

Inspection of Princess May Primary School

Princess May Road, London, N16 8DF

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils at this school are happy, safe and feel valued. They are keen to learn and achieve well. Pupils described the school as being one where everyone cares for each other.

Pupils behave well both in lessons and at breaktimes. They are respectful and kind. Bullying is rare and staff make sure it is dealt with quickly and effectively. Even the youngest pupils know what bullying is. Some pupils have additional responsibilities as anti-bullying ambassadors who support other pupils in the playground.

Pupils like the way leaders and staff encourage them to work well together, collaborate and share ideas. Pupils valued how leaders have created ways to seek and act on pupils' views. For instance, as members of the school council and as curriculum ambassadors. Pupils are taught about being global citizens and affecting change in positive ways. For example, eco-warrior ambassadors have worked to make the school more sustainable.

Pupils benefit from a range of clubs and extra-curricular activities including American football. Pupils enjoyed the work done during mental health week recently where they raised money for charity. Parents and carers are very positive about the school and felt that pupils are well cared for.

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

Leaders prioritise the love of reading. Children get to the best start in phonics starting in Reception. Leaders know how well individual pupils read. They ensure that staff receive regular training so that they are highly skilled to deliver phonics. Adults check pupils' reading regularly and provide effective support so that pupils read fluently. Teachers encourage the use of the school library. Pupils talk confidently about favourite authors and books and how reading every day helps them learn. Leaders make sure that pupils read high-quality texts.

Leaders have developed a strong and ambitious curriculum. Pupils achieve well and are engaged in their learning. Pupils are proud when talking about their work. Leaders have made careful choices about what they expect pupils to learn and remember. This includes for pupils with special educational needs and/or disabilities (SEND). Leaders identify and meet the needs of pupils with SEND well. Teachers adapt learning for these pupils so that they have secure knowledge and understanding.

Leaders think carefully and ensure that the curriculum reflects pupils' needs. They expose pupils to a rich and broad range of knowledge. The ambitious curriculum starts in the early years. For example, children in Reception make collages which

serve as good foundations in Years 1 and 2 when learning about shape and form. Adults stimulate children's interests and engage them in learning. They support children to concentrate well to complete tasks. Staff support pupils' vocabulary development positively. In early years, staff develop children's fine motor skills to help them succeed in Year 1 and beyond. Leaders' curricular thinking supports pupils to build up knowledge and skills logically.

Typically, teaching develops pupils' subject-specific understanding well. They check and address any misconceptions in pupils' understanding. Sometimes, teaching does not revisit key knowledge effectively. This means pupils are not fully ready for future content.

Staff have high expectations of pupils' behaviour. All staff manage behaviour effectively. Pupils understand what is expected of them. Pupils focus on their learning and rarely are distracted. Teachers are quick to ensure pupils stay on task.

Teachers encourage pupils to stay safe and healthy. This includes developing an awareness of how to stay safe online. Pupils learn about consent and healthy relationships. Staff encourage pupils to be respectful of each other. Leaders have made sure that outings and enrichment opportunities are closely linked to the curriculum.

The governing body knows the school well. Leaders at all levels engage well with staff and prioritise staff well-being and workload. They provide regular training and support. Staff said that leaders listen to them and are like a family.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Safeguarding leaders meet regularly and act swiftly when there are concerns about pupils' welfare. Staff receive regular training and they understand their responsibilities. Leaders work well with external agencies and support partners to provide additional support for the community they serve.

Pupils are taught how to keep themselves safe in and out of school. Pupils know who to talk to if they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching does not ensure that they revisit key knowledge with pupils effectively. This means on these occasions pupils do not build on prior learning as well as they could. Leaders should ensure that pupils have regular opportunities

to rehearse important content so that they can deepen their understanding consistently.

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	100239
Local authority	Hackney
Inspection number	10242211
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair of governing body	Kristofer McGhee
Headteacher	Kevin Reynolds
Website	www.princessmay.hackney.sch.uk
Date of previous inspection	3rd October 2017, under section 8 of the Education Act 2005.

Information about this school

- The school has had a falling roll since its last inspection.
- There have been leadership changes since the last inspection including the appointment of a new headteacher.
- The school currently uses one alternative provider.

Information about this inspection

- Inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken into account their evaluation of the school.
- Inspectors held meetings with the senior leadership team, representatives of the governing body and representative from the local authority.
- Inspectors scrutinised a large range of documents, including those relating to safeguarding, pupils' personal development, and behaviour and attendance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, history, and Spanish. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited lessons, spoke to teacher, spoke to pupils about their learning and looked at pupils' work.

- Inspectors also considered the curriculum in other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.
- Inspectors reviewed a wide variety of documentation provided by the school. This included curriculum information and school policies.

Inspection team

Sarah Lack, lead inspector	Ofsted Inspector
Andrea Bedeau	His Majesty's Inspector
David Thomas Hatchett	Ofsted Inspector
Sarah Murphy	His Majesty's Inspector

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