullying and know how to keep themselves safe. They have a strong awareness of cyber bullying and also know that racist and homophobic and other name calling is wrong. Pupils say that although there are few incidents of bullying, they know what to do if it happens and it is dealt with swiftly and effectively.
- Pupils have a voice in the school and are asked their opinions on a range of issues, especially those involving safety. They raise funds for charity and contribute to the school community in a variety of roles including the school council, being playground friends and eco-monitors.
- The school fosters good relationships, equality of opportunity and ensures that there is no discrimination.

The leadership and management are outstanding

- The executive headteacher and the head of the school strongly promote the vision of the federation where excellence is the norm. The excellent use of the opportunities offered by the federation to improve knowledge and skills of the staff and to raise expectation of what pupils can achieve, together with the improvements in recent years, indicates that they are well on the way to achieving this.

- Accurate checking and rigorous evaluation of the school's strengths and weaknesses have resulted in excellent action plans to improve the school. Leaders and managers have a good grasp of data about how well pupils are doing and they make sure that this information is shared and used by all teaching staff. Pupils are now doing much better than they were at the time of the previous inspection.
 - Senior leaders have developed a very robust and rigorous system to check the quality of teaching and provide excellent support to help teachers improve their practice so that overall teaching is improving rapidly. A formal system for setting targets for teachers has been established and the link between performance and pay progression is robust. Targets are linked directly to pupils' progress.
 - School leaders have high expectations of teacher's planning and marking, classroom organisation and the way pupils present their work. The behaviour policy is rigorously and consistently applied and has resulted in improved behaviour.
 - The school promotes pupils' spiritual, moral, social and cultural development extremely well. The curriculum is enriched by an excellent range of visits and activities that capture pupils' interest and there are good opportunities to practise their skills in literacy and numeracy.
 - The majority of parents who responded to the school's most recent questionnaire are positive about the school, as are those parents that inspectors spoke to in the playground. Increasingly, the school is finding ways to involve parents in their child's learning. For example, successful workshops have been held for parents to learn about how subjects are taught.
 - Safeguarding arrangements are met and key staff suitably trained.
 - The local authority recognises the high quality of leadership and management and provides light touch support.
 - **The governance of the school:**
 - Governors from the federation bring a wide range of relevant experience and skill to the school and keep themselves informed about how well the school is doing through regular focused visits. They are well informed about the quality of teaching and how pupils are progressing, including the progress of those pupils who are receiving the pupil premium funding. They ask challenging questions of the leadership team, for example about the impact of suggested changes on pupils' achievement and the impact of strategies on improving attendance. Governors set robust targets for the performance of the executive principal and help ensure that good decisions are made in allocating finances including the pupil premium and rewarding teachers appropriately for their work. All statutory arrangements with regard to safeguarding are securely in place.
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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	100261
Local authority	Hackney
Inspection number	422616

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair	Peter Passam
Headteacher	Executive Principal – Greg Wallace Emma Penzer
Date of previous school inspection	3–4 February 2010
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