

Inspection of an outstanding school: Hugh Myddelton Primary School

Myddelton Street, London, EC1R 1YJ

Inspection dates:

24 and 25 January 2024

Outcome

Hugh Myddelton Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils are respectful and kind towards each other. They truly enjoy their time here. Leaders have carefully planned the curriculum to ensure that it supports pupils in developing academically and personally during their time at the school. Pupils achieve exceptionally well. Leaders want pupils to learn from their mistakes and celebrate their successes. This is happening in practice every day at the school.

All pupils, including those with special educational needs and/or disabilities (SEND), learn a highly ambitious curriculum that is both broad and deep. The support provided by staff allows pupils to be successful in mastering this curriculum. This mastery of subject content is well demonstrated by pupils' strong outcomes in national assessments.

Pupils show consistently excellent behaviour. They support one another in their learning and following the school's expectations and routines. The school works closely with parents and carers to provide excellent support for pupils' behaviour and attendance.

Leaders have ensured that the whole staff team know how to care effectively for pupils. Pupils have trusted adults who they feel confident to speak with if they have any worries. Pupils are kept safe.

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

The school has planned a curriculum that allows pupils to develop their knowledge and skills very well. This approach is consistent in a broad range of subjects from the early years through to Year 6. The curriculum in place meets or exceeds the aims of the national curriculum for all subjects. Learning is carefully sequenced. This means that pupils are able to successfully build upon prior knowledge.

Teachers are highly skilled at delivering activities that both inspire pupils to want to learn and support their understanding of curriculum content. This helps pupils to achieve consistently highly, and to develop a thirst for knowledge. For example, in history, pupils

learn how to think like a historian. They remember and explain in detail what they have learned, such as their understanding of the suffragette movement and how this differed from the suffragists. Pupils' secure and detailed knowledge supports them to make meaningful links with what they learn in different subjects, including, for instance about fundamental British values. Pupils' depth of understanding is clear in their high-quality work, which shows that they are making strong progress through the curriculum.

Assessments are well used as a tool to both support pupils in remembering the curriculum and to identify any gaps in their learning. Adaptations to the curriculum, as well as extra support for pupils when needed, are then used to successfully fill those gaps. This means that pupils successfully transition through the different stages of the curriculum and develop a deep level of understanding across the range of subjects studied.

The early reading programme is carefully planned and sequenced and begins at the start of the Reception Year. Staff receive regular and carefully planned training to ensure that they can deliver the scheme excellently. Pupils' knowledge is regularly assessed, both formally and informally. This allows any gaps in their knowledge to be filled. Pupils with additional needs and those who are disadvantaged are well supported by this curriculum. Not only does the curriculum focus on developing pupils' reading fluency, it also inspires them to love reading. Pupils talk animatedly about their favourite texts and relate them to others in the same genre. For instance, pupils were keen to talk about the links they had made between the themes in *The Hunger Games* series and *1984* by George Orwell.

Pupils with SEND follow and successfully master the same curriculum as their peers. This is because the school has well-established approaches and procedures to support them. By working closely with parents, pupils, teachers and external agencies, appropriate plans of support for pupils are put in place. To make sure these plans are successful, staff receive rigorous training.

Pupils, teachers, leaders and parents understand the school's clear behaviour routines. Behaviour in lessons strongly supports pupils in learning the curriculum. Outside of lessons, pupils are calm and polite.

Pupils' attendance is high. The school continues to make sure that they give both pupils and parents clear and consistent messages about the importance of attending school every day. They use a range of effective strategies, such as morning clubs, to promote the attendance and punctuality of pupils.

Leaders have thought carefully about how they promote the personal development of pupils. Pupils enjoy the wide selection of extra-curricular activities that they can attend, and these include Karate, Mandarin and coding. Leaders make sure that educational visits support the academic curriculum but also add to pupils' cultural capital. Pupils learn that everyone is equal and are taught how to be kind and courteous.

Leaders prioritise training for all members of staff. This means that staff have the expertise to successfully support the academic and pastoral development of pupils. Staff well-being is well supported by the school.

The governing body works in partnership with the school. It ensures that the school fulfils its duties to the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remain outstanding. 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 first ungraded inspection since we judged the school to be outstanding in June 2017.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131842
Local authority	Islington
Inspection number	10296718
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Claire Ballak
Headteacher	Sarah Gill
Website	www.lqps.co.uk/hughmyddelton
Dates of previous inspection	21 and 22 June 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders use two registered alternative provisions.
- The headteacher was appointed to the role since the last inspection.
- The school has a hard federation with and shares a governing body with Winton Primary School.
- The school operates a breakfast and after-school club.
- The school has a nursery provision for children aged 2 years and above.

Information about this inspection

- The inspector carried out this graded inspection under section 8 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the executive headteacher, the headteacher and other senior leaders. He held discussions with representatives of the local authority and members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, history and languages. The inspector discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- The inspector also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to pupils during lesson visits. He observed pupils' behaviour in lessons and at break and lunchtimes. The inspector spoke to staff about behaviour and about their workload in the school.
- The inspector considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Luke Stubbles, lead inspector

His Majesty's Inspector

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