

Shacklewell Primary School

Shacklewell Row, Hackney, London E8 2EA

Inspection dates

26–27 March 2019

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| 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 | Good |

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders and all staff have the highest expectations of all pupils. As a result, pupils excel academically but also develop strong personal skills and qualities.
- The school's values of resilience, creativity and hard work are deeply embedded across the school. Pupils thrive as a result.
- Leaders have been strikingly successful in securing the consistent high quality of teaching and an effective curriculum that underpins learning across the school. This enables pupils of all ages to make substantial progress.
- Leaders and staff foster a positive environment and conditions which are highly conducive to successful learning.
- Pupils benefit from the technology that they are encouraged to use from a very early age. They develop high levels of skills in using computers.
- Leaders are proud of the inclusive nature of their school. Pupils of all abilities are skilfully supported and challenged to do their personal best. Teachers are particularly proficient in working with additional adults to ensure that all pupils make gains in their learning during lessons.
- Children get off to a flying start in the excellent early years provision. In an entirely age-appropriate manner, children start to experience and learn in a highly stimulating environment.
- Pupils' behaviour is typically impeccable. Pupils are extremely proud of their school. They benefit from attentive pastoral care.
- Pupils are very well prepared for secondary education by the end of Year 6. Their attainment at the end of key stage 2 is often significantly above that of other pupils nationally.
- The school benefits from exceptionally high-quality governance. Governors challenge school leaders to ensure that any actions taken have a positive impact on pupils' outcomes.
- Leaders and staff benefit from their partnership with other schools within the New Wave Federation. The three schools support each other to ensure that they share expertise, for example curriculum plans are shared across all schools.
- In a few subjects, the challenge provided to pupils is not as consistently high as in most others.

Full report

What does the school need to do to improve further?

- Continue to promote a consistently high level of challenge in every subject area.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders are ambitious for their pupils. They have created a culture of high expectations for all, coupled with exceptionally high levels of care.
- Leaders have an incisive, accurate and realistic understanding of the school's context and effectiveness. There are close and productive links between their evaluations of how well the school is doing and plans for further improvement.
- Staff believe strongly in the school's ethos, policies and procedures. They work with great diligence and care to implement these consistently. Leaders are attentive to the development needs of their staff. Teachers spoke of a constructive and collaborative ethos in the school.
- The very effective curriculum provides pupils with creative and enriching experiences. Pupils secure deep knowledge and understanding and hone a wide range of useful skills as a result. The curriculum offers pupils many opportunities to apply their reading, writing and mathematics skills in a wide range of subjects, which they do superbly well. As well as reaching high academic standards, the curriculum strongly develops pupils' skills, qualities and attributes. These include resilience, creativity and pride.
- The curriculum strongly promotes pupils' spiritual, moral, social and cultural development. Additionally, leaders have planned a range of additional opportunities, including visits to places of interest. For example, a range of activities contribute to pupils' understanding of key factors that have shaped their cultural heritage. Pupils appreciate the opportunities they are given to engage with the community of Hackney. They are proud to belong and eager to contribute to the area in which they live.
- Leaders carefully analyse information on pupils' progress. If they identify any underachievement, their response is rapid and effective.
- School leaders work closely and constructively with parents and carers, staff and other agencies to support vulnerable pupils. This is very effective. There is an uncompromising ambition for these pupils' achievement and, as a result, they thrive at Shacklewell.
- There is highly effective leadership of the school's provision for pupils with special educational needs and/or disabilities (SEND). Leaders, teachers and teaching assistants are well trained and very responsive to pupils' needs. Extensive links with external specialists provide expert advice which is scrupulously followed in school. Parents praise the support their children receive.
- The school's pupil premium strategy is highly effective. Leaders pinpoint barriers to disadvantaged pupils' future achievement, both in and out of school. They then carefully plan the practical steps they will take to break these barriers down. This strategy secures exceptional academic progress and impressive personal development for disadvantaged pupils.
- The school uses additional funding for sport extremely well. An extensive range of clubs and competitions ensure that pupils' participation in physical activities is high. A

highlight for pupils every year is their participation in the final mile of the Hackney Half-marathon, which they prepare for throughout the year.

- Leaders benefit from the mutual support from across the federation. Partnerships have contributed to the high quality of teaching and the challenging curriculum that pupils benefit from.

Governance of the school

- The governing body is made up of a highly skilled and well-trained group of individuals. They have high expectations and are rigorous in their oversight of the school, including the actions it takes to safeguard pupils.
- Governors know the school inside out. They combine their exceptional knowledge of the school's performance data with a wealth of other information that they systematically gather. They use this incisively to provide school leaders with focused and constructive challenge and support. This contributes to the strong and sustained improvement in performance.
- Governors are tenacious champions of improving the life chances of all, but especially of vulnerable pupils. They are careful to ensure that any additional funds the school receives are being used effectively.
- Similarly, governors closely monitor the spending of the physical education and sport premium, ensuring that the number of pupils participating in sporting activities and the range of sports that are being offered to all pupils are increasing.

Safeguarding

- The arrangements for safeguarding are effective. Pupils report that they feel very safe at school and can talk to members of staff about any concerns they may have. They said that staff take their concerns seriously.
- Leaders have created a strong culture of vigilance. Staff receive regular training and updates, which enable them to identify any potential risks to pupils' safety and welfare.
- Pupils are taught to keep themselves safe. For example, pupils have gained a thorough understanding of how to be safe on the internet. Pupils also learn how to keep themselves safe from other dangers, for example those associated with gangs and radicalisation.

Quality of teaching, learning and assessment

Outstanding

- Teachers' excellent subject knowledge and the deep understanding of how pupils learn enable them to plan learning tasks exceptionally well. Across subjects, pupils are given time to master key skills and gain strong knowledge and understanding.
- The selection of content and pitch of teaching are motivated by the highest aspirations for pupils. Pupils of all abilities are suitably challenged and supported to excel. The school's philosophy of 'know me before you teach me' informs everything they do. As a result, in almost all subjects, work is well matched to the needs of different groups in the class. However, leaders have identified the need to ensure the same consistency of

challenge in every subject.

- The teaching of reading is extremely effective across the school. Teachers focus on the development of pupils' accuracy and fluency. Pupils love reading. They are confident to read a wide range of fiction and non-fiction texts. Pupils talked enthusiastically to inspectors about their reading habits.
- Equally effective is the teaching of writing. The work in pupils' books and on display around the school is of a very high standard. Linked to pupils' reading, teachers provide pupils with opportunities to analyse, reflect, evaluate and improve the quality of their own writing. Pupils' handwriting is exceptional.
- Mathematics teaching is sharply focused on reasoning and explanation, enabling pupils to gain a deeper understanding of mathematical concepts. Teachers' explanations and demonstrations are extremely clear and helpful. Pupils enjoy the opportunities to be challenged. They often choose the more difficult mathematical problems from those they are asked to solve.
- Teachers take every opportunity to reinforce the school's core values of resilience and creativity. Pupils talk eloquently about these qualities. There is a shared understanding by teachers and pupils about using every minute of the lesson to develop these skills.
- Teaching assistants are an integral part of this extremely successful teaching team. They provide highly effective support, including for disadvantaged pupils, pupils who need to catch up with their peers and pupils with SEND.
- Adults use the school's systems of praise and reward very well during lessons. Pupils are eager to do well and enjoy celebrating, not only their own successes, but also those of their peers.
- Teachers use assessments effectively to check that pupils' knowledge and understanding build logically and sequentially over time. Pupils respond well to any guidance they are given.
- Pupils speak with great enthusiasm about their learning and are justifiably proud of their achievements across a broad range of subjects. They enjoy the opportunities they are given to use technology to demonstrate their knowledge. Inspectors observed pupils across different year groups and subjects using a variety of software packages to write reports, create spreadsheets and research topics they were studying. As a result, pupils are confident users of technology.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to school and learning are overwhelmingly positive. Pupils are diligent and enthusiastically commit themselves to thinking and working hard.
- Pupils are confident and highly articulate. They discuss their learning with great enthusiasm. Pupils of all abilities feel that their work is valued and valuable. They take huge pride in what they produce.
- Pupils told inspectors that bullying is an extremely rare occurrence. They know very

well the different forms of bullying. Pupils commended the way adults swiftly resolve any incidents of bullying.

- Leaders and staff provide excellent opportunities to develop pupils' physical, mental and emotional well-being, including the appointment of 'well-being ambassadors'. Leaders look for every opportunity to encourage pupils to be healthy. For example, in a whole-school assembly, pupils were encouraged to commit to eating well and looking after their mind. Pupils demonstrated very mature attitudes to looking after themselves.
- The wealth of sporting and other physical activities encourage pupils' strikingly positive attitudes to health and fitness. From a very early age, pupils participate fully in physical activities, such as those aimed at developing muscle strength, coordination and balance.
- Pupils are knowledgeable about how to keep themselves safe when using the internet. For example, pupils know that they should tell a trusted adult if something appears on their screen that makes them feel uncomfortable.
- Pupils are encouraged to aim high, both during lessons and through a wide range of enrichment activities. Strong links with universities have been established and activities like 'Ready for Work Week' are enabling pupils to gain real insight into careers they may be interested in, both locally and further afield.

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct around the school and during social times is exemplary. Consequently, there is a very calm and purposeful learning environment.
- Pupils display excellent attitudes to learning. In every classroom, pupils exhibit exceptionally high levels of concentration, resilience and engagement in their learning. All of this contributes to the very strong progress they make across the curriculum.
- Pupils are true ambassadors for their school. Pupils are extremely courteous and friendly. They treat each other, adults and visitors with the utmost respect.
- Pupils love coming to school. Attendance is above the national average, both overall and for groups, including disadvantaged pupils and pupils with SEND. The additional support provided for pupils who miss too much school has had a powerful impact. Similarly, leaders and staff check carefully that pupils get into good habits and arrive on time. Pupils are rarely late.

Outcomes for pupils

Outstanding

- Children arrive in the early years with achievement that is significantly below age-related expectations. Many have speech and language difficulties or are at an early stage of learning to speak English as an additional language. By the time they leave at the end of Year 6, the vast majority have made significant progress over time, irrespective of their starting points.
- In 2018, the proportions of pupils who met the expected standards at the end of key

stage 2 in reading and writing were much higher than the national averages. Higher proportions of pupils reached the higher standard in these subjects than in schools nationally. Pupils' progress in reading was in the top 10% of pupils nationally. This was also true of disadvantaged pupils, who made progress similar to their peers in school and much higher than the national average.

- In 2018, fewer pupils attained the expected or higher standard at the end of key stage 2 in mathematics than in writing and reading. As a result, leaders acted swiftly to enhance the teaching of mathematics. Inspectors found that current pupils in Years 5 and 6 were confident in mathematics and all pupils, including those with higher starting points, were making strong progress.
- Pupils with SEND make very good progress from their starting points and, in 2018, they made better progress than pupils nationally with similar starting points. Some pupils have complex learning needs and staff are vigilant in recording small but significant steps in their progress.
- The proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 has improved over the past three years and is higher than the national average, including for disadvantaged pupils.
- Teachers build on the outstanding progress children make in the early years. In 2018, the proportions of Year 2 pupils attaining the expected standard and greater depth in reading, writing and mathematics were much higher than the national averages.
- Current pupils are making significant progress in mathematics, English and across a wide range of subjects. Work seen throughout the inspection demonstrates pupils' ability to build on their prior knowledge and understanding and extend their learning. Pupils confidently talked about their learning and showed examples of where they had improved.
- Pupils are encouraged to have a love of reading throughout the school. Leaders ensure that class texts are suitably demanding and encourage reading of a breadth of authors, historical periods and cultures. Pupils told inspectors they enjoy reading challenging texts. Younger pupils who read with inspectors used their knowledge of phonics very well to read unfamiliar words. Older pupils read with fluency, accuracy and expression. They demonstrated a detailed understanding of texts they read, including a very strong knowledge of vocabulary.
- Topic work shows a breadth and depth of high-quality learning across the curriculum, which the school is keen to build on even further. For example, Year 3 pupils were confidently immersed in learning Spanish. They were eager to learn new vocabulary and took great pleasure in speaking to inspectors in Spanish. Pupils create stunning artwork, showing flair and careful technique. They study a wide range of artists. There are also frequent opportunities for pupils to apply their English and mathematical skills in meaningful tasks across the curriculum.

Early years provision

Outstanding

- Leadership of the early years provision is outstanding. All staff share an aspirational vision for what each child can achieve. Together, they foster a love of learning. Adults develop strong links with parents, enabling them to make contributions to their child's

learning. As in the rest of the school, a consistent approach to teaching, based on educational research, ensures that all staff have the confidence and skills to enable children to make rapid and sustained progress from very low starting points. As a result, they are very well prepared for Year 1.

- Staff are well-trained and confident early years practitioners. They provide creative and imaginative opportunities and, as a result, children thrive. Staff reflect constantly on their practice and make changes when they feel a different approach will help the children make even greater progress.
- The early years provision is large, diverse, very inclusive and nurturing. Child-initiated play is encouraged within a highly creative learning environment. Staff support children to develop their independence. Well-planned and enjoyable activities help children make rapid progress.
- Children are enthusiastic learners and were keen to show inspectors what they could do. For example, Reception pupils studying fairy tales were eager to share the paragraphs they had been writing about Hansel and Gretel. Children are quick to experiment and take risks in a safe and caring environment. Children are encouraged to read and many do this well. The teaching of phonics is systematic so that children quickly acquire knowledge of sounds and letters.
- Additional adults are well qualified, including in specialist areas such as speech and language support. They understand how to support individual children's needs and make a very valuable contribution to their learning. Disadvantaged children are supported extremely well and begin to catch up with their peers. So, too, do children with SEND.
- Safeguarding is effective. Staff are highly vigilant and knowledgeable about the potential risks and signs of abuse and neglect. The early years area is safe and secure.

School details

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| Unique reference number | 100241 |
| Local authority | Hackney |
| Inspection number | 10058833 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 471 |
| Appropriate authority | The governing body |
| Chair | Mr Ben Plant |
| Headteacher | Mrs Nicole Reid |
| Telephone number | 020 725 41415 |
| Website | www.shacklewell.hackney.sch.uk/ |
| Email address | admin@shacklewell.hackney.sch.uk |
| Date of previous inspection | 16 January 2018 |

Information about this school

- Shacklewell is larger than the average-sized primary school.
- The early years consists of two Reception classes and two part-time Nursery classes with provision for two-year-olds.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils with SEND is above average.
- The proportion of disadvantaged pupils is above average.
- The school organises and manages a breakfast club.
- Shacklewell is one of three schools in the New Wave Federation.

Information about this inspection

- Inspectors visited all classes to gather a wide range of evidence about what it is like to be a pupil at this school. Several visits were carried out jointly with senior leaders.
- While in class, inspectors reviewed work in pupils' books and on display. They also spoke with pupils about their learning.
- As well as speaking informally with staff and pupils throughout the day, inspectors met with groups of pupils, teachers, leaders, governors and a member of the local authority.
- An inspector listened to pupils reading.
- Inspectors scrutinised a wide range of the school's documentation and records, including those concerning safeguarding, pupils' outcomes and school improvement.
- The inspection team took account of 121 responses to Ofsted's online survey, Parent View. They considered the additional 61 comments written by parents.

Inspection team

| | |
|------------------------------|------------------|
| Helena Mills, lead inspector | Ofsted Inspector |
| Andrew Rigby | Ofsted Inspector |
| Liz McIntosh | Ofsted Inspector |

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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