

# Inspection Report

**Unique Reference Number** 100415  
**LEA** Islington LEA  
**Inspection number** 276304  
**Inspection dates** 2 November 2005 to 3 November 2005  
**Reporting inspector** Carmen Rodney HMI

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

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**Type of school** Primary  
**School category** Community  
**Age range of pupils** 3 to 11  
**Gender of pupils** Mixed  
**Number on roll** 316  
**Appropriate authority** The governing body  
**Date of previous inspection** 25 September 2000

**School address** Moreland Street  
Goswell Road  
London  
EC1V 8BB

**Telephone number** 02072538144  
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**Chair of governors** Ms Elizabeth Smithson  
**Headteacher** Mrs Elaine Robertson

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## Description of the school

Moreland Primary School is larger than average. The school serves a socially and economically deprived area in Islington. The largest ethnic group is from White British and White other background. A high proportion of the pupils are from minority ethnic groups, most are of Black African heritage. Over 43% have a first language other than English. A quarter of the pupils have a special educational need and over 54% are entitled to free school meals.

Key for inspection grades

**Grade 1** Outstanding

**Grade 2** Good

**Grade 3** Satisfactory

**Grade 4** Inadequate

## **Overall effectiveness of the school**

The school provides a satisfactory standard of education. In recent years, the school has faced many challenges that have hindered its progress but there are now positive signs of improvement. Under the committed leadership of the headteacher and all staff, there is a shared commitment at all levels to take the school onto the next stage of its development. The school recognises the areas for improvement and inspectors support the school's views of its effectiveness in changing the past culture of low expectations and ineffective provision. Standards are exceptionally low and achievement is barely satisfactory. The quality of teaching is satisfactory overall, but there is too little that is good to enthuse pupils. The school has started to break the long cycle of underachievement by introducing various initiatives to support pupils learning but the changes have not yet led to a significant improvement in standards. The poor attendance of a significant number of pupils is a barrier to their learning. Provision in the Foundation Stage is inadequate and the school recognises that there is much to do in this area. The quality of care is satisfactory with some good features. Attitudes and behaviour are mostly satisfactory. Links with external organisations are a strength and are used well to support pupils' development. Most parents are happy with the school but, despite seeking their views, a significant minority would wish to see improvement in communication and the provision. The school has tackled most of the issues from the last inspection and is now better placed to continue improving the provision. The school provides satisfactory value for money.

Grade: 3

### **What the school should do to improve further**

What the school should do to improve further\* raise the quality of teaching and learning in order to improve standards and achievement for pupils; \* improve the quality of provision in the Foundation Stage;\* develop a positive learning environment that will foster high expectations and good attendance;\* use data rigorously to set challenging targets which staff and pupils understand.

## **Achievement and standards**

The attainment of pupils covers a very wide ability range; but overall, it is well below average. Achievement and standards by the end of the Foundation Stage are inadequate. Standards in Key Stages 1 and 2 are exceptionally low. Although results in the National Curriculum tests rose slightly in some years, the improvement has not been sustained. In 2004, too few pupils reached the higher levels in the Key Stage 1 tests. Standards reached were much weaker in reading than

in writing and mathematics. In Year 6, less than 50% of the pupils reached the standard expected for their age group in English, science and mathematics. Provisional results for 2005 were significantly better than those in previous years particularly in English and mathematics. With low attainment on entry most pupils struggle to make adequate progress by the end of Key Stage 1 particularly in reading and mathematics. However, pupils' rate of achievement is satisfactory in Key Stage 2 but the school recognises that it could be better. Pupils of Turkish descent and those who do not receive a free school meal make less progress than their peers. At Key Stage 1, pupils of Bangladeshi, Black African heritage and those with learning difficulties do not achieve well. The school has begun to address underachievement but targets for the more able pupils could be more challenging.

Grade: 3

### **Personal development and well-being**

Pupils' personal development is satisfactory. Their spiritual, moral, social and cultural development is centred on the pupil's diverse ethnic backgrounds. As a result, those from differing groups work and play happily together. There are strong cultural links with local groups and pupils were seen enthusiastically preparing for their visit to see the London Symphony Orchestra. Very good links with local business provide good quality learning support such as accountants and solicitors visiting regularly to hear readers. These links provide valuable role models and contribute well to developing pupils' social skills. Attendance is low and despite substantial effort by the school, shows no sign of improving. Many parents do not support the school's efforts. Around school and in many lessons, behaviour is good with pupils acting responsibly. However, when teaching fails to engage them some pupils' behaviour disrupts lessons which limit their progress. Pupils are encouraged to eat healthily with a mobile fruit 'tuck-shop' and they have undertaken a survey of school lunches. The pupils are taught about how to stay healthy and most take advantage of the sports offered through a wide range of clubs. Great emphasis is placed on developing computer skills through lessons and the well attended computer club.

Grade: 3

## **Quality of provision**

### **Teaching and learning**

The quality of teaching and learning is satisfactory overall. Teachers' planning is adequate and it clearly identifies important aims and objectives. However, too few plans indicate how the needs of all pupils are to be met, particularly those of the more able. As the school begins to focus more tightly on improving teaching and learning more teachers are beginning to improve their teaching. However, there are still many lessons which lack pace, are less exciting and do not engage pupils actively in learning. The quality of marking varies across the school resulting sometimes in a lack of clarity for pupils on how to improve their work. The quality of support provided by teaching assistants is mostly satisfactory but in a significant number of cases assistants do not consistently work with pupils during the introduction and concluding sessions.

There is insufficient support for pupils learning English. Teaching in the Foundation Stage is inadequate. Planning lacks detail and development. The free flow of pupils amongst the areas for a significant proportion of the day, presents challenges for tracking their engagement and exposure to new aspects of the curriculum. At this stage, pupils make less progress than expected because the quality of learning is often not challenging enough. The recently introduced tracking system in Years 1 to 6 is enabling curriculum managers to monitor pupils' progress. This is at an early stage of development and has yet to impact on teaching and learning and the next stage of learning for pupils.

Grade: 3

### **Curriculum and other activities**

The curriculum is satisfactory overall, with some good features in the wide range of extra-curricular activities for pupils. In the areas of sport, information and communication technology (ICT) and international exchanges, pupils engage in a wide range of activities. The school has forged effective links with the London Symphony Orchestra and the Barbican centre. A recent review of curriculum has taken place, resulting in a range of basic skills being identified as well as literacy across the curriculum. Basic skills of literacy and numeracy are planned through the national strategies. Recent developments in guided reading have included new resources as well as staff development. The resourcing of literacy and numeracy continue to be areas for development, with limited resources in maths to support the national strategy.

Grade: 3

### **Care, guidance and support**

The school offers satisfactory care, guidance and support to its pupils. Substantial new playground equipment encourages pupils to develop their physical skills and self-confidence. Risk assessment is firmly in place and the health and safety policy has been recently reviewed. Child protection procedures are robust and regularly reviewed and any pupils at risk are quickly identified. The school works closely with a wide range of agencies, particularly the adjacent Primary Learners Support Unit. Vulnerable pupils and their families are given substantial support to deal with any problems and as a result, exclusions are minimised. Wheelchair access is good and great efforts are made to ensure pupils with a physical disability can play a full part in school life. There is inconsistency in academic guidance and pupils are not set clear personal targets.

Grade: 3

### **Leadership and management**

Leadership and management are satisfactory. The headteacher has laid the foundation for the necessary school improvement against recent internal pressures to resist development. There is a clear focus on introducing systems to improve teaching and learning. The headteacher is committed to moving the school forward and is well supported by the senior and middle

managers. The senior managers are beginning to work together as a cohesive and enthusiastic team. Through the leadership of the headteacher, her coaching and targeted support, the senior team is demonstrating an increasing awareness of what must be done to take the school to the next step of its development. For example, data is better managed to identify underachieving pupils so that initiatives can be matched to their needs. However, the data is not analysed rigorously enough to ensure that all pupils are fully stretched; monitoring and evaluation of lessons lack rigour; outcomes are not sufficiently linked to performance data or performance management targets to improve teaching and learning. Planning for improvement identifies effectively key elements to address these concerns, but it has not yet had time to bring about the necessary improvements across the school. The governance of the school has improved and governors are better placed to keep the school's performance and budget management under scrutiny. The fabric of the building is a challenge but plans for a new build are at the early stage of discussion.

Grade: 3

## Annex A

### Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>	<b>16-19</b>
<b>Overall effectiveness</b>		
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA
<b>Achievement and standards</b>		
How well do learners achieve?	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA
<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.		
<b>Personal development and well-being</b>		
How good is the overall personal development and well-being of the learners?	3	NA

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>	<b>16-19</b>
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA
<b>The quality of provision</b>		
How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA
<b>Leadership and management</b>		
How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA
<b>The extent to which schools enable learners to be healthy</b>		
Learners are encouraged and enabled to eat and drink healthily		Yes
Learners are encouraged and enabled to take regular exercise		Yes
Learners are discouraged from smoking and substance abuse		Yes
Learners are educated about sexual health		Yes
<b>The extent to which providers ensure that learners stay safe</b>		
Procedures for safeguarding learners meet current government requirements		Yes
Risk assessment procedures and related staff training are in place		Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism		Yes

Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy	NA

## **Annex B**

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for the friendly way in which you welcomed us to your school during the inspection. We enjoyed talking to you and hearing what you feel about the school.

Your school wants you to do well and some of you are beginning to do better in your tests and work. We believe that more of you could reach higher standards. A few of your lessons are lively with interesting activities that help you to learn but more could be good. Some of you told us that you would like harder work and we agree with you. You like when the teachers put ticks and comments in your books as these help you to know if you are doing well. However, your work is not always marked and you do not always know your targets or how to make your work better. Most of you behave well but a small number of you do not behave as well as you should. This often stops you and others from working as hard as you could. The school provides many opportunities for you to take part in a wide range of activities. It was clear to us that you enjoy the school clubs, working with the reading mentors and going abroad on visits. The school cares about your development and you told us that you can go to your teachers if you need to talk to someone. Your headteacher is dedicated to providing the best for you and she has started to make changes that will help you to make more progress. A few of you mentioned that you would like your school to be the best. So, we are asking the school to do a number of things that will help you to improve your work. These include:

\* changing the ways you learn in the nursery and reception\* making lessons interesting and challenging to help you make good progress\* working with your parents to make sure that you attend school regularly\* using information that it has on your work to set you clear targets that will make your work better.

I hope this letter helps you understand how you could work with your teachers to make your school better. I wish you all the best for the future.

Yours sincerely, Carmen Rodney, Lead Inspector

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