

Mission Grove Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique reference number | 103077 |
| Local authority | Waltham Forest |
| Inspection number | 376813 |
| Inspection dates | 3–4 July 2012 |
| Lead inspector | Sarah McDermott |

This inspection of the school 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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 554 |
| Appropriate authority | The governing body |
| Chair | Denise Legall |
| Head of School | Yateen Bhoola |
| Date of previous school inspection | 22–23 September 2008 |
| School address | Buxton Road Walthamstow London E17 7EJ |
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|---------------------------|---------------|
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| Inspection date(s) | 3–4 July 2012 |
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Introduction

Inspection team

Sarah McDermott

Additional inspector

Olson Davis

Additional inspector

Nicholas Capron

Additional inspector

This inspection was carried out with two days' notice. The team observed 27 lessons taught by 19 teachers. The inspectors held meetings with members of the governing body, members of the senior leadership team and several groups of pupils. Inspectors took account of the responses to the online Parent View survey in planning the inspection. They observed the school's day-to-day activities and scrutinised school documentation including school development planning. They also examined procedures for keeping pupils safe, scrutinised behaviour logs and looked at pupils' work. They analysed responses to pupil and staff questionnaires as well as 290 questionnaires returned by parents and carers.

Information about the school

Mission Grove Primary is twice as large as the average sized primary school. The proportion of pupils known to be eligible for free school meals is above average. Nearly all pupils are from minority ethnic groups, predominantly of Pakistani or Black African heritage. Three quarters of the pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is above average. Their needs mostly relate to moderate learning difficulties or speech, language and communication problems. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school has two classes in each year group except for Reception and Year 2 which have three classes each. The school manages a breakfast club and an after-school club which are included in this inspection. The attached children's centre is inspected separately. The head of school is assisted by an executive headteacher and an associate headteacher from a nearby academy. The school increases to four classes per year group in September 2012.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- Mission Grove is a good school where pupils make good progress in their learning. It is not yet outstanding because teachers do not always provide challenging enough activities or move learning along at a fast enough pace for the more-able pupils. Members of the governing body and middle managers are not all fully confident in their strategic leadership and management skills.
- Children make outstanding progress in the Early Years Foundation Stage. Attainment is improving at the end of Year 6. In 2011, attainment for Year 6 pupils was broadly average in English, including reading, and mathematics. Current Year 6 pupils are attaining above national averages overall, representing outstanding progress from below average starting points. In other year groups, pupils make good progress.
- The quality of teaching is good. Teachers make learning fun for pupils because they organise interesting activities and keep pupils on their toes with different ways to learn. They promote high quality writing at every opportunity. Explanations are always clear so pupils know what they are meant to learn by the end of the lesson. Sometimes more-able pupils are not stretched enough.
- Pupils behave well and have good attitudes to learning. They are polite and courteous. The harmony among pupils from a wide range of different ethnic backgrounds is remarkable. Pupils feel safe, knowing that adults will sort out any problems effectively. Attendance has improved significantly from last year and is now above average.
- The head of school justifiably is held in high esteem by pupils, parents, carers and staff. He and his senior team monitor the performance of teachers closely and ensure training sessions are well tailored to ensure a consistently good quality of teaching. Governors and middle leaders are playing a fuller part in school improvement but their roles are not fully developed. The school provides an inspiring range of trips.

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What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by July 2013 by:
 - checking that introductory explanations to lessons enable more-able pupils who know what to do, to start their independent work earlier than other pupils
 - ensuring activities are well matched to the needs of the more-able pupils so they have sufficient chances to tackle challenging work with minimum adult intervention.

- Increase the leadership capabilities of middle managers and governors by:
 - ensuring all subject leaders can clearly identify the strengths and areas for development in the teaching of their subject so they can be instrumental in moving teaching to a consistently outstanding quality
 - developing the governing body’s knowledge of the school’s academic performance compared to other schools so it can ask probing questions and take a confident strategic lead.

Main report

Achievement of pupils

Children get off to a flying start in the Nursery and Reception classes because they settle in extremely well and rapidly become confident and independent learners. Although the current reception children arrived in Nursery with skills below expectations for their age in all areas of learning, they are now moving on to Year 1 exceeding expectations in all areas. Of particular note is the children’s confidence in sounding out letters and combinations of letters because of the extremely well-organised daily teaching of phonics. Pupils make good progress in Key Stage 1. From beginning the key stage below average, the current Year 2 pupils are attaining standards in line with national averages in reading, writing and mathematics. The systematic teaching of reading continues to be a strong feature in Key Stage 1. In a good phonics lesson in Year 1, for example, pupils responded very well to a range of interesting props linked to the seaside to spark conversation and practise initial sounds.

Attainment is improving year on year in Key Stage 2. In 2010 standards at Year 6 were significantly below average, in 2011 they were in line with average and this particular Year 6 group are attaining above national expectations in writing and mathematics. Reading attainment is in line with expectations for their age. The school has given very well-pinned support to individual pupils to boost their achievement so that the pupils currently in Year 6 are making outstanding progress. Progress throughout all other classes in Key Stage 2 is good. Pupils from different ethnic backgrounds, those with special educational needs and/or those who speak English as an additional language make similarly good progress because of well-

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organised individual and group support. A strong emphasis on vocabulary and perfecting speaking and listening skills benefits all pupils, but especially those who speak little English on arrival.

Lessons start off promptly because pupils are punctual and get down to work very quickly. Most pupils listen well and follow instructions carefully, keen to do their best because they respect their teachers. Invariably a large number of hands shoot up when their teachers pose questions. Pupils work in pairs sensibly to sort out problems and spark ideas off each other. They are becoming adept at evaluating their own and their classmates' work, giving suggestions for improvement. Pupils relish a challenge, such as observed in an outstanding Year 6 lesson when learning how to calculate the circumference using the pi formula. On occasion a few of the more-able pupils say work is easy and they could have a go at tackling more demanding exercises. Pupils unanimously agree that they learn a lot in lessons all or most of the time and the vast majority of parents and carers agree.

Quality of teaching

Teachers' obvious enjoyment of their jobs feeds through into lively and successful lessons. Many pupils commented that they look forward to their lessons because teachers introduce interesting themes and a range of different ways to learn. In a good science lesson in Year 2, pupils very effectively reinforced their learning about the lifecycle of a frog because they had live tadpoles to study and devised a 'frog-wheel' on paper plates. Teachers are very thorough in their explanations and invariably do not start pupils off on their own work until all understand. This is particularly helpful for most pupils but on occasion the more-able pupils waste time in sitting through long introductions when they already understand and could be getting on with independent work.

Teachers plan very carefully, ensuring every lesson is consistent in having learning objectives and success criteria to help track progress. Pupils are encouraged to evaluate how well they think they are doing by holding up traffic light colours. Teachers are quick to notice if any pupil is unsure and make a point of giving them extra support so they catch up. A very good number of extra adults are utilised well to give personalised attention to pupils with special educational needs. Teachers make good use of data on pupils' progress to set different levels of work according to ability. However, on a few occasions, more-able pupils are not given sufficient scope to take time to ponder and tackle difficult tasks without adult intervention.

The promotion of spiritual, moral, social and cultural development is well threaded into lessons. A delightful Year 5 literacy lesson, for example, based on Pandora's box, used Greek myths to promote writing and to delve into the morals of honesty and deceit. Pupils have plenty of occasions to build up their reading skills through early morning work and guided reading sessions, although not all teachers make the best use of the library slots to deepen pupils' love of books. Parents and carers rightly are very appreciative of all that teachers do for their children.

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Behaviour and safety of pupils

Behaviour is typically good. Pupils endorse this view, commenting that in lessons the vast majority of their classmates behave well and learning can continue uninterrupted. Sometimes play can become a little boisterous outside due mostly to over exuberance. Parents and carers hardly have any qualms about behaviour, confident that all staff have high expectations and consistent behaviour management strategies. Pupils give visitors cheery greetings and invariably hold the door open for them. When out on trips, pupils are very good ambassadors for Mission Grove. The behaviour of the children in the Early Years Foundation Stage is impressive. They work and play together extremely well and are particularly mature for their age.

Pupils from a wealth of ethnic backgrounds get on extremely well with each other. They appreciate each other's cultures and respect each other's views. Pupils say incidences of bullying are rare, mostly relating to name calling. Their parents and carers agree. Pupils understand the different types of bullying, including cyber-bullying and racist taunting, and know what to do if they are concerned. A good range of personal, social and health education lessons helps pupils to grow in independence, so they are able to look after themselves as they grow older and move on to secondary school.

After several years of below average attendance, the school has made a concerted and successful effort this year to reduce absence. Holidays in term time are strongly discouraged and unexplained absence is chased up immediately. The good attendance rate and good punctuality are having a positive effect on pupils' achievement.

Leadership and management

The head of school has been a constant and effective leader during a time of change in senior leadership and governance. He has been instrumental in speeding up the progress of pupils, raising attainment and improving attendance. He is determined in his ambition for all pupils. Year on year, the very strong leadership in the Early Years Foundation Stage has improved the skills of children so that they now compare very favourably with children of a similar age. Close working with the children's centre means children transfer seamlessly into the Nursery. Together with his assistant headteachers, the head of school is working well with senior colleagues from a nearby academy to prepare the school for expansion after the summer holidays. Improvements in the quality of teaching and pupils' progress clearly demonstrate that they have good capacity to improve the school further and make the enlarged school a success.

The senior leadership team maintains a thorough timetable of rigorous classroom monitoring and ensures the good quality of teaching is maintained through well-selected professional development. Middle managers are currently developing in their

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leadership roles. Subject leaders are not all yet taking full responsibility for the quality of teaching and the resulting achievement in their subject areas. They do not all have sufficient opportunities to observe learning first hand to be able to give informed guidance to their colleagues on how to teach consistently outstanding lessons. The governing body, comprising several new members, has good links with the parents carers and the local community. It knows the main strengths and weaknesses in the school's performance and is aware it needs to hone its own skills in challenging the senior leadership team on pupils' performance.

The curriculum is interesting and engaging. It is enlivened by a wide range of stimulating visitors and trips – experiences that many pupils might not otherwise have – to contribute positively to spiritual, moral, social and cultural development. The basic skills of numeracy, and especially reading and writing, are incorporated into all subjects. The school is working well to encourage parents and carers to be involved in their children's learning. Several parents and carers praised the approachable staff, informative newsletters and useful text message system. The school does not tolerate discrimination and ensures all pupils have an equal opportunity to achieve, evident by the good progress all round. All safeguarding requirements are met. The site is safe, secure and very well maintained. The before- and after-school clubs provide a safe and supportive place for children of working parents with the added bonus of a substantial breakfast to set pupils up well for the day ahead.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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 July 2012

Dear Pupils

Inspection of Mission Grove Primary School, London E17 7EJ

Thank you very much for welcoming us to your school. Mission Grove Primary is a good school. Year 6 pupils have performed particularly well this year but overall you make good progress and attain average standards in English and mathematics. You enjoy school and feel you learn a lot in lessons. We judge teaching to be good because lessons are fun and well organised. Teachers make sure you are all clear about what you need to learn. Your head of school wants the best for you and leads the school well. The senior team works well together and knows what needs improving.

You all feel safe at school and know how to look after yourselves. We agree with you that your behaviour is good. You told us you are not worried about any types of bullying and are confident that teachers will sort out any problems. Your attendance has improved and is now good. Well done!

To make your school even better, we have asked your headteacher to ensure that:

- more-able pupils get to start their independent work quickly and have challenging work to do without too much help from adults so that their learning becomes outstanding
- teachers who lead subjects and everyone on the governing body have opportunities to find out how well you are being taught in lessons so all leaders and managers can help improve the school effectively.

We certainly enjoyed our visit to your school, meeting lots of you and seeing your delightful garden. We know that your teachers and their assistants make your school a very special place for you. All of you can help by always trying to do your best and continuing to behave well.

Yours sincerely

Sarah McDermott
Lead inspector

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