

Inspection of a good school: Mulgrave Primary School

Rectory Place, Woolwich, London SE18 5DL

Inspection dates:

10 and 11 May 2023

Outcome

Mulgrave 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?

Mulgrave is a welcoming school. Pupils are enthusiastic about their learning and want to do well. Leaders have developed a broad and ambitious curriculum and have high expectations for pupils' learning and behaviour. Leaders have set out the curriculum so that it reflects the diversity of the school and helps to develop pupils as global citizens.

This is an inclusive community. Pupils behave with respect and kindness towards one another. Pupils know it is 'good to be green' and aspire to be so. Pupils are encouraged to work collaboratively with their peers and to help and support each other. Pupils with special educational needs and/or disabilities (SEND) are supported to learn alongside their peers.

Leaders make sure that pupils benefit from a wide range of enrichment activities, both in and outside of school. Leaders work collaboratively with local sites of heritage, as well as artists and authors, to give pupils access to rich experiences.

Pupils have many adults they can speak to if they have any concerns. Pupils who join mid-year are helped to settle in and make friends quickly. This ensures that pupils feel safe and are kept safe at school.

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

Pupils study a broad and ambitious curriculum. Leaders have worked collaboratively with the local authority and other organisations to identify the knowledge they want pupils to learn. This is well sequenced so that pupils revisit and secure important concepts before moving on to more challenging ideas.

For example, in English, pupils build their knowledge of vocabulary. This supports them to write with increasing maturity. It also helps them to read progressively more ambitious texts by a range of international authors and poets, including Carlo Collodi and Fyodor Dostoevsky. Similarly, in geography, pupils build their knowledge of the key human and physical features of their local area. Older pupils use this knowledge when designing new facilities for the local community. In mathematics, pupils learn a range of methods. This means that when pupils encounter challenging problems, they can select a useful method and experience success.

A love of reading begins in the Nursery, where children engage with carefully chosen stories and enjoy singing songs and rhymes. From early in the Reception Year, the teaching of phonics is systematic and effective. All staff are trained to implement the agreed programme with clarity and consistency. Teachers check pupils' reading regularly. This enables staff to quickly identify any who may be struggling and give them additional support to help them catch up. Weekly reading sessions are well attended by parents and carers. Pupils and parents alike enjoy these sessions and value the support the school offers for reading.

Leaders set high expectations for behaviour. Pupils know the behaviour system well. Pupils learn to work independently and grow in confidence as they move through the school. The school supports some pupils with complex needs. Leaders are working to secure specialist training so that individual needs can be met. While some staff have benefited from this, further training is needed. As a result, the behaviour of a few pupils is not managed consistently.

Pupils learn how to be responsible citizens and how to keep themselves and others safe. Leaders work closely with outside agencies to ensure the curriculum reflects the challenges pupils may experience. For example, pupils learn about the risks related to games, apps and social media and how to manage them. Pupils enjoy a range of opportunities to access culture and the arts from the UK and around the world. Leaders have ensured that pupils benefit from the wealth of historical sites and cultural experiences in nearby Greenwich.

The dedicated staff team is proud to work at Mulgrave. Staff are committed to providing a high-quality education and the best standard of care for their pupils. Staff say that leaders consider their well-being and that steps have been taken to help reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority. Staff receive regular training and briefings to understand and follow procedures for recognising and reporting concerns. Staff are vigilant and have developed strong relationships with families. Leaders work closely with the local authority and engage with outside safeguarding partners so that families get the support they need. For example, leaders welcome support from the local police service to ensure that pupils and staff have up-to-date information about local risks.

Pupils are helped to understand how to stay safe, including when online. This includes understanding the importance of age ratings on films and other media, as well as developing strategies to deal with any risks they may experience.

What does the school need to do to improve?

- Staff are at the early stages of receiving training to help pupils with complex needs to manage their emotions and learning. As a result, the behaviour of a small number of pupils is inconsistently managed. Leaders should ensure that staff receive sufficient training and ongoing support to help these pupils with additional needs to better regulate their behaviour.

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 second ungraded inspection since we judged the school to be good in January 2013.

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	100163
Local authority	Greenwich
Inspection number	10240251
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	426
Appropriate authority	The governing body
Chair of governing body	Caroline Cox and Rosemary Savinson (co-chairs)
Headteacher	Martha Holder
Website	www.mulgraveprimary.org.uk
Date of previous inspection	21 March 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not currently use any 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 their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and geography. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- During the inspection, the inspector met with senior leaders, teachers, support staff and parents.
- The inspector met with members of the governing body, including the co-chairs. The inspector also met with a representative from the local authority.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and

through discussions with staff and pupils.

- The views of pupils, parents, and staff were considered through discussions and looking at information collected from Ofsted's online surveys.

Inspection team

Polly Haste, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023