

# Inspection of Shoreditch Park Primary School

Bridport Place, London N1 5JN

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Inspection dates: 4, 18 and 19 June 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013. The school received an ungraded inspection under section 8 of the Act on 5 December 2019.

## **What is it like to attend this school?**

Shoreditch Park Primary is a place where learning is abundant and pupils flourish. They experience a rich curriculum that prepares them exceptionally well to play a responsible role in society and achieve success. Pupils are eager to learn, and fulfil their teachers' high expectations. Classrooms are alive with pupils discussing topics, explaining answers or forming lines of reasoning. The school helps pupils, particularly those with special educational needs and/or disabilities (SEND), to overcome barriers to learning, despite the many challenges that some face.

Pupils are industrious workers, and not a moment of learning is lost. They show self-discipline and treat others with courtesy and respect. Pupils' behaviour is excellent. They learn to persevere when things get tough and to find solutions. Pupils help each other; there is a strong sense of community. They know that they are looked after exceptionally well by school staff and their friends; kindness prevails.

Pupils' learning is extended through deliberately planned opportunities to widen their understanding of life beyond Hackney. Whether this is a trip to the Royal Opera House, growing vegetables in the school's garden or sharing ideas on sustainability as part of the school's 'Green Team', everyone benefits in some way.

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

The school has created an inspiring curriculum. It is organised in a way that enables pupils to revisit concepts and build on their prior learning. The foundations for this successful learning start in the early years. Teachers make purposeful links between subjects to enhance pupils' understanding of key concepts. High-quality teaching strategies enable all pupils to learn well, particularly those with SEND and/or who speak English as an additional language. Teachers take the time to explain things clearly, using their deep subject knowledge. They demonstrate effective techniques to pupils to help them grasp difficult ideas.

Children get off to a flying start in the early years, where they play and explore in safe surroundings. They learn to gain independence and communicate well. The enabling early years environment means that children build solid foundations for later study. They transfer seamlessly into key stage 1. From Nursery to Year 6, teachers continuously assess how well pupils are progressing. These regular 'in the moment' checks on pupils' learning, followed by immediate feedback, are commonplace and help pupils progress quickly.

Teachers create teaching activities that capture pupils' attention and keep them focused. Engaging topics provide stretch and challenge. Pupils retain important knowledge and apply it in different contexts confidently. Staff use resources particularly well to create an inclusive environment. The school goes above and beyond to help pupils, particularly those who are disadvantaged, to master the basics and overcome any hurdles to learning.

The teaching of reading, alongside speaking and listening, forms the bedrock of the curriculum. The school dedicates time to teaching pupils to read and communicate well. This culminates in pupils reading and communicating confidently, fluently and with good understanding. The youngest children quickly develop good attitudes to reading and master phonics skills so they can begin to read simple words. Excitement about reading is maintained as pupils get older. Teachers keep a close eye on pupils' progress, ensuring that any who start to slip behind are swiftly picked up. Daily story time, author visits and reading ambassadors all contribute to the school's positive culture of reading.

Staff are attuned to individual pupils' needs. Pupils with SEND, including those with education, health and care (EHC) plans, make strong progress. No matter how complex a pupil's need is, staff explore all avenues to overcome any barriers to learning. They utilise staff expertise or seek advice from external specialists. Tried and tested systems ensure that pupils with SEND are identified quickly, and support promptly follows. Pupils in the resourced provision are well cared for and their specific needs are met.

Through the school's wider curriculum, pupils are equipped with the skills to lead healthy lives, stay safe and make informed decisions. They understand the responsibilities that they may face as they grow older. They know about different religions and beliefs, and the importance of treating others with respect. Many pupils benefit from the range of extra-curricular clubs offered, including coding, multi-sports and debating. These add a further element to the rich tapestry of learning that enhances pupils' personal development.

At the heart of the school's leadership are consistency of approach and research-informed practice, combined with an unrelenting ambition to provide all pupils with the best possible education. This is complemented by a highly effective governing body that works in partnership with leaders to evaluate the school's needs and steer its course to make the school's vision a reality.

## **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

<b>Unique reference number</b>	100245
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10323230
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Caroline Doherty
<b>Headteacher</b>	Penny Smith
<b>Website</b>	<a href="http://www.shoreditchpark.hackney.sch.uk">www.shoreditchpark.hackney.sch.uk</a>
<b>Date of previous inspection</b>	5 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provision.
- The school has a before- and after-school provision, which is operated by the school.
- The school has a resourced provision for up to 10 pupils with autism. The school has a very high proportion of pupils with EHC plans.

## Information about this inspection

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

The inspection started on 4 June 2024. Inspectors returned on 18 and 19 June 2024 to gather additional evidence in line with: [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence](#) policy.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics, music and science. 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 a sample of pupils' work. Inspectors also looked at learning or examined samples of work in physical education, history, geography, and personal, social and health education.
- Inspectors listened to individual pupils read to a familiar adult. They also heard pupils read during the school day in lessons.
- Inspectors met with the headteacher, the deputy headteacher and various other senior leaders. They also talked to staff individually and in small groups.
- The lead inspector met with members of the governing body, including the chair. Some governors joined this meeting virtually.
- The lead inspector held a telephone conversation with a representative from the local authority.
- Inspectors considered a range of documents, including the school's self-evaluation, curriculum documentation and improvement plans. Minutes of governing body meetings were also scrutinised.
- Inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school. Inspectors talked to pupils about behaviour at school and other aspects of school life.
- 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 talked to parents at the start of the school day and considered the Ofsted Parent View survey and free-text comments. The inspectors also reviewed responses to the staff survey and pupil survey. They also gathered the views of staff and pupils through informal and more structured discussions.

### Inspection team

Tim Hill, lead inspector	His Majesty's Inspector
Jennifer Bax	Ofsted Inspector
Lisa Strong	His Majesty's Inspector
Adam Vincent	His Majesty's Inspector
Ian Hardman	His Majesty's Inspector
Leanne Thirlby	His Majesty's Inspector

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