

Mandeville Primary School

Inspection report

Unique Reference Number	100261
Local Authority	Hackney
Inspection number	335514
Inspection dates	3–4 February 2010
Reporting inspector	Martin Beale

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Mr N Dillon-Hatcher
Headteacher	Mr G Wallace (Executive) Ms E Penzer (Head of School)
Date of previous school inspection	24 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of the time looking at pupils' learning. They visited 24 lessons and observed all teachers at least once, attended assemblies, and held meetings with staff, groups of pupils, a representative from the local authority and the chair of governors. They scrutinised the school's work, and looked at assessment information, pupils' books, records of pupils' progress and improvement plans. The team received and analysed 54 parental questionnaires, 100 responses to the Key Stage 2 pupil survey and 35 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following: ? the effectiveness with which leadership has driven improvements in teaching and learning and brought greater consistency to practice ? the strategies used by teachers to ensure that pupils are engaged in lessons and becoming active learners ? evidence that the school's actions are leading to greater interest, involvement and progress by boys in reading and writing.

Information about the school

Pupil numbers are rising in this above average-sized school. The school serves a culturally diverse community. Most pupils are from minority ethnic backgrounds, with pupils of Black African heritages as the largest group. The majority of pupils have a mother tongue other than English, with a wide range of other languages spoken by the pupils. Free school meal eligibility is very high. The proportion of pupils with special educational needs and/or disabilities has risen sharply in recent years to more than double the national average. The largest groups are pupils with moderate learning or speech and language difficulties. Children in the Early Years Foundation Stage are taught in a Nursery and a Reception class. The school has received Healthy School Status.

The school has experienced major changes in the last year after devolved powers were removed from the governing body by the local authority. An executive principal is in charge while consultation takes place for the school to join an already established federation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Mandeville Primary is a good school. It is improving rapidly and starting to exhibit some outstanding features. The remarkable progress that has taken place in less than a year stems directly from working in partnership with the federation. Inspiring leadership throughout the school, but particularly from the executive principal, is instrumental in this improvement and is helping to lay very firm foundations for future success. Consistency of approach, high expectations and challenging targets for staff and pupils are the key, along with a concerted and relentless drive to secure more effective teaching and learning. A new team of teachers, some quite inexperienced, has knitted together quickly into a cohesive unit, all very keen to improve. Teaching is improving rapidly as the school is able to draw on expertise from across the federation to develop teachers' skills.

Parents and carers are delighted with the improvements that they see taking place on almost a daily basis. Most are very pleased with the way the school cares for their children and keeps them safe and healthy. This is achieved by the very rigorous attention paid to ensuring that all safeguarding arrangements are clear, thorough and regularly tested to check that they are being carried out correctly.

Progress is accelerating throughout the school and starting to eliminate a legacy of underachievement from the past. This is because teachers are transforming the pupils from passive learners with low expectations of what they can achieve, as seen in some poor quality work in their old books, into active learners with higher aspirations. There are two key reasons for this. First, the dialogue established by teachers through highly effective marking emphasises their high expectations and ensures that pupils can reflect on how to improve their work. Second, pupils become engaged in learning as they discuss questions posed with their 'talk partner'. Nevertheless, in trying to generate more pace, there are occasions when pupils have too little time to develop their thoughts and ideas or examine a problem in depth.

The pupils' experiences are rich and interesting on a daily basis, with educational trips a particularly memorable highlight for them. From starting points well below those expected on entry to the school, particularly in literacy, pupils make good progress so that attainment is average by the end of Year 6. The emphasis on improving basic skills, particularly in reading, is having a dramatic effect for all pupils, not just by improving reading but also their enjoyment of books. This is also helping, in particular, to engage boys more in their writing by directly linking tasks to the books they are reading.

The pupils' excellent behaviour supports their learning and improves considerably during their time at the school. This is because rewards and sanctions are clear, accepted and

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applied consistently by everyone. Furthermore, the rigorous attention paid to reducing unnecessary absence has led to attendance levels rising to above the national average. Self-evaluation is incisive. It is based on very thorough checks on the school's performance in all areas of its work and the rigorous analysis of assessment data. This enables school leaders to have a very clear picture of the school's qualities so that resources can be directed quickly towards areas for development to drive the school forward. This and the impending formal entry of the school into the federation, with the continued benefits this brings, provide the school with excellent capacity to secure further improvement.

What does the school need to do to improve further?

- In order to raise standards, the school should develop teachers' questioning skills further, so that they deepen the pupils' understanding by encouraging more extensive responses and giving them more time to think through a problem.

Outcomes for individuals and groups of pupils**2**

Observations of lessons show how motivated and enthusiastic pupils have become. Almost all work hard and persevere with activities, supporting each other very effectively in paired and group work. They are very keen to do their best and strive to meet their targets. This comes across strongly in the pride they now take to present work carefully and the thought they put into responding to their teachers' marking. Boys are rising to the challenge of becoming better readers. Improvements are most noticeable amongst older pupils, who have most to catch up. They are now acquiring knowledge and skills at a rapid pace, which, along with their other personal qualities, prepares them well for the next stage of their education.

Pupils with a mother tongue other than English develop language skills quickly by being immersed in a 'language-rich' environment from the moment they arrive. Pupils who have special educational needs, including those who have speech and communication difficulties, make good progress towards their specific targets.

Pupils understand how to stay safe and how to face up to the risks they might encounter in the future. They say they are happy in school because they trust their teachers and are confident that any concerns can be shared with adults and sorted out quickly. Pupils understand what to eat if they are to stay healthy, and are keen to participate in the high quality sporting provision as well as a range of clubs, provided in part by the specialist sports coach. The school council makes a real impact, and pupils take on other responsibilities, such as tutoring others or undertaking jobs around the school, with pride.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and the interesting curriculum both contribute considerably to the pupils' improving progress. Lessons move learning forward rapidly because they are carefully prepared to meet the learning needs of everyone in the class, and presented well through new technology. Teachers carefully deploy the skilled team of support staff so that their contribution is felt through all parts of a lesson. Marking is of a very high standard throughout the school and helps the pupils to understand how well they are doing and where a piece of work can be improved. Their books are full of their 'green pen' responses to comments and additional challenges set by teachers after each lesson. The school is at the forefront of curriculum innovation through the creative and extensive links that are made between subjects. Activities from the Nursery upwards reflect the cultural diversity of the school, through topics such as 'Life in Istanbul'. Basic skills are developed through all subjects and the use of computers makes a significant contribution to the pupils' accelerating progress, particularly in reading. Pupils also have exciting opportunities to apply their technology skills in a real context through the school's 'Virtual Learning Environment'.

The care taken to ensure that pupils whose circumstances make them vulnerable receive the support they need is starting to have an impact, although some systems have not been in place for long enough to see the full benefit on their attitudes to learning and their achievement. The improved use of assessment data is particularly effective in enabling leaders to identify the precise difficulties being faced by pupils with special educational needs and or disabilities and carefully tailor programmes for withdrawal and other intervention groups. This is also contributing towards developing

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the language skills of pupils learning English as an additional language.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Given that most teachers are new to the school this year, the common sense of purpose and direction established in a short time is a major achievement. Everyone shares the executive principal's vision and commitment to the pupils. The leadership roles of all staff are very clearly defined and all are being held very closely accountable for the quality of provision and standards in their areas of responsibility. The short-term targets within a longer-term strategic plan give a tangible impetus for the school's improvement. The local authority, as the supervisory body, scrutinises carefully the school's performance and challenges leaders to tackle weaknesses as quickly as possible. However, parents are not directly represented under current arrangements, although their views on joining the federation are being considered.

The clear and comprehensive framework for teaching is consistently applied and used as a guide for all teachers to aspire to. Teachers have short-term targets so that improvement can be rapid and immediate. Opportunities to observe teaching by experts from across the school and the federation give teachers an excellent model against which to improve their practice.

The school has put in place very secure and robust arrangements for safeguarding the welfare of the pupils and for making sure that those working with them are properly vetted. Responsibilities are clear and staff are trained to a high level, so that the school provides an exceptionally safe environment for all.

The school is involved in many activities to help the school community to become more cohesive. Staff and governors understand the school's context and participate in activities to support pupils and their families, but have a more limited impact on the community locally and beyond. The rigorous analysis of assessment data shows that no group of pupils is being left behind as the school strives for higher standards. The school takes its duty to promote equal opportunities seriously. Examples of this include a well-used prayer room for Muslim children and the new computer suite providing additional facilities for pupils who might not have access to a computer at home. Leaders successfully ensure that discrimination of any sort is not tolerated. The focus on developing a strong partnership with parents and carers, from before their children start in the Nursery, means that most feel very well informed and fully involved in their

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children’s education.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Current assessments indicate that the children’s progress has greatly improved since the start of the year from a low baseline of skills on entry. Progress is now good as all adults in the setting have a very clear understanding of how young children learn and develop. Planning is matched well to the needs of children because it is based closely on outcomes from assessments and observations of the children at work and play. Skilled questioning by staff not only extends the children’s learning but provides good models of vocabulary and sentence construction to support the development of their speaking skills.

The environment is stimulating, with many displays and dedicated areas to promote the acquisition of key skills. Activities inside and out engage the children in purposeful learning and provide them with a wide choice. As a result, children become independent and show that they can work and play cooperatively. They demonstrate great care and consideration towards each other and a good awareness of how to be safe, because all adults are skilled and sensitive when dealing with them. Children understand the routines of each class, and relationships with adults are trusting and constructive.

In a very short time, the new leader for this phase has improved the learning environment and implemented rigorous systems for checking on each child’s progress. Her high expectations are shared and understood by all staff. Priorities to improve provision further are based on the careful evaluation of evidence from comprehensive

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monitoring procedures. From this, the school has accurately recognised that there are insufficient opportunities for improving the children’s physical development, particularly in the Reception outdoor area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are very much in support of the school and have no major areas of concern. Most parents and carers report that their children enjoy school. They are pleased with the progress their children are making, the quality of teaching and the way their children are helped to become safe. These are areas that are endorsed by the inspection team.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mandeville Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection received 54 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	56	21	39	2	4	1	2
The school keeps my child safe	31	57	19	35	1	2	3	6
The school informs me about my child's progress	31	57	18	33	4	7	1	2
My child is making enough progress at this school	25	46	26	48	0	0	2	4
The teaching is good at this school	20	37	30	56	3	6	1	2
The school helps me to support my child's learning	22	41	28	52	1	2	2	4
The school helps my child to have a healthy lifestyle	23	43	28	52	2	4	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	44	18	33	4	7	2	4
The school meets my child's particular needs	20	37	25	46	4	7	2	4
The school deals effectively with unacceptable behaviour	25	46	21	39	4	7	2	4
The school takes account of my suggestions and concerns	16	30	27	50	4	7	2	4
The school is led and managed effectively	21	39	28	52	1	2	2	4
Overall, I am happy with my child's experience at this school	26	48	24	44	3	6	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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5 February 2010

Dear Pupils

Inspection of Mandeville Primary School, Hackney, E5 0BT

Thank you all very much for your friendliness and help when we visited your school recently. We agree with you that your school is improving rapidly and is a good school. We were pleased to see how much you enjoy school and we agree with you that your teachers take very good care of you. You also take very good care of each other. Your behaviour is excellent and those of you who have special jobs, like members of the school council, carry out your duties responsibly. Thank you for sharing your views with us. You are now making good progress during your time in school, learning the skills you need for the future and becoming mature and responsible people. This is because you are taught well and have very interesting things to learn. We were impressed by the way you are all working hard to improve your reading. You clearly enjoy the wide range of exciting activities provided for you, including the visits to places of interest associated with your topics.

Everyone is trying hard to make the school even better. There is one particular matter we want them to look at so that you can do even better, particularly in English and mathematics. We have asked your teachers to give you more time to think through questions and to expect more detailed answers from you, including when you are working with your discussion partners.

I am sure that you and your teachers will work hard to make these improvements. You can play your part in helping the school to get even better by continuing to take such great pride in your school and continuing to be so enthusiastic about learning.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead inspector

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