

Inspection of Mandeville Primary School

Oswald Street, Hackney, London E5 0BT

Inspection dates: 20 and 21 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

The school sets very high academic expectations for all pupils. They meet these and achieve highly. Pupils are very respectful and considerate. They are safe here. They are highly engaged in their learning. In the early years, children eat together politely at lunchtime, serve themselves, use cutlery with skill and brush their teeth afterwards.

The school organises numerous high-quality experiences for pupils. These include visits around the capital and to arts centres, nature outings and opportunities to contribute to wider society. Clubs such as gymnastics and kung fu are popular. Children in Reception attend the popular multi-sports club.

Pupils are enthusiastic to become members of the 'junior leadership team' and members of the school council. Recently, the school council successfully campaigned for recycling bins to be introduced around the school and raised funds for a new climbing frame in the playground.

Pupils learn how to grow, prepare and cook food in the school's 'school of food'. By the end of Year 6, all pupils have learned how to cook a meal for themselves. Pupils enjoy looking after the school's pet chickens, Poppy, Sunflower and Pumpkin, who lay eggs used by the school of food.

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

The school has designed a very ambitious curriculum, which at times goes beyond the expectations of the national curriculum. For example, in art, the curriculum gradually builds pupils knowledge of many artistic movements, such as impressionism, post-impressionism and expressionism over time. In the early years, curriculum thinking is equally strong and prepares pupils excellently for Year 1.

Leaders make effective use of subject leadership expertise from across the federation. All subject leaders are subject experts. For example, in mathematics, pupils gradually build their knowledge of fractions so that by the end of Year 6, pupils can successfully attempt and master complex mathematical problems involving fractions. In history, pupils build a secure understanding of important concepts, such as 'empire'.

The school provides quality training for all staff. The governing body uses its broad expertise to support leaders to manage the school. Leaders take into consideration the well-being of teachers and make every effort to reduce the workload of teachers where possible.

Teachers explain new information very clearly to pupils. They also make sure that pupils remember this knowledge in the long term so that pupils can steadily build their knowledge over time, across all subjects. In the early years, adults model

important actions effectively, such as hand gestures and facial expressions. They also support children to expand their vocabulary.

Provision for pupils with special educational needs and/or disabilities (SEND) is a further strength of the school. Leaders communicate clearly to teachers the needs of pupils with SEND. Staff constantly adapt learning and resources for pupils with SEND, so that they can achieve their best.

The personal development curriculum is expansive and well organised. Leaders make sure that all pupils participate in these activities. For example, the school organises for a pantomime troupe to perform in front of the pupils each year. All pupils are taken to visit universities to raise their aspirations. They are taught about online safety and all pupils complete cycling training by the time they leave the school.

The promotion of early reading is excellent. Teachers maximise lesson time so that pupils learning phonics revisit prior learning very frequently, pronounce words and spend plenty of time practising new words. Where necessary, leaders organise timely and effective support so that any pupils at risk of falling behind can keep up with their peers. Leaders also instil a love of reading in children from the beginning of the early years. Teachers read engagingly to all pupils in the school at the end of each day. In Reception, the children enjoy joining in while adults read aloud parts of stories that they have learned.

Pupils have very positive attitudes to learning and work extremely hard in class. They do not disrupt learning and are very focused on doing their best. Leaders make sure that pupils talk about and resolve any problems on the rare occasions that they arise. All pupils listen to and cooperate with each other respectfully too.

The school's procedures to improve pupils' attendance are efficient and effective. Leaders have built strong professional relationships with parents and carers over several years, contributing to the consistently high attendance rates of pupils through continued support for families.

Safeguarding

The arrangements for safeguarding are effective.

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	100261
Local authority	Hackney
Inspection number	10289773
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	267
Appropriate authority	The governing body
Chair of governing body	Gillian Brady
Headteacher	Louise Nichols (executive headteacher) Marc Thompson (headteacher)
Website	www.mandeville.hackney.sch.uk
Dates of previous inspection	14 and 15 September 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the LEAP federation with two other primary schools. All three schools in the federation share the same executive headteacher.
- The school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the executive headteacher, the headteacher and other senior leaders. Inspectors met with leaders with responsibility for pupils with SEND, behaviour and attendance, early reading and pupils' wider development and early years.

- Inspectors met with representative from the governing body, including the chair of governors, and had a discussion with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered the respective responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

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