

Moreland Primary School

Moreland Street, Goswell Road London, EC1V 8BB

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The leadership team has not had enough time to make sufficient impact on securing a good rate of school improvement, including the consistency of effective teaching.
- Achievement between classes and over time is not securely good. Gaps in pupils' learning are not closing as quickly as they should be.
- Pupils do not always understand tasks or know what they should do next. This slows their learning and achievement overall.
- The skills and experience of teaching assistants are not always used as well as they should be throughout lessons.
- Frequent staff changes, especially prior to the federation, have also disrupted learning and resulted in a lack of consistency in the way pupils are taught.
- Despite leader's advice and guidance some inconsistencies and weaknesses in teaching persist and checks on improvements need to be more frequent.

The school has the following strengths

- Children have a good start in the Nursery and Reception classes. Leadership and staffing are stable and effective. School policies and approaches are implemented well.
- Pupils are positive about the school and about their learning. They are appreciative of the executive headteacher, as well as all the improvements which have been introduced since the beneficial federation. They are respectful, courteous and considerate.
- Pupils, staff, parents and carers are happy with the school. Different groups get on well together.
- Leaders, including governors, have a clear understanding of the school and are successfully addressing areas of weakness, although, largely due to time, the full impact of this is not yet evident.

Information about this inspection

- During the inspection, 19 lessons or part lessons were observed.
- Fourteen joint observations of teaching and learning were conducted with senior leaders.
- Discussions were held with parents, pupils, a governor, three representatives from the local authority, senior leaders and staff.
- The inspectors received the views of parents and carers through 11 responses to the online Parent View questionnaire, responses to a school questionnaire, written comments and documents, as well as informal discussions.
- The inspectors received the views of staff through 22 responses to the Ofsted inspection questionnaire and discussions. They also received the views of pupils through informal discussions in lessons, break and lunch times.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, pupils' work, the school development plan, planning and monitoring documents, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Ronnie Young

Additional Inspector

Full report

Information about this school

- Moreland Primary School is a smaller-than-average-sized primary school.
- In September 2011, in response to challenges and change, the school entered a hard federation with St Luke's Church of England Primary School and the schools have one governing body and an executive headteacher. There is also a head of school who manages the day-to-day running of the school with the help of an external consultant. A substantive head of school has been appointed to start in January 2014.
- Almost all the pupils are from a very wide range of minority ethnic backgrounds. The main groups have African or Eastern European heritage. Almost two thirds speak English as an additional language. This is much higher than in most schools.
- Almost two thirds of the pupils are known to be eligible for pupil premium funding. This is additional funding for specific groups of pupils; in this case those who are looked after by the local authority or who are known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported at school action is in line with the national average.
- The proportion of disabled pupils or those with special educational needs supported at school action plus or with a statement of special educational needs across the school is slightly higher than the national average.
- The proportion of pupils who join the school at times other than the beginning of the Reception year is higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast and after-school club for its pupils.
- There have been changes in staff, including teachers and leaders, since the previous inspection.
- Some classes have had several changes of staff in one school year.

What does the school need to do to improve further?

- Raise achievement by improving the quality of teaching across the school by ensuring that:
 - teachers consistently and carefully identify and address any gaps in pupils' learning
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 - the skills of teaching assistants are used effectively throughout lessons
 - all pupils understand tasks, know how to do them and know what to do when they finish
 - leaders check, even more frequently, that their guidance to improve teaching is implemented quickly, effectively and consistently.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because too few pupils make fast enough progress during their time at school. Assessment is very detailed, robust and rigorous and although the proportion of pupils making expected levels of progress is now in line with other schools, too few pupils make more progress than this.
- Slower progress is often, but not always, linked with newer teachers who are less experienced in identifying and addressing pupils' specific needs. Leaders have identified this and created clear guidelines and approaches for teaching and learning. Even though these are not yet implemented consistently, and therefore not yet reaping their full rewards, they are already proving successful in classes where they are used well.
- Children in the Early Years Foundation Stage achieve well. Staffing has been stable and teaching is good. Children learn well through adult-led activities as well as those they choose themselves. Following relatively low starting points, the proportion of children reaching good levels of development by the end of the Reception class is just below those found in most other schools.
- The proportion of pupils who succeed in the national check on phonics (letters and sounds) is rising, but remains lower than the national average.
- The achievement of more able pupils varies because, although they have suitably challenging activities in some classes, they do not always understand what they are supposed to do or what they should do when they have finished.
- Pupils who speak English as an additional language often progress better than others. Their parents and carers are often well engaged in their children's learning and they often do additional work at home. They benefit well from teachers' guidance for homework and workshops showing parents and carers the school's approach, as well as effective ways to help and support their achievement.
- Disabled pupils and others who have special educational needs often make particularly good progress because most interventions are effective and teaching assistants are often, but not always, used well.
- Girls often achieve better than boys, both in rates of progress and levels of attainment. Leaders are aware of this and have introduced some mathematics lessons where boys and girls are taught separately. Although these are at an early stage, monitoring indicates that they are already proving beneficial for all.
- Pupils known to be eligible for pupil premium funding often achieve better than others. At the end of Year 6, in 2013, pupils known to be eligible for pupil premium funding had made better progress than others and were one and a half terms ahead in reading and mathematics, as well as three and a half terms ahead in writing.
- Primary sports funding is being used to extend teachers' skills and expand provision for all pupils. During the inspection, older pupils really enjoyed a contemporary dance session, boys and girls of all abilities engaged extremely well and successfully extended their skill, fitness and well-being.

The quality of teaching

requires improvement

- Teaching requires improvement because it does not always promote good achievement.
- Pockets of less effective teaching are often, but not always, linked with staff changes and teachers who are newer to the school. Although guidelines for teaching sum up effective methods and approaches, these are not always put into practice sufficiently well in all classes.
- Frequent checks by the local authority, external consultants and school leaders show that considerable teaching is now effective. Where this is good, learning tasks are varied and there are opportunities for talk and discussion and practical activities. However, this is not always the

case and, in some classes, tasks are not explained clearly enough for pupils to know what to do.

- The use of different teaching methods and approaches reduces their effect and slows pupils' progress.
- Teaching in the Early Years Foundation Stage is good. Staff make good use of space inside and out and also provide an extensive range of suitable well-planned activities throughout. These are effective for all the children and for all areas of learning. Adults lead sessions well, including those for phonics (letters and sounds). They also provide good opportunities, as well as time, for children to choose activities and work on their own or with their classmates. Resources are suitable, imaginative and engaging.
- During the inspection, pupils in Year 6 made good progress in English and skills for learning, as they reread and improved pieces of persuasive writing. They were very clear about what to do and how to do it and knew what to do when they had finished. Pupils who needed it were supported well and those who were more able were challenged to take their learning even further.
- Many pupils have gaps in their previous learning. Although staff are well aware of these, in the urgency to move learning on, they do not always do enough to rectify them. For example, in a Key Stage 2 mathematics lesson, pupils' poor knowledge of multiplication hindered their calculations. Rather than going over multiplication tables, the teacher pressed on with the current calculations.
- Most of the teaching assistants are skilled and experienced. They often contribute well to pupils' learning, working effectively with individuals and small groups. Sometimes their impact is reduced because their skills are not used sufficiently well, especially in whole-class summaries or introductions.
- Provision for equal opportunities varies. Leaders are highly committed to reducing discrimination and reducing barriers for all. They analyse provision for, and outcomes of, different groups extensively, including the quality of teaching and achievement of all groups. They address issues quickly and the achievement of all is rising. However, marked differences in the quality of teaching and, consequently, achievement between classes still exist.

The behaviour and safety of pupils are good

- Pupils are positive about the school. They say they enjoy lessons, trips and being with friends. They are keen to learn. Although most continue to try hard when they do not fully understand a task or what to do next, some lose concentration or become restless at these times. This slows their progress and slightly reduces their positive attitudes to learning.
- Pupils are considerate, courteous and polite. Pupils in Year 6 politely rise to greet visitors and others shake hands or hold doors open for them.
- Relationships are good and cohesion is strong. Pupils of all ages and backgrounds play and work well together.
- Pupils, parents, carers and staff are positive about behaviour and safety. Pupils say they feel safe because friends and teachers are there to help them and because most behaviour at the school is good.
- There are marked improvements in challenging behaviour. A strong line is taken on unacceptable behaviour, which occasionally results in exclusions for an extremely small number of pupils. The learning mentor knows pupils and families well. She works effectively with individuals and groups to improve behaviour and self-esteem, as well as reduce barriers to learning.
- Pupils have a good understanding of bullying including cyber, physical and verbal bullying. Projects which pupils in Year 6 have done on cyber bullying have successfully helped them all to become more aware of potential dangers and how to keep themselves and others safe.
- Attendance has risen, but is currently low due to a contagious illness. Pupils and parents know how important attendance is and stringent measures from the school are effectively raising the attendance of all, including those who were persistently absent.

- Spiritual, moral, social and cultural development is a strength. Pupils enjoy trips, outings and special events, are very clear about right and wrong, have good relationships with others and learn about a range of cultures and faiths.
- The breakfast and after-school clubs provide a positive safe start and end to the school day for those who use them.

The leadership and management require improvement

- Leaders at all levels, including governors, have a very clear idea of what is expected of them and a secure path for school improvement. However there has not yet been sufficient time or stability of staff for this to reap its full effect. Consequently the work of senior leaders and middle managers has not had sufficient impact on improving achievement or teaching.
- School records and inspection evidence show that leaders have, , raised achievement and improved the quality of teaching since the start of the federation. However, these improvements are not yet securely and consistently good across the school. The school accommodation has been improved and the morale of the staff has been raised. Staff enjoy coming to work and appreciate all the improvements so far. One, voicing the opinions of most said, 'The federation has had an extremely beneficial impact on this school – it is unrecognisable.'
- Leaders check the quality of teaching and levels of achievement very carefully and frequently. They identify difficulties accurately and quickly, introducing measures to address these. However, these measures are not always implemented effectively or consistently by all teachers across the school. This reduces their effect on teaching and achievement.
- Pupils have broad, relevant learning experiences. These help their spiritual, moral, social and cultural development, as well as preparation for later life and learning. However, teachers do not always address gaps in previous learning, which reduces the impact of lessons overall.
- Parents and carers are very positive about and happy with the school. They particularly appreciate all the recent changes and how friendly teachers are. All 11 responses to the online questionnaire were positive about the work of the school. All these parents and carers would recommend the school to others. Almost all of the parents and carers spoken to during the inspection are also pleased with the school. A very small minority would like more communication and more advanced warnings of any changes or events.
- The local authority has been very involved in the school's developments, especially in creating the federation and supporting the school through the period of change.
- **The governance of the school:**
 - Governors are very positive about all the improvements which have happened in the school over the past two years. Although this sometimes results in a slightly over optimistic view of current teaching and achievement compared to national pupil performance information, they are vigilant in wanting to improve this aspect of their work further. They support and challenge the school well, even though this has not yet resulted in teaching and achievement which are securely good over time. They have a good understanding of the school budget and know how finances, including pupil premium and primary sports funding, are used and the positive impact these have. They are involved in performance management of the executive headteacher and are aware of the school systems to appraise and reward other staff for their work too. They work well to ensure the safety of staff and pupils and meet all their statutory duties for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100415
Local authority	Islington
Inspection number	425583

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	214
Appropriate authority	The governing body
Chair	David Forsdick
Headteacher	Ann Dwulit
Date of previous school inspection	3–4 October 2011
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