

Hugh Myddelton Primary School

Myddelton Street, London EC1R 1YJ

Inspection dates

21–22 June 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an outstanding school

- Improvement since the previous inspection has been exceptional. Hugh Myddelton Primary is now a place where teaching is excellent and pupils make astonishingly strong progress from their starting points.
- The headteacher is an inspirational leader. Her outstanding leadership has driven forward remarkable changes that are fully embedded throughout the school. Parents, pupils and staff all say that the school is now an amazing place.
- The deputy headteachers and other leaders are extremely effective at what they do. Together with the headteacher, they have improved the quality of teaching in every year group. Teachers and teaching assistants are skilled and talented members of staff who ensure that all pupils make excellent progress, especially in reading, writing and mathematics.
- Pupils are exceptionally well prepared for each stage in their education. For the last two years, the attainment and progress of pupils at the end of Year 2 and Year 6 were well above the national average.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are exceptionally well supported. These pupils make the same excellent progress as other pupils throughout the school.
- The work of governors complements the leadership of the headteacher and senior staff. Governors know the school very well and make excellent use of their visits to the school to hold leaders to account for the quality of teaching and pupils' outcomes.
- Pupils' behaviour is impeccable. Staff are excellent role models for behaviour. In lessons and around the school, pupils display extremely positive attitudes to learning.
- The school's work to help pupils debate and discuss topics is very strong. Leaders provide excellent opportunities for pupils to speak, listen and share their ideas. The promotion of pupils' spiritual, moral, social and cultural development is exceptional.
- With outstanding leadership, excellent teaching and an exciting curriculum, it is no surprise that parents and pupils are so proud of their school. Pupils' attendance has improved and is now above the national average.
- Children make excellent progress in the early years. They have great fun and develop strong skills across all areas of learning in readiness for Year 1. Leaders acknowledge that, although improving, the outdoor environment in the Nursery is not as effective as in Reception, particularly in supporting children's physical development.

Full report

What does the school need to do to improve further?

- Further improve the outdoor provision in the Nursery, so that these children have the same excellent opportunities as those in the Reception classes, particularly in supporting their physical development.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspirational leadership of the headteacher has been the driving force behind the remarkable changes over the last two years. Together with her deputy headteachers, she has completely changed the culture and ethos of the school. All those who spoke with inspectors described the school as being a very different place from what it was a few years ago. Parents, staff and pupils all say that the headteacher has improved every aspect of the school for the better. Inspectors agree.
- Since her appointment, the headteacher has worked exceptionally hard to motivate and empower the staff team. In this, she has been highly successful. Among the leadership teams, there is a real sense of purpose, enthusiasm for improvement and commitment to giving each pupil exactly what they need to achieve highly.
- The deputy headteachers make an excellent team. Together, they support the headteacher's vision for high expectations and high standards. Their work to improve the quality of teaching in every year group has had an excellent impact. Leaders work closely with teachers and provide highly individualised support, feedback and monitoring that lead to continual improvements in the quality of teaching and learning.
- Middle leaders are extremely effective and their work has a direct impact on pupils' outcomes. These leaders work together in teams, with representation from each phase group in the school. This means that all pupils are considered carefully before any decisions are taken, for example about changes to the curriculum, planning or assessment. Together, the middle leaders have an excellent understanding of the school's priorities and the part they play in sustaining ongoing improvements to teaching and learning.
- The leadership of mathematics and English is particularly strong. Not only do these leaders oversee school-wide initiatives that have raised standards in the core subjects, they also work extremely closely with individual teachers to model excellent practice, reflect on teaching strategies and discuss the best interventions for pupils. These leaders are skilled practitioners who have an in-depth understanding of how pupils learn to read, write and develop their mathematical skills. This means that they are able to intervene where necessary to provide highly effective support to individuals and groups of pupils so that any pupils who are at risk of falling behind catch up quickly.
- The way in which all leaders, including middle leaders, monitor the quality of teaching, learning and assessment is a strength of the school. This shared approach means that all monitoring has a purpose. Leaders bring together evidence from pupils' books, evaluations of visits to lessons and information from assessments to check on the quality of teaching in every classroom. They use this information exceptionally well, and staff speak highly of the continuing professional development opportunities offered.
- The curriculum is very well planned so that all pupils develop the knowledge, skills and understanding to excel in a range of subjects. A high number of pupils achieve the highest greater depth standards in their writing as a result of an extremely well-thought-out curriculum. Opportunities to write and use mathematics in other curriculum subjects are very strong and the work in pupils' books provides good

examples of this. Humanities, the arts and technologies are led very effectively. The recent implementation of a 'STEM' room to support teachers in delivering high-quality science, technology, computing and mathematics is just one example of the high profile the wider curriculum has throughout the school.

- Through a range of interesting topics, pupils learn to make sense of the world around them and ask questions about mathematical, scientific and historical facts. Leaders have worked exceptionally hard to emphasise and develop pupils' thinking skills. This has been particularly successful in mathematics, where teachers plan very effectively to develop pupils' problem-solving skills. The school has recently been recognised and received national accreditation for its work in this field.
- The arts and music also shine as examples of the school's broad and balanced curriculum. Pupils delight in the many opportunities to express themselves musically and artistically. The use of a specialist music teacher, working alongside class teachers, has contributed to the excellent progress pupils make in this subject. The two school choirs enjoy opportunities to sing in public, and during the inspection, pupils performed ensembles in assembly of their recorder pieces. Pupils enjoy learning brass instruments, and children in the early years use percussion instruments to tell stories.
- The curriculum is very effectively enhanced by a wide range of enrichment activities for pupils to enjoy. Teachers and teaching assistants provide many opportunities for pupils to experience creative arts and sports during and beyond the school day. Educational visits are used throughout the year to take learning outside the classroom and broaden pupils' awareness of the world around them.
- Opportunities for pupils to develop skills in sport and physical education are strong. The school's use of the primary sports premium is very effective. Over the past year, the number of pupils taking part in sports clubs has almost doubled and the school's participation in sports competitions has improved significantly. The school's grounds are used superbly well by teachers and pupils, especially in physical education sessions. For example, pupils love the challenges set by staff to beat their times as they jump the hurdles in relays.
- The school's work to promote pupils' spiritual, moral, social and cultural development is exceptionally good. All aspects of the curriculum are underpinned by strong teaching of values. The school's personal, social, health and economic education programme ensures that pupils' knowledge and understanding of themselves and others is very strong. By the end of Year 6, pupils have a secure understanding of the importance of laws, the meaning of democracy and the importance of respect, tolerance and liberty.
- Leaders and teachers make excellent use of the additional pupil premium funding to support disadvantaged pupils. Highly focused pupil progress meetings ensure that leaders, teachers and teaching assistants have an in-depth knowledge of each pupil's needs, strengths and potential barriers to achieving highly. Excellent use of specialist teachers, additional lessons and in-class support means that these pupils achieve extremely well. Throughout the school, disadvantaged pupils make at least good, and often accelerated, progress in line with their peers.
- Pupils who have special educational needs and/or disabilities are very well supported. Leadership of this aspect of the school's work is strong and the support for these pupils in class is very effective. Leaders work closely with external professionals very well to ensure that pupils' needs are identified early and that the appropriate support is

provided where necessary. The special educational needs coordinator ensures that funding is well spent to enable these pupils to make accelerated progress.

- The local authority has worked effectively with the school since the previous inspection to monitor and support leaders' work. Rightly, other schools have seen the strong practice that exists at Hugh Myddelton and, over the past year, the school has worked very effectively with other primary schools, for example to moderate teachers' assessments of pupils' learning.
- Parents' views on the school's work are overwhelmingly positive. Many of the parents who spoke with inspectors, or who contributed their feedback to the online survey, spoke about the turbulence that led up to the previous inspection. Parents are delighted with the way in which the headteacher has turned the school around. Parents have nothing but wonderful things to say about the quality of teaching, care and support their children receive. As one parent said, 'Everything about this school is fantastic.'
- Every member of staff who completed the online survey said they are proud to be a member of the Hugh Myddelton team, and all agreed strongly that leaders have created a climate in which teachers are trusted to take risks and innovate in ways that are right for the pupils. As one member of staff said, 'It is a pleasure working at a school where every member of staff is driven to creating the best outcomes for all pupils.'

Governance of the school

- The impact of governors' work has improved significantly since the previous inspection. Governors are highly ambitious for the school and have extremely high expectations of themselves and leaders to maintain the very high standards across the school.
- Governors fulfil their statutory duties effectively. The chair of governors checks that the school's procedures for recruiting new members of staff are robust and meet requirements.
- Following the external review of governance after the previous inspection, the governing body was reconstituted. Additional committees were created and the work of link governors was overhauled.
- Governors work together very effectively and bring a range of skills to the school. Governors who have specific expertise in key aspects of the school's work, such as safeguarding, the use of pupil premium funding and the STEM curriculum, have worked very effectively alongside school leaders.
- Visits to the school are purposeful. Link governors make regular checks on their aspects of the school's work and find out for themselves how well pupils are achieving.
- The governing body action plan is thorough. It links closely to the school development plan. Since the previous inspection, the level of challenge provided by governors has improved significantly. In meetings, governors ask questions astutely to test out leaders' reports on pupils' progress and attainment.

Safeguarding

- The arrangements for safeguarding are effective. Governors, leaders and all staff make sure that pupils' welfare and safety are given the highest priority.
- Leaders make sure that parents understand how to keep their children safe. Leaders run sessions for parents and provide information on the school's website, for example on the dangers associated with extremist views and radicalisation.
- The designated safeguarding leader ensures that documentation related to safeguarding is thorough and robust. Work with external agencies to keep pupils safe is very effective.
- Pupils speak extremely positively about the school's designated safeguarding leader. He leads weekly assemblies that focus on different aspects of pupils' safety and welfare, and pupils speak knowledgeably about what they learn. Pupils have a good understanding of how to keep themselves safe online and an age-appropriate awareness of other aspects of safeguarding.
- Pupils say that they feel safe in school. Pupils who spoke with inspectors feel very confident that leaders and other staff look after them well. Pupils feel confident to report any concerns or worries and know that these will be dealt with effectively.
- Leaders make sure that staff are up to date with safeguarding guidance and legislation. Regular training and routine discussions about pupils' well-being ensure that staff understand their roles and responsibilities in keeping pupils safe. A strength of the school is that leaders and other staff know pupils and their families extremely well. These strong relationships further support pupils' welfare and safety in school.

Quality of teaching, learning and assessment

Outstanding

- From the moment they join the school, pupils are taught extremely well and make outstanding progress. Teachers are dedicated to enabling every pupil to excel.
- Lessons, intervention programmes and additional sessions are planned thoughtfully and prepared with individual pupils in mind. Senior and middle leaders join teachers' planning sessions to discuss pupils' needs and reflect on what works well in lessons and what could be even better. Consequently, the quality of teaching is highly effective and continually improving.
- Throughout the day, pupils enjoy lessons that are calm, well organised and purposeful. From the early years to Year 6, there is a strong culture of learning in every classroom. Pupils, teachers, teaching assistants and leaders all share a common language of learning. Pupils understand the importance of what they are learning and can talk articulately about their achievements.
- Teachers' subject knowledge is secure, especially in English, mathematics and science, and used extremely well to move pupils' learning forward at the appropriate rate. Teachers and teaching assistants are skilled at asking questions that extend pupils' learning, giving pupils time to think for themselves and respond. No time is wasted in lessons, because activities are expertly matched to meet the needs and abilities of individuals and groups.

- Staff have extremely high expectations of what pupils can achieve. All pupils, not only the most able, are challenged appropriately in lessons. Leaders and teachers put no ceiling on what pupils can achieve, and this can be seen in practice during day-to-day lessons. Pupils expect to be challenged and relish the opportunities to solve problems, think deeply and discuss their learning with others. As one pupil said, 'Our teachers help everyone to work at greater depth.'
- Leaders use a strong and robust system for assessing pupils' progress. Leaders use a range of strategies, including standardised tests, teacher assessments and work scrutiny, to ensure that all pupils are on track to reach the expected standards or beyond for their age group in each subject. Teachers attend weekly pupil progress meetings with senior leaders to ensure that pupils' outcomes are at the forefront of their work. These ensure that teaching is highly focused on pupils' current needs, interests and skills.
- Writing is very well taught throughout the school. From the Nursery through to Year 6, pupils talk through their ideas before writing. Teachers use a range of strategies skilfully to engage and inspire pupils as writers. Consequently, work in pupils' books and around the school is of an extremely high standard in each year group.
- Pupils display a love of reading. High-quality texts are used in lessons throughout the school. In every classroom, reading is taught well and pupils make very strong progress. Parents are delighted with the progress their children make in reading, particularly in key stage 1. Pupils read confidently and fluently and have excellent comprehension skills appropriate for their age.
- Throughout the school, pupils grapple with mathematical concepts and problems that require them to think deeply and articulate their ideas. Well-founded approaches are used in every classroom, supported very effectively by the mathematics leader, to ensure that all pupils have the necessary knowledge, skills and understanding to succeed. Standards in mathematics are very strong, and pupils attain highly.
- Pupils who have special educational needs and/or disabilities and the lower-attaining pupils are very well supported in lessons. Leaders have worked hard to ensure that teaching assistants are well trained and successful in meeting pupils' needs. All pupils in the school are treated as individuals and pupils of all abilities are helped to make outstanding progress from their unique starting points.
- Pupils talk positively about the atmosphere in their lessons. Classrooms are busy places where learning is the central focus. Pupils respond superbly well to their teachers. Learning behaviours are excellent and embedded fully throughout the school. Teachers have created a culture where pupils feel confident to take risks in their learning and make mistakes. Consequently, pupils are independent, confident learners who articulate their learning and understanding remarkably well.
- Teaching is everyone's responsibility at Hugh Myddelton, including parents. Since the previous inspection, leaders have transformed the way in which homework is used to support learning. Now, parents are fully involved in their children's learning. Large-scale projects, including design-and-make tasks on display in the 'homework hub', are excellent examples of how parents and their children work together to extend and complement the learning that takes place in the classroom.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are incredibly proud of their school. They are delighted to welcome visitors and share their learning with others. Throughout the inspection, many pupils told inspectors how much the school's ethos has changed over the past two years. Pupils have a voice and their ideas are heard. They value the many opportunities they have to shape the school's work. In consultation with leaders, pupils designed the revised behaviour approaches in school and are currently designing the school's new logo.
- The 'manners curriculum' is well embedded throughout the school. Pupils show high levels of respect to others. Pupils know why good manners are important and respond brilliantly to the weekly themes. Pupils work hard to use good eye contact as they speak, and show great maturity as they meet and greet others.
- Pupils enjoy many opportunities to take responsibility and develop strong citizenship skills. For example, the school council plays an active part in making school-wide decisions, and older pupils take on jobs around the school with pride. Governors take pupil voice extremely seriously and have worked hard to ensure that this aspect of the school's work is very strong. Pupils join governing body meetings and governors are invited to contribute to school council sessions, for example, at the local theatre.
- The school's records show that bullying is extremely rare. Pupils agree. They say that bullying rarely happens and that assemblies and lessons help them to understand why bullying has no place in this school. Pupils are confident that staff will address any concerns they have.
- Pupils have an excellent understanding of equality. Those who spoke with inspectors discussed the importance of appreciating diversity and treating others with respect. As one pupil said, 'We know why homophobia is wrong and hurtful and why racism should not be tolerated.'

Behaviour

- The behaviour of pupils is outstanding. This important aspect of the school's work has changed significantly since the previous inspection.
- The school's focus on 'presentation, posture and participation' is extremely well embedded throughout the school. Pupils walk around the school sensibly and move between the classroom and playground harmoniously. Assemblies are an oasis of calm, where pupils come together to share their learning and celebrate success. Pupils enter and leave assemblies remarkably well, signing thank you to monitors for holding open the doors.
- Pupils also love to demonstrate the school's three simple and straightforward values as they go about their daily routines. As one pupil said, 'We must be ready, be respectful and be safe.' Pupils understand and value how these three characteristics of behaviour impact on the school's ethos and their learning, and so do all that they can to demonstrate these.

- In class, pupils display outstanding attitudes to learning. They settle quickly, listen attentively and get on with their work with enthusiasm. Learning is hardly ever disrupted. Pupils work together in pairs and groups brilliantly, knowing the importance of listening to their friends' views and helping others when work becomes tricky.
- Pupils say that behaviour in the school is always good. Lunchtimes are sociable occasions where pupils play together exceptionally well. Staff help pupils to make new friends and provide many activities in the playground to keep pupils occupied. There are many opportunities to develop pupils' personal and social skills, including at lunchtimes.
- Parents agree that pupils' behaviour is excellent. They say that behaviour has improved a great deal over time and are confident that leaders deal with any incidents quickly.
- Pupils speak passionately about the many reasons they love coming to school. With excellent teaching and an exciting curriculum, pupils never want to miss a day. Leaders go above and beyond to tackle any attendance issues and have been highly successful. Attendance is above the national average.

Outcomes for pupils

Outstanding

- As a result of excellent teaching throughout the school, pupils make outstanding gains in their learning.
- Most children join the early years with skills that are below those typical for their age. As a result of consistently strong teaching and highly effective intervention programmes, children make outstanding progress in the Nursery and Reception Year.
- The well-planned provision for two-year-olds ensures that the youngest children are very well supported in their learning and development. Children make very strong progress in their personal, social, emotional and physical development and make excellent progress in developing their communication and language skills. The proportion of children achieving a good level of development by the end of the Reception Year is above the national average.
- Phonics is taught exceptionally well in the early years and beyond. Consequently, pupils make excellent progress and use phonics skills for reading and spelling. The proportion of pupils who achieved the expected standard in the Year 1 phonics screening check was well above the national average in 2016. Current pupils in key stage 1 have made excellent progress in phonics and provisional results are extremely strong.
- Teaching in key stage 1 is very well tailored to meet pupils' individual needs and build on the excellent start they receive in the early years. For the past two years, pupils' attainment at the end of Year 2 in reading, writing and mathematics has been above the national average. Pupils make excellent progress and are very well prepared for their learning in key stage 2.
- Since the previous inspection, leaders' actions to improve the quality of teaching and learning have had a clear impact on pupils' outcomes, especially at key stage 2. In 2016, pupils' progress by the end of Year 6 was exceptionally strong. Last year, the school was among the top 3% of all schools in England for the amount of progress pupils made between key stage 1 and key stage 2 in reading, writing and mathematics.

- For the past two years, attainment at the end of key stage 2 has also been very high. The proportion of pupils achieving the expected standards for their age by the end of Year 6 was well above the national average in reading, writing and mathematics. A much larger than average number of pupils reached the greater depth standards in reading and writing, and the higher scores in mathematics. These achievements are testament to the extremely strong leadership and the high-quality teaching these pupils have received over time.
- Current pupils in the school, in all year groups, are also achieving excellent outcomes. Work in pupils' books and the school's carefully analysed assessment information show that pupils in each year group make strong and sustained progress in reading, writing and mathematics.
- While leaders and teachers have raised standards significantly in English and mathematics, they have also given high priority to science and other subjects. The vast majority of pupils reached the expected standard in the 2016 science assessments, and the school's rich and varied curriculum provides many opportunities to put their mathematics and science skills into practice.
- Topic books provide strong examples of the school's work to develop pupils' knowledge, skills and understanding in a variety of subjects, including the arts and humanities. The curriculum is planned thoughtfully, with skilful links made between subjects and themes. This enables teachers to deepen pupils' understanding of key concepts in all subjects.
- Pupils who have special educational needs and/or disabilities make very strong progress in reading, writing and mathematics. In 2016, at the end of key stage 2, pupils who received special educational needs support attained above the national average and made excellent progress from their key stage 1 starting points.
- Intervention programmes and specialist teacher groups enhance the excellent teaching that takes place in the classroom. Work in books and assessment information show that these sessions are highly effective and many pupils, including those who have special educational needs and/or disabilities, make rapid gains in their learning to reach expected standards in each year group.
- Disadvantaged pupils make outstanding progress because leaders and teachers ensure that these pupils have whatever it takes to attain highly. Excellent use of the pupil premium funding, including the use of additional and specialist staff, means that disadvantaged pupils achieve as well as their peers and make better progress than all pupils nationally.
- Provision for the most able pupils, including the most able disadvantaged, is very strong. The 'challenge for all' ethos in lessons means that all pupils are expected to work at the greater depth standards. Furthermore, the school's emphasis on pupils mastering key mathematical concepts and thinking deeply is having a very positive impact. It enables pupils, including the most able, to question, talk about their learning, work together and solve problems.
- A larger than average number of pupils join the school during the middle of a year or key stage. The deputy headteachers waste no time in finding out about these pupils. From the moment these pupils join, teachers and leaders assess and review pupils' understanding so that carefully planned lessons and interventions can be used to help

them catch up. Consequently, work in these pupils' books and the school's records show that the progress of new pupils is outstanding, especially in reading, writing and mathematics.

- Leaders' high aspirations for all pupils, especially the disadvantaged and vulnerable pupils, are clear to see. Work with universities, for example, has been instrumental in providing older pupils with information about life beyond school. 'Spotlight days' have enhanced the school's curriculum whereby university students join pupils to discuss engineering, mathematics and science, for example. These sessions not only complement the curriculum but provide pupils with an insight into higher education.
- In every respect, pupils leave Hugh Myddelton exceptionally well prepared for the move to secondary school.

Early years provision

Outstanding

- The early years provision is another part of the school that has improved a great deal since the previous inspection. Leadership of the early years is highly effective. Children make excellent progress in all areas of learning and are very well prepared for their learning in Year 1.
- Children settle brilliantly into the Nursery classes. The provision for two-year-olds is thoughtfully planned. Adults are well trained and provide an exciting environment in which children can play and learn safely. Both in the provision for two-year-olds and in the other Nursery classes, children's personal, social and emotional development is very well promoted. Children form extremely positive relationships with the adults.
- The Reception classes are fun and exciting places to be. Children are immersed in their learning because teachers teach with enthusiasm and passion. Teachers and support staff work brilliantly together to create learning opportunities that children enjoy. For example, children gasped with awe as a character from their story entered the room, ready to answer their questions. Opportunities for children to learn through meaningful situations and contexts are outstanding.
- Children move happily around the indoor and outdoor environments. For example, they had great fun navigating the outdoor area using the pirate's treasure map to find the hidden treasure. Children's creativity and imagination are very well promoted in all areas. For example, children made tea for a character in their story, enjoying the scents and colours of the lemon and green tea in the water tray. Children enjoy learning about the natural world around them, for instance as they use real gardening tools in the mud pit and dig for treasure.
- The extremely high expectations seen throughout the school are also apparent in the early years. No stone is left unturned to ensure that every child makes strong and sustained progress. Reading, including phonics, writing and mathematics are extremely well taught in the early years. All adults are skilled at questioning and interacting with children as they play. These interactions are of very high quality to extend children's learning.
- Leaders know that children's speech, language and communication skills are often weak when they first join the school. Leaders have invested additional resources in supporting these skills, including the use of speech and language sessions to help

children catch up and have the necessary language skills required to do well in English and other subjects.

- Children's behaviour in the Nursery and Reception classes is exemplary. Because adults plan activities and lessons that are highly engaging and well matched to children's current interests and needs, children want to play and learn. They listen attentively during focused activities and play extremely sensibly during child-initiated learning times.
- Adults promote children's independence skills superbly well. For example, the youngest Nursery children come together for lunch, sitting in groups, serving themselves and their friends food from the centre of the table. They develop a secure understanding of the importance of healthy eating, and learn the manners and etiquette required for eating a meal together. Although children lead the way, adults are never far away to lend a helping hand when required.
- The school-wide strategies to develop pupils' writing skills are also used to excellent effect in the early years. Teachers provide a range of opportunities for children to talk about their writing, tell stories aloud and write for a purpose. Writing on display shows that children in Reception have the necessary skills to write at length, for a purpose and in a range of contexts. Children's writing is of a very high standard, indicating excellent progress since the start of the school year.
- Work in children's learning profiles shows that children eligible for free school meals, the most able children and those who have special educational needs and/or disabilities are very well supported to make the same excellent progress as other children.
- Leaders and teachers have successfully created a vibrant and inviting outdoor learning environment for children in the Reception classes. Every part of the outdoor area is set out to extend children's learning and provides them with opportunities to explore, test out their ideas and find solutions as they play. For example, girls decided the best way to make see-saws with the building blocks, while boys chose the best colours for their watercolour paintings of flowers.
- The outdoor areas for the Nursery children are well used. Teachers plan a wide variety of exciting activities to meet children's needs in all areas of learning. They use attractive and engaging toys and resources to support children's emerging number, writing and reading skills outside. However, leaders acknowledge that the outdoor provision for nursery-aged children is not of the same excellent quality as it is for children in the Reception classes, particularly at promoting and extending children's physical development.
- Partnerships with parents are very effective in the early years. High-quality communication and regular opportunities for parents to come in to school and work with their children ensure that there is a strong consistency in children's learning and development. During the inspection, parents joined lessons at the end of the day to read stories to the class. Parents are extremely pleased with the school because they value the teachers' determination to provide the very best learning opportunities for their children.

School details

Unique reference number	131842
Local authority	Islington
Inspection number	10031718

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair	Rachael Black
Headteacher	Nathalie Parker
Telephone number	020 7278 6075
Website	www.humydd.com
Email address	admin@humydd.islington.sch.uk
Date of previous inspection	3–4 June 2015

Information about this school

- Hugh Myddelton Primary is larger than most primary schools.
- The proportion of pupils who speak English as an additional language is higher than the national average. The number of pupils from minority ethnic groups is well above average.
- The proportion of pupils who have special educational needs and/or disabilities is well above the national average. The number of pupils who have an education, health and care plan is below average.
- A larger than average number of pupils join the school at different times through the school year. Many pupils join in the middle of a key stage. The proportion of pupils eligible for free school meals is well above the national average.
- The school runs a breakfast club and an after-school club which are managed by the governing body.

- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards which set the minimum expectations for the attainment and progress of pupils in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors made visits to lessons in all classes. Senior leaders joined inspectors on some of these visits.
- Inspectors held meetings with senior leaders, middle leaders and teaching staff throughout the two days. The lead inspector met with a representative from the local authority and a group of governors, including the chair of governors.
- Inspectors spoke with pupils formally and informally, during lessons and at lunchtimes. An inspector heard pupils in Year 2 and Year 6 read. A group of Year 6 pupils accompanied an inspector on a tour of the school to discuss their learning.
- Inspectors scrutinised school documentation related to safeguarding, teaching and learning and a range of policies and procedures. Information related to pupils' progress and attainment was also considered.
- Work in pupils' books and on displays was shared with inspectors. Inspectors undertook a focused work scrutiny alongside leaders to check pupils' progress.
- Inspectors spoke with parents in the playground at the start of the inspection and considered the 40 responses to Parent View, Ofsted's online survey. Inspectors also considered the free-text comments that were submitted to the survey.
- Responses to the online staff survey were considered by inspectors.

Inspection team

Gary Rawlings, lead inspector	Ofsted Inspector
Carolyn Fox	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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