

# Mora Primary School

Mora Road, Cricklewood, London, NW2 6TD

**Inspection dates** 3–4 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, other leaders and governors are determined to do the very best for pupils. They have improved the quality of teaching and pupils' achievement since the previous inspection.
- Pupils from a wide range of backgrounds achieve well. They make good progress from typically low starting points to reach average levels of attainment in reading, writing and mathematics by the end of Year 6.
- Additional government funding is used very effectively to support the large number of disadvantaged pupils. As a result, they achieve as well as other pupils.
- The quality of teaching is good. Teachers have good relationships with their pupils and plan interesting activities which motivate them to learn well.
- The early years is good. Children settle quickly when they arrive at the school and make a good start to their education.
- Pupils behave well around the school and are keen to do well in their lessons. They apply themselves conscientiously to their learning.
- Pupils are well cared for in school and arrangements to protect them are effective. As a result, pupils feel safe and have confidence in the adults around them.
- The school has worked effectively with parents to improve attendance since the previous inspection and it is now above average.
- Leadership at all levels has been considerably strengthened over the past two years. Senior and middle leaders play an important part in improving teaching and learning and pupils' achievement.
- Governors have responded well to an external review of their work and are increasingly effective in ensuring that leaders continue to improve the school.

### It is not yet an outstanding school because

- The quality of teaching, whilst improved, is not yet enabling pupils to make rapid progress,
- Occasionally, teachers do not provide work that is challenging enough for the most able pupils, including in the early years.
- Whilst phonics (letters and the sounds they make) are taught effectively, the teaching of reading does not always develop pupils' understanding well enough.

## Information about this inspection

- Inspectors observed teaching and learning throughout the school. Two observations were conducted jointly with senior leaders. They also made a number of shorter visits to lessons to focus on different aspects of the school's work.
- The team looked at samples of pupils' current work as well as books from the previous year. They listened to pupils reading. Inspectors also talked to two groups of pupils, as well as many others around the school and in lessons.
- Inspectors talked to senior and middle leaders, the Chair and Vice-Chair of the Governing Body and a representative of the local authority.
- A range of school documentation was examined including information about pupils' progress, records related to behaviour and the safeguarding of pupils and the school's plans for improvement.
- The inspectors considered the views of parents expressed in the 19 responses to Ofsted's on-line survey, Parent View. They also took into account the views of a much larger sample of parents who had responded to the school's own recent survey. Inspectors also talked to a number of parents at the beginning of the school day.
- The views of 33 members of staff, who responded to a questionnaire, were also taken into account.

## Inspection team

Graham Lee, Lead inspector	Additional Inspector
Maria Coles	Additional Inspector
Parv Qurshi	Additional Inspector

## Full report

### Information about this school

- Mora Primary is much larger than the average-sized primary school, with provision in the early years in a part-time Nursery and two full-time Reception classes.
- Almost all pupils are of minority ethnic heritage and most speak English as an additional language. Pupils are from a diverse range of backgrounds with Black African, Pakistani, Other White (largely Eastern European) and Black Caribbean being the largest groups.
- About one in five pupils has a disability or special educational needs, which is broadly average.
- More than 200 pupils are entitled to the pupil premium, a proportion which is much higher than in most schools. This is additional government funding to support pupils, in this school, who are entitled to free school meals.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- At the time of the inspection a new acting deputy headteacher had been in post for two weeks. A new Chair of the Governing Body has been appointed since the previous inspection.
- The school runs a breakfast club for disadvantaged pupils. There is also a privately-run breakfast and after-school club operating in the school. The latter was not part of this inspection.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to enable pupils to make rapid progress and to raise their attainment by:
  - ensuring that the teaching of reading is always purposeful and develops pupils' understanding as well as their phonic skills
  - providing the most able pupils with the activities that consistently challenge them and make them think, including in the early years.

## Inspection judgements

### The leadership and management are good

- The headteacher leads the school with purpose and vision. She is increasingly well supported by leaders at all levels and the governing body. Enthusiastic teachers share the highest aspirations for pupils in the school. Consequently, the quality of teaching and pupils' achievement and attendance has improved since the previous inspection and good behaviour is the norm.
- Leaders use the information they have about pupils' progress and from the regular checking of the quality of teaching to ensure that pupils are making good progress. When this not the case, they put additional effective support in place to enable individuals to catch up quickly. They have not yet, however, been able to secure rapid progress throughout the school.
- Leaders have an accurate view of the school's strengths and weaknesses and use this information to set the right priorities in their plans for improvement. This has contributed significantly to the improvement of the school, showing that leaders have a strong capacity to bring about further improvement.
- The senior leadership of the school has been considerably strengthened by the revised role of phase leaders, who are now able drive improvements much more effectively in the areas where they have responsibility.
- The leadership of inclusion is highly effective and enables pupils at the early stage of learning English and with a variety of special educational needs to be fully included in all aspects of the schools work and to make good progress. Thus, equality of opportunity is promoted very successfully in the school.
- Middle leadership, of assessment and sport, for example, is effective and provides additional opportunities for staff to take on responsibilities and to contribute to the improvement of the school. An innovative approach is the setting up of small teams to focus on different aspects of the school's work, for instance on the pupils' lunchtime experience. This is helping to prepare teachers for leadership roles in the future.
- Teachers are very keen to improve their skills. They are supported well by senior leaders and have good opportunities for professional development. They are well aware of their responsibilities for pupils' progress and embrace the challenging targets they are set through the effective performance management processes.
- The curriculum is effective in developing pupils' basic literacy and numeracy skills. Pupils have good opportunities to apply their skills in these areas to different aspects of their learning. They also really enjoy the opportunities they have to take part in visits and additional activities, for example in sport, music and the arts.
- The significant additional funding to support disadvantaged pupils is used very effectively to support these pupils and to close the attainment gaps with other pupils. Amongst other things, the money is spent on 'booster' groups for the pupils, multi-lingual support and extending the school day for these pupils, for example through the breakfast club. The school checks carefully that these activities are having an impact on pupils' achievement.
- The primary sport funding is being used effectively to provide a wide range of opportunities for pupils under the effective leadership of the sports leader. A sports coach is working with teachers to improve their skills and pupils are able to take part in competitive sport and other activities such as dance. A real focus for the school is the reduction of obesity and the high level of involvement in additional sports activities contributing significantly to this aim.
- Pupils' social, moral, spiritual and cultural development is promoted very strongly through the curriculum, the day-to-day life of the school and the example set by staff. Consequently, the school is a happy and vibrant community where pupils from a very wide range of backgrounds get on well together. Pupils are well prepared for life in modern Britain.
- The local authority provides appropriate light touch support for the school because it rightly has confidence that the leaders are bringing about the necessary improvements.
- The school's procedures for ensuring that children are safe and protected are thorough and effective.
- The school enjoys a productive partnership with most parents and this is evident in the school's own survey and inspectors discussions with parents. A very few respondents to Parent View, however, do not have confidence in the leadership and would not recommend the school to others.
- **The governance of the school:**
  - The governance of the school has improved since the previous inspection. Governors have taken on the recommendations of an external review of their work and have become better at asking the right questions to ensure that leaders are improving the school. Governors make regular visits to the school, know about the quality of teaching and ensure that pay rewards for teachers and leaders are linked closely to performance and to pupils' progress. They have been supportive in enabling the headteacher

to tackle underperformance in the past. Governors are more aware of information about the school's performance and how that relates to the national picture. Governors ensure that the resources available to the school are used effectively, for example the pupil premium and sport funding. Governors ensure that the statutory requirements are met, including those related to the safeguarding of pupils.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils are proud of their school and talk enthusiastically about all it has to offer. They behave well around the school, especially on the crowded playground and when climbing the twisting stairs when coming in from the playground. Pupils are very clear about the school's systems for encouraging good behaviour and respond well to them.
- Throughout the school, pupils have positive attitudes to learning. They are keen to learn and respond well to their teachers. Their books show that they take pride in their work for the most part and that they strive to improve. Just occasionally, pupils lose focus when the teaching has not interested them sufficiently.
- Almost all pupils concentrate well when working on their own or when they are asked to work in pairs or to collaborate in groups. They respond well to their teachers' questions and are keen to share their ideas.
- Pupils are very positive about behaviour over time, although they say that, very occasionally, the behaviour of a few pupils gets in the way of their learning. The school's own logs show that serious incidents are rare. There were a number of fixed-term exclusions last year, but these were for relatively few pupils and were entirely appropriate.
- Pupils take on a range of jobs around the school willingly and responsibly. They take these tasks very seriously and have to apply for the positions they want, which is helping to prepare them for life in the future.

### **Safety**

- The school's work to keep pupils safe and secure is good. The safeguarding of pupils is a high priority for all adults in the school. As a result, pupils feel safe and secure.
- Pupils have a very good understanding of different kinds of bullying, for example in relation to the internet. They are clear that bullying is quite rare in school and they have confidence in the adults around them to deal with any problems that occur. Discrimination of any kind is not tolerated in the school.
- The school has tightened procedures to encourage and reward regular attendance to good effect and worked with parents to make the school's expectations clear. As a result, attendance improved significantly in 2014 and was above average.
- A very few parents responding to Parent View do not feel that the school keeps their children safe. However, this was not supported by pupils or the evidence gathered during the inspection.

## **The quality of teaching** is good

- The quality of teaching has improved since the previous inspection and is now good. Teaching enables pupils of all abilities to make good progress in reading, writing, mathematics and a range of other subjects. Teachers want to improve their skills even further. The willingness of teachers to participate in the innovative 'getting to outstanding' group is an example of their determination to be the very best they can be.
- Teachers have good relationships with their classes and high expectations of their pupils' work and behaviour. As a result, pupils respond well and learn effectively. Teachers use questions well to check pupils' understanding and to consolidate learning.
- Teachers set tasks that enable different groups of pupils to develop their knowledge and understanding. Pupils of different abilities are very clear about what they are expected to learn. This establishes a very purposeful framework for learning. Just occasionally, the work for the most able pupils is not demanding enough to push them even further.
- Pupils at the early stages of learning English and those with a variety of special educational needs are taught well in class or when working in small groups because their needs are understood. Teaching assistants make an important contribution to the learning of these pupils in particular.
- The teaching of phonics is effective and this is shown in the positive outcomes to the phonics screening check in Year 1. Pupils quickly acquire the skills to sound out unknown words. Some readers new to English make particularly rapid progress in these skills. However, the teaching of reading more widely is

not always as effective in developing pupils' understanding of the texts they are reading.

- Writing is also taught well, with many more opportunities for pupils to write at length to develop their ideas than was the case at the previous inspection. For example, in Year 2, pupils were writing diaries from the point of view of a character in *Lila and the secret of rain*. Pupils of all abilities achieved a great deal in the lesson and had a good understanding of the characteristics of a diary.
- The quality of marking has improved significantly since the previous inspection. There is an effective marking policy in place which is applied consistently by teachers. Consequently, pupils are clear about what they have done well and what they need to improve. They are regularly involved in evaluating their own and each other's work which enables pupils to think more closely about what they are doing.
- Pupils and most parents are happy with the quality of teaching. Pupils say that 'lessons are fun and you learn new things all the time'.

### The achievement of pupils

is good

- Pupils of all abilities and backgrounds achieve well at Mora Primary School. From typically low starting points when they begin in the early years, pupils make good progress throughout the school in reading, writing and mathematics, to reach standards that are broadly average by the end of Year 6.
- In Key Stage 1, pupils' attainment has risen since the previous inspection. Standards at the end of Year 2 had been too low over a number of years, but rose markedly in the past two years. In 2014, standards at the end of Year 2 were broadly average in writing and mathematics, but a little lower in reading. Whilst the outcomes of the phonic screening check in Year 1 show that pupils develop good skills in breaking up and sounding out words, their comprehension skills are not as well developed.
- Pupils have made strong progress over a number of years in Key Stage 2 by the end of Year 6. Observations, pupils' books and school information show that the pupils continue to do so throughout Key Stage 2.
- The large number of pupils entitled to additional funding through the pupil premium generally achieve as well as other pupils. Whilst there are gaps between the attainment of these pupils and others in the school in Key Stage 1, they are largely closed by the end of Year 6. In 2014, these pupils did better than others in mathematics and were on a par in writing. They were about half a term behind in reading. They did not attain as well as all pupils nationally, being one term behind in mathematics and two terms in reading and writing. However, these pupils make as much, and sometimes better, progress than other pupils throughout the school.
- Disabled pupils and those with special educational needs are well supported, both in class and in small groups, to make good progress. There are examples of pupils with behavioural and emotional problems having been helped to manage feelings and, subsequently, to learn well.
- The school is very skilled at meeting the needs of pupils who speak English as an additional language, including those who arrive with little or no English. As a result, these pupils quickly acquire the language they need and, thereafter, make as much progress as others.
- The most able pupils generally make good progress. Just occasionally they are not stretched sufficiently to achieve as well as they might. Consequently, the proportions of pupils reaching the higher levels at the end of Year 2 and Year 6, whilst rising, are not quite as high as those found nationally.
- The progress of pupils from each different ethnic background is checked carefully. The numbers from all of these groups are often quite small and there is no pattern of underachievement over time for any group of pupils.

### The early years provision

is good

- The early years provision is good. Children join the school with skills and understanding that are below those typically found and some speak little or no English. They make good progress and are well prepared for Year 1, although their literacy skills are often lower in view of their starting points.
- Children settle happily into the warm and welcoming Nursery and quickly become confident learners. This is also the case for those who join the school in Reception. They behave well and know that they are safe.
- In both the Nursery and Reception classes, teachers and other adults provide a range of interesting activities to capture children's interests and to develop all areas of their learning. Children learn well when they are working directly with the teachers or other adults.
- The outside area is used particularly well in the Nursery to extend children's learning through a range of activities the children choose for themselves. This is also the case for Reception children in the large hall.

Whilst adults support the learning well for the most part, they do not always maximise the development of children's speaking and listening skills or ensure that the most able are challenged fully by the activities.

- The early years is led well. Adults work together well as a team and are supported through training and development and robust systems for performance management. The leader has a clear idea of the strengths and weaknesses of the early years and has introduced strategies to bring about further improvement.

## 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

<b>Unique reference number</b>	101530
<b>Local authority</b>	Brent
<b>Inspection number</b>	442117

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Barry Creasy
<b>Headteacher</b>	Nicola Denton
<b>Date of previous school inspection</b>	24–25 January 2013
<b>Telephone number</b>	020 84522634
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