

Moreland Primary School

Inspection report

Unique Reference Number	100415
Local Authority	Islington
Inspection number	376392
Inspection dates	3–4 October 2011
Reporting inspector	Barbara Firth

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	199
Appropriate authority	The Governing Body
Chair	David Forsdick
Headteacher	Ann Dwulit (Executive) Gordon Canning
Date of previous school inspection	9–10 March 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 9 teachers. Meetings were held with senior staff, one group of pupils, the Chair of the Governing Body and a local authority adviser. Inspectors observed the school's work, and looked at school improvement plans, reports from the local authority adviser, policies in particular regarding behaviour, attendance and safeguarding, minutes of the governing body meetings and assessment information used to track pupils' progress. Questionnaires from pupil, staff and 25 parents were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which all groups of pupils make progress across the school.
- The current levels of attainment in Key Stage 1 and Key Stage 2.
- The extent to which the school has improved the quality of teaching since the last inspection.
- The effectiveness of leaders at all levels, including middle leaders and the governing body, in demonstrating their capacity for sustained improvement through identifying and addressing weaknesses in the school.

Information about the school

Moreland is a below-average-sized primary school. The proportions of pupils known to eligible for free school meals, who have a statement of special educational needs, are from minority ethnic groups or who are believed to have English as a second language, are all well above the national averages. More pupils join the school at other than the usual times than is found in most schools. A very large majority of pupils come from minority ethnic heritages, especially Turkish and Somali. Children in the Early Years Foundation Stage are taught in one Nursery and one Reception class. The governing body is responsible for a breakfast club and an after-school playgroup, but is not responsible for the children's centre. The school has the Healthy School award, the ActiveMark, the Eco Schools Bronze Award and FMSIS.

Since the previous inspection there has been a fall in the number of pupils on roll, a change of headteacher and a year of uncertainty about the school's future. At the time of the HMI monitoring visit in November 2011 the school was facing closure. HMI judged that, although the school had made satisfactory progress in making improvements since the last inspection, there was inadequate progress in demonstrating a better capacity for sustained improvement. In July 2011 the school was saved from closure when it was federated with a local outstanding school, whose headteacher now acts as executive headteacher of both schools, spending part of the week in each school. In addition, there is a full-time head of school and shared deputy headteacher. The two schools have been working closely together for the last academic year supported by the local authority.

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Moreland Primary School is a satisfactory and improving school which is now settled after a period of instability. The executive headteacher has acted robustly to accelerate the pace of development so that outcomes for pupils are now improving and there is a sense of confidence and optimism about the school's future. One member of staff wrote, 'The school has made great strides in a very short time since the federation began.' There are some good aspects, including high-quality care and provision in the Early Years Foundation Stage. These good aspects of the school's work, together with good leadership and management and a transformed learning environment, ensure pupils are now developing well as individuals. They are key factors in ensuring that the school is welcoming to parents and carers and that pupils feel safe, are well cared for and make progress in their personal development. Much work has been done by the school to improve behaviour and pupils now benefit from good relationships with staff. Pupils behave well at play and increasingly so in lessons when they show considerate support for one another regardless of age, gender or ethnicity. Due to the relentless efforts of the school, attendance is now broadly average.

Children make good progress across the Nursery and Reception classes because of the good provision in the Early Years Foundation Stage. Attainment at the end of Key Stage 2 in English and mathematics is rising due to the school's focus on these areas and is now broadly average. Girls achieve less well than boys and the proportion of pupils achieving the higher Level 5 at the end of Key Stage 2 is below the national average. However, progress across the school for the majority of pupils is improving and is now satisfactory.

While teaching is satisfactory overall, it is good in an increasing number of lessons and classes throughout the school. In the short time since the federation began leaders have focused with increasing success on improving the quality of teaching and opportunities to share good practice have increased. However, inconsistencies in the quality of teaching remain and, as a result, pupils' progress is better in some lessons and classes than others. When teachers actively involve pupils in their learning from the beginning of the lesson, and tasks are well matched to pupils' abilities, pupils stay on task and make good progress. However, in lessons, where pupils' contribution to their own learning is less well developed and tasks are not well matched to their abilities, the pace of learning slows and pupils become fidgety and off task. While day-to-day assessment is now effective, pupils do not know their learning targets and marking is not always consistently used well to inform pupils of the next steps in their learning.

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

The curriculum for English and mathematics meets pupils' needs satisfactorily, but planning does not sufficiently develop the kinds of rich learning opportunities that would come from linking subjects together. Nonetheless, pupils enjoy the enrichment opportunities that the school does provide and are keen to be involved in its extra-curricular activities, although these too are limited in their range. The school has been successful in achieving Healthy School status, and parents agree that their children have a good understanding of what it means to be healthy and how to keep themselves safe. Pupils' spiritual, moral and social development is good. Pupils get on well together, share common values and are well aware of the diversity of the wider community.

The school is now strongly focused on improving learning and there is a strong, shared commitment to raising attainment for all pupils. Leaders at all levels are increasingly involved in focused and formal self-evaluation, although this is less well developed in the case of the newly-established team of middle leaders. The expertise offered by the federation has greatly strengthened the leadership team, and senior leaders and the governing body now have a clear and accurate understanding of the school's effectiveness and its well-founded plans for improvement. As a result, the school has improved since the last inspection in key areas, such as attainment and attendance. This, together with the high expectations the school has of both staff and pupils, and the effective action it is taking to tackle previous underachievement, means that the school now has a good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2012, increase the rate of progress of all groups of children in the school through improving the quality of teaching and learning so that it is consistently good or better in the majority of lessons by:
 - sharing good practice across the school
 - making sure there is a sharper match between work set and the different abilities of pupils including the more able
 - providing pupils with appropriate learning targets and consistently good quality feedback with opportunities for pupils to respond in order to achieve the next steps in their learning.
- Improve the curriculum so that it provides sufficient opportunities for pupils to develop skills in subjects other than in English and mathematics.
- Develop the role and increase the effectiveness of the middle leaders so that they become more accountable for pupil attainment and progress in their respective areas.

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

Children enter Nursery with skills and knowledge below levels typical for children of this age. They make good progress overall across the Early Years Foundation Stage and enter Key Stage 1 with skills broadly in line with those typically seen. Over time, progress across Key Stages 1 and 2 is satisfactory and results in attainment at the end of Key Stage 2, for most pupils, including those from minority ethnic heritages, are broadly average. Pupils with learning difficulties and/or disabilities make satisfactory progress. Progress is also satisfactory for pupils with English as an additional language, in particular pupils with Turkish and Somali heritage.

Pupils are developing their speaking and listening skills and welcome the opportunities to discuss their learning in lessons with a ‘talk’ or ‘learning’ partner and share ideas. This, in addition to contributing much to their social development, promotes effectively their use of language. Pupils’ reading and writing skills in English are developing well and pupils are becoming more confident in using investigation skills in mathematics. As a result, attainment is rising.

Pupils feel safe and are aware of safety issues, including e-safety. The school is increasing the opportunities for pupils to take responsibility through the school council and training older pupils to be prefects. Pupils are keen to take part in local events, such as carol singing at the community centre, and they successfully raise funds for national and international charities. Attendance is rising and is now broadly average. Pupils demonstrated that they have high aspirations for their future and the school ensures that they are well prepared for the next stage of their education and beyond through good transition arrangements, links with the local university and local businesses. Pupils’ basic skills, including information and communication technology (ICT), are improving. This, together with visits to and from local businesses, is contributing to their future economic well-being, which is satisfactory overall. Pupils show an appreciation for art and music and demonstrate a good understanding of the wider world and issues which might adversely affect the lives of others. Pupils from a wide range of social, religious, ethnic and cultural heritages get on well together. They are polite to their peers and adults alike, know and respect the school rules, and have an appropriate understanding of right and wrong.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2

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' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good relationships between adults and pupils, teachers' secure subject knowledge and good use of new technology support learning well and ensure that pupils make satisfactory progress. In the best lessons teachers share with pupils the learning intention and success criteria and explain teaching points clearly so that pupils understand what they are expected to do. Similarly, when teachers actively involve pupils in their learning, for example through talk partners and where work is well matched to pupils abilities, the pace is good and ensures that pupils stay on task and make progress. However, where pupils are given the same task, some pupils struggle whilst the more able are insufficiently challenged. Teaching assistants and other adults are generally well deployed and lower ability and pupils with a statement of special educational needs are supported. Frequently, teachers use assessment information well to plan work, but this is not consistently applied.

The displays in classrooms and corridors capture and respond to pupils' interests well and the standard of art work is particularly good. There are some interesting enrichment activities before and after school, which help extend pupils' experiences and interests, such as the breakfast club and playgroup. However, the overall range of activities is limited. Rightly, therefore, the school has identified the development of the curriculum as one of its priorities.

The school provides a nurturing learning environment where pupils with additional needs and the pupils who are in circumstances that make them more vulnerable are supported well by skilled school-based staff, including the learning mentor, and the use of external expertise. Positive steps are taken at an early stage to attempt to involve hard-to-reach parents and carers in their children's learning and development. The provision of a sensory room gives good support to pupils whose circumstances make them vulnerable. Intervention programmes are used effectively to support pupils with special educational needs. Transition arrangements are successful in preparing pupils for their move to secondary education, but are less effective between Reception and Key Stage 1. Attendance is systematically monitored by the school's home/school liaison officer. The school works tirelessly to promote good attendance, with any absence being followed up quickly. The breakfast club and after-school playgroup, managed by the governing body, provide satisfactory care and provision.

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

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The executive headteacher has brought exceptional leadership to the school. She has high expectations of herself and those who work with her and, in a short time, has motivated teachers and pupils so that the school is now positive about its future. She is well supported by the whole leadership team including the head of school, who models excellent practice, and middle leaders are becoming more involved and accountable for the routine monitoring of the quality of provision and the outcomes for pupils.

Structures have been put in place to enable the leadership team to monitor and rigorously analyse the work of the school. Staff are challenged when there is underperformance and supported in developing their practice and, as a result, as the quality of teaching continues to improve, pupils' progress is accelerating and attainment is rising. Leaders are beginning to use data effectively to identify underachievement.

There has been a transformation in governance which is now good. Governors have a passion to make Moreland Primary School outstanding, have a good understanding of the school and hold it to account, setting challenging targets for improvement. Safeguarding is good and there are rigorous recruitment and vetting checks in place to ensure that pupils are kept safe. Child protection procedures are good and implemented rigorously. The school is inclusive and there are good systems in place to promote equality, and the staff and the governing body ensure that discrimination in any form is not tolerated. However, in view of the satisfactory outcomes for pupils, equality of opportunity and the school's value for money are currently satisfactory.

Community cohesion is satisfactory. The school has well-established links with the local community and local schools but has yet to develop these nationally and globally. The governing body is well informed about the needs of families and the local community. It is making progress in engaging families in the life of the school through providing opportunities to develop parents' and carers' skills in how best to support their children's learning at home and meet socially. Numerous agencies, including the local authority, local businesses and the successful partnership with the federated school, play an important role in supporting pupils' development.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Many children lack the basic social, emotional and language skills to access learning when they enter Nursery. The children are taught well and experience a rich curriculum so that they make good progress across the Early Years Foundation Stage and achieve nationally expected levels by the time they enter Key Stage 1. The Nursery and Reception team work well together, share progress and develop daily and weekly plans to ensure that provision reflects children's needs. Children in the early stages of learning English are given good support and quickly learn new vocabulary and grow in confidence.

The day gets off to a good start with parents and carers being invited into the classroom to meet the staff and help settle their children, providing an opportunity for good communication between the school and families. Parents and carers are generally happy with the care and provision and, as one said, 'I can see something different this year – yes I am happy – the teachers are friendly and my child is happy.' Each class has access to a large outdoor area which is used effectively to give children opportunities to explore their own ideas. Children generally play well together, support each other, make friends and tolerate difference. They feel safe, are encouraged to eat healthily with fruit and water being available all day. Free flow activities are stimulating and there is a good balance between those led by adults and those initiated by children, who are highly engaged whether in the classroom or outdoors. Children are given many opportunities to work independently and often adults intervene at exactly the right time to move learning on. However, there are occasions when work does not provide the right level of challenge for all children. More opportunities need to be given for children to talk about their work at the end of sessions so they can review their learning.

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

The Early Years Foundation Stage leader monitors provision carefully and is doing the right things to improve it further, including a sharp use of data to identify trends over time to ensure a quick response to any potential underachievement.

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	2

Views of parents and carers

Approximately 12% of parents and carers returned questionnaires, which is a below-average return rate, although not all completed each question. A very large majority said that their children enjoyed school, that the teaching was good, that they were happy with their children's experience at school and that the school was effectively managed and led. A few considered that the school did not deal effectively with unacceptable behaviour. Evidence during the inspection found that pupils' behaviour was satisfactory overall and that the school has effective procedures to deal with any unacceptable behaviour that may occur.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moreland 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 team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	52	11	44	1	4	0	0
The school keeps my child safe	15	60	10	40	0	0	0	0
The school informs me about my child’s progress	10	40	14	56	0	0	0	0
My child is making enough progress at this school	10	40	13	52	1	4	0	0
The teaching is good at this school	11	44	11	44	3	12	0	0
The school helps me to support my child’s learning	11	44	12	48	2	8	0	0
The school helps my child to have a healthy lifestyle	12	48	13	52	0	0	0	0
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)	8	32	14	56	1	4	0	0
The school meets my child’s particular needs	8	32	13	52	3	12	0	0
The school deals effectively with unacceptable behaviour	9	36	15	60	1	4	0	0
The school takes account of my suggestions and concerns	9	36	15	60	1	4	0	0
The school is led and managed effectively	9	36	14	56	1	4	0	0
Overall, I am happy with my child’s experience at this school	14	56	10	40	1	4	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



5 October 2011

Dear Pupils

Inspection of Moreland Primary School, London EC1V 8BB

The inspection team thoroughly enjoyed visiting your school and would like to thank you all for your friendly welcome. We found that your school has improved and that you are now doing better, particularly in English. This is because teaching is improving and many more of your lessons are helping you to learn quickly. Our main finding is that your school provides you with a satisfactory education, but it also has some good features.

Everyone at the school, including you, work well together and you are making satisfactory progress in your lessons. You are happy at school, have a good understanding of how to keep healthy and most of you behave well in class and around the school. The staff make your school a safe and caring place to learn and provide you with some interesting opportunities to make your learning interesting. Children in the Nursery and Reception classes get off to a good start with their education.

Although your teachers are always looking for ways in which they can help you to learn and achieve more, some of you are not doing as well as should in your lessons. So we have asked the school to do three things to make it even better.

- Make sure that all of your lessons are good by giving your teachers opportunities to learn from each other so that you learn at a quicker rate.
- Make sure that you know your learning targets for improvement. We have also asked the teachers to make sure that when they mark your work that you know how to improve further and that they give you time to read and respond to any comments they make on your work.
- We have asked the school to introduce much more varied topics for you to study and so that you can develop more skills and do well in subjects other than mathematics and English.

We wish you well for the future.

Yours sincerely

Barbara Firth
Lead inspector

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