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7 June 2014

Ann Dwulit  
Moreland Primary School  
Moreland Street  
London  
EC1V 8BB

Dear Ms Dwulit,

### **Requires improvement: monitoring inspection visit to Moreland Primary School**

Following my visit to your school on 6 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- focus the school's work sharply on accelerating the rates of progress for all pupils.

### **Evidence**

During the visit, meetings were held with the headteacher, senior leaders from both schools in the federation, members of the governing body, pupils and a representative of the local authority. Brief visits were made to classrooms with the headteacher to assess the quality of teaching. The inspector reviewed a range of documentation, including pupils' work, information about leaders monitoring of teaching and safeguarding information. The school action plan was evaluated.

## **Context**

Since the previous inspection, a new head of school joined in January 2014 and one teacher is on maternity leave.

## **Main findings**

After initial disappointment, the executive headteacher and her staff have accepted the inspection findings. They fully understand that there is more to be done to tackle the history of underperformance at Moreland School. This must be tackled for once and for all to prevent the school declining.

Governors and the local authority recognised that additional and experienced leadership was essential at the school. A key strategy was to form a hard federation with St Luke's School in 2011. The executive headteacher has provided stability and strong leadership during this time. She has established basic expectations such as regular attendance, expectations for good behaviour and an effective partnership with parents. She has also built a good team across the federation so leaders have a strong and shared understanding of the needs of each school. The federation has provided well informed leaders to cover the vacancy for the head of school at Moreland during the autumn term. The strong partnership with St Luke's is helping all leaders improve their day-to-day running of Moreland School. The executive headteacher is the driving force for this school improvement. This momentum is shared by the federation staff team and together with the governing body, they are all determined that the school will be judged 'good' at its next inspection and before the new school opens in new buildings in September 2015.

Since the recent inspection, leaders have increased the frequency of visits to classes to monitor teaching. This gives them a more accurate overview of its quality. A new system to track pupils' achievement means that under performing groups can be identified quickly and interventions put into place. This term, the Early Years Foundation Stage assessment systems were overhauled using new tablet technology so that observations of children's learning and their achievement records are collated, stored and then shared on-line with parents.

Pupil and parent questionnaires are mostly positive about new developments. Parents told the inspector that things are much better this year for example, children's behaviour has improved, homework is now regular and absences from school are not allowed. Financial penalties are given to parents who take their children for unauthorised holidays or absences from school.

The executive headteacher shows an honest and objective view of the issues that need to be addressed in order for the school to be judged 'good' overall. Evidence in pupils' books and data about their achievement shows some improvements in

expectations and a better quality of marking and assessment since the inspection. The executive headteacher acknowledges that this is too inconsistent. Despite a concerted effort by leaders to raise expectations pupils are still not making rapid enough progress to catch up and exceed national expectations. In some year groups, books have incomplete and sometimes messy work. For others, development in pupils' literacy and numeracy skills is stronger because of higher expectations and challenge for all individuals.

The priorities in the school action plan reflect the key findings of the inspection. The aims are aspirational but the plan does not indicate how or when the targets for accelerated rates of pupil progress will be checked during the year. Some of the success criteria are vague so it is difficult to hold leaders to account for the impact of their work on teaching and achievement.

Governors are highly committed to Moreland School and the federation so that the school can quickly provide a better education for all pupils. The good practice at St Luke's School has been adapted in each school to address different and distinct priorities. Governors challenge leaders robustly particularly in upholding safeguarding requirements and how leaders are dealing with underperforming pupils or year groups. They check that additional resources such as new staff are used efficiently in the drive to improve standards. Leaders monitor the action plan but this work is not linked tightly enough to the expected outcomes for pupils' progress at each milestone during the year.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority is providing a high degree of support for the school. They are aware that it has been underperforming for too long. In addition to the termly network meetings, they brokered the federation with St Luke's School. They provided additional leadership for a day a week during the autumn term in 2013 and extra consultancy has helped teachers who required additional support. This has been effective. A review of the school's overall effectiveness is planned for the autumn term 2014.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Islington.

Yours sincerely

Ann Debono  
**Her Majesty's Inspector**