

# Mossford Green Primary School

Fairlop Road, Barkingside, Ilford, IG6 2EW

**Inspection dates** 08 – 09 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Children make good progress in the Early Years Foundation Stage because their teachers plan learning and activities that are carefully matched to their needs.
- Achievement is good in all year groups because the vast majority of pupils make at least expected progress in reading, writing and mathematics and there is an increasing proportion who make good progress.
- Teaching is consistently good in all subjects and year groups. All teachers have high expectations of what pupils can achieve and pupils strive to meet them.
- Pupils' positive attitudes towards each other and their learning, have been carefully nurtured by all staff over the last two years. Consequently, the school is a caring and harmonious environment where pupils are supported to do as well as they can.
- The headteacher and deputy headteacher have worked tirelessly to improve the quality of teaching, achievement and behaviour, following a period of turbulence in the school. They have been effectively supported by the local authority.
- Governors have rigorously evaluated their strengths and areas for development, making great strides in ensuring that they are able to challenge leaders appropriately.

### It is not yet an outstanding school because

- Teaching is not enabling pupils to make outstanding progress.
- The attainment in writing for a small group of disadvantaged pupils is lagging behind that of other pupils.
- Pupils' spelling skills are an area for improvement across the school. Leaders have identified this.
- The monitoring of behaviour does not analyse potential patterns to inform actions to be taken.
- Although improving rapidly, the governing body is aware that it needs to strengthen its ability to monitor the performance of the school more independently.

## Information about this inspection

- Inspectors observed 20 lessons or parts of lessons.
- Inspectors had meetings with senior leaders, middle leaders, teachers, governors and a representative from the local authority. Inspectors also spoke to pupils both formally and informally, and had informal discussions with parents.
- Inspectors took account of 19 responses to the on-line questionnaire (Parent View) and evaluated written responses collected by the school. Inspectors also took account of 31 responses to the staff questionnaire.
- A range of school documentation was reviewed and evaluated, including: self-evaluation documents and improvement plans; records of progress for pupils currently in the school; behaviour and bullying logs, staff performance records; a range of school policies, including safeguarding and minutes of governing body meetings.
- During the inspection, inspectors reviewed pupils' work across a range of subjects and year groups.

## Inspection team

Mel Ford, Lead inspector

Her Majesty's Inspector

Raminder Arora

Additional Inspector

Milan Stevanovic

Additional Inspector

## Full report

### Information about this school

- The school is a larger than average primary school with a nursery.
- The proportion of pupils supported through the pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals) is above average.
- The majority of pupils attending the school are from minority ethnic groups and over half the pupils in the school speak English as a second language which is significantly higher than average.
- The proportion of disabled pupils and those who have special educational needs is average.
- Children in the early years attend the Nursery on a part time basis for either morning or afternoon sessions. Most children move on from the Nursery to enter the academy's Reception class.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

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

- Improve teaching further to secure to make sure that more pupils make outstanding progress, by:
  - ensuring that the best practice in the school in helping pupils, including the more able, to understand what they need to learn and how to achieve this successfully, is shared more widely.
  - ensuring that the rigorous systems in place for identifying gaps in learning and informing additional support are supported by frequent monitoring for impact, particularly in writing at Key Stage 2 for disadvantaged pupils and spelling, punctuation and grammar in Key Stage 1 and 2.
- Further improve behaviour, by:
  - Ensuring that the detailed monitoring of behaviour incidents are analysed to identify patterns of behaviour for groups as well as individuals in order to inform actions.
- Continue to strengthen governance by ensuring that training supports governors to develop greater independence in assessing the performance of the school against national standards.

## Inspection judgements

### The leadership and management are good

- The headteacher and deputy head teacher have been a successful driving force to improve the quality of teaching, learning, achievement and behaviour in the school, so that it is consistently good. They have created and embedded a culture of high expectations and aspiration in the school which is enthusiastically endorsed by all staff.
- Leaders have established an effective system to monitor the quality of teaching which ensures that teachers and teaching assistants are fully involved in the process and understand how they are being assessed. Teachers' performance is managed well. Targets are related to the achievement of pupils and decisions about pay progression are made on the basis of these.
- There are very rigorous systems for checking the progress of pupils including that of different groups. Assessment is frequent, accurate and used effectively to identify gaps in learning in order to inform timely additional support for any pupil who may not be making at least expected progress.
- The role of subject and phase leaders has been developed over the last year and these staff are now making a strong contribution to monitoring teaching and learning in their areas of responsibility. They provide both support and challenge for their colleagues, through regular meetings that focus on sharing good practice and planning for pupils' progress, as well as feedback from a cycle of monitoring activities.
- Curriculum provision has been reviewed and improved over the last two years, including in the Early Years Foundation Stage. It is broad, balanced and well-matched to the needs of pupils. The use of 'core learning journeys', incorporating a range of subjects, has been carefully planned to cover the requirements of the new curriculum and to enable application of literacy and numeracy skills in all subject areas.
- Social, moral, spiritual and cultural development is embedded in the curriculum and the culture of the school. Pupils speak of learning about different religions and cultures and the importance of respect and tolerance, demonstrating this in their relations with each other. Children in the Early Years provision are encouraged to rapidly develop an understanding of tolerance and co-operation. This makes a strong contribution to the harmonious environment of the school.
- Pupils are prepared well for life in modern Britain through a range of activities including Heritage Day, the school council, visits from police officers and visits to the places of worship for different religions.
- Pupil premium funding is used effectively, demonstrated through the narrowing gaps between disadvantaged pupils and others in the school.
- Sports funding has been used to increase the participation of pupils in a wide range of activities. Many additional clubs have been provided which take place before and after school. For instance, inspectors observed a pre-school netball session taking place, which was well-attended. The school has noted that fitness levels of pupils are improving, but has yet to quantify this through established monitoring systems.
- Equality of opportunity is promoted effectively in the school. The school's rigorous monitoring of progress for all groups of pupils ensures that the needs of every individual are met. For instance, leaders have ensured that pupils joining the school at an early stage of learning English are well supported to ensure that they can access the opportunities provided, so that many make rapid progress.
- Statutory safeguarding requirements are met. All staff are keenly aware of their responsibilities and pupils are happy to talk to any adult in the school if they have a problem.
- The local authority has provided good support for the school over the last two years. They have reviewed the schools' performance regularly, facilitating new leadership, and provided effective support to improve the quality of teaching.
- **The governance of the school:**
  - The governing body has been re-constituted and now has an appropriate range of expertise and experience. Governors have worked very hard to ensure that where skills needed to be improved they have secured relevant training. Regular, focused visits to the school by individual governors which are reported back to the governing body are beginning to help them develop a more independent view of the school's performance, so that they are less reliant on school leaders for information. Minutes of meetings show that governors are now asking challenging questions. Consequently, governors have an increasingly secure understanding of the school's strengths and weaknesses.
  - Governors have a good understanding of the link between teacher performance and pay progression. They oversee the process effectively, scrutinising evidence of how teachers have met their targets to support the school's drive for continuous improvement.

### The behaviour and safety of pupils are good

## Behaviour

- The behaviour of pupils, including those in the Early Years Foundation Stage is good in all phases because teachers work hard to establish positive relationships and learning environments. Attitudes to learning are consistently good across the school and often outstanding in Key Stage 1. Pupils enjoy learning and behave well in lessons, settling to tasks quickly. This is because all teachers consistently apply the school's behaviour policy. As a result pupils, including those who find good behaviour more difficult, understand very clearly what behaviours will lead to sanctions and how to earn rewards.
- Pupils behave well around the school at different times of the day. They are very respectful of each other and have a good understanding of the need for tolerance of different values, religions and cultures. They are very courteous to visitors and show a keen interest in them.
- Pupils have opportunities to take on additional responsibilities. For instance as well as the active school council, some students are identified as 'language buddies' whose role is to help pupils who join the school as new arrivals to the country, particularly those who speak little or no English.
- Pupils are proud of their school and their achievements, which they are keen to share.
- Leaders record and monitor incidents of poor behaviour regularly. However, currently there is no analysis of the frequency and types of behaviour by particular groups or the impact of actions taken.

## Safety

- The school's work to keep pupils safe and secure is good. There is a very strong ethos of caring amongst all staff in the school and pupils appreciate this.
- Pupils feel safe and they are safe. They say that bullying is rare and are very confident that staff will deal with it if it happens, whether in school or out.
- Pupils have a good understanding of how to keep themselves safe in a range of situations, including on-line. They say that they are taught about this in assemblies, Personal, Social and Health Education and through visits and visitors. For instance, during the inspection a theatre group visited the school to teach pupils about road safety.
- Permanent exclusions are rare and fixed term exclusions are below the national average. Although attendance is just below the national average there has been rapid improvement over the last two years.

## The quality of teaching

is good

- Teaching is consistently good across subjects and year groups. Teachers have high expectations of pupils and are increasingly planning to meet the needs of different abilities through the use of 'mild', 'hot' and 'spicy' levels of challenge. In the best lessons, teachers ensured that the most able students were guided to make appropriate choices about the level of challenge they would select.
- Teachers have good subject knowledge and plan lessons that pupils find interesting. They provide a range of activities to promote learning and regular opportunities for pupils to put their learning into practice.
- In the vast majority of lessons, inspectors noted effective use of questioning to encourage pupils to think hard and develop their ideas and responses. In the best lessons, teachers adapted their plans rapidly to respond to pupils' comments and ideas. For instance, in a topic lesson about Viking trading that was focusing on persuasive techniques, a pupil raised the possibility of telling lies to persuade. The teacher quickly provided an opportunity for pupils to discuss morality and the difference between telling lies and persuasion.
- The less able and those with a disability or special educational needs are supported well in lessons. For instance, in a mathematics lesson the teacher helped pupils to explain their strategies and identify their own misconceptions through taking responsibility for modelling mathematical approaches to the rest of the class.
- Assessment is regular and accurate. Teachers know how well pupils are doing and which pupils may need additional help. Informal assessment during lessons ensure that teachers can address misconceptions quickly.
- All teachers apply the school's marking policy so that it is regular and often results in pupils making more rapid progress. However, comments do not always clearly identify when a skill has been secured or the specific skill to be achieved.
- Teaching assistants make a strong contribution to the pupils' learning. They have been provided with good training, work very well with teachers and have an active role in lessons. Inspectors noted their effective use of questioning to support less able students or those still learning English to make progress.
- The school is focusing on improving spelling. Although most teachers are regularly helping pupils to identify and correct errors, this is not always the case.

**The achievement of pupils****is good**

- A substantial number of children enter Early Years Foundation Stage with the very early stages of spoken English. The school works hard and well with these children, making a significant investment in one to one and group support to ensure that they are able to develop the required language skills to support further progress. Consequently, children in the Early Years provision make good progress from their starting points.
- In Key Stage 1, the progress of disadvantaged pupils has improved so that gaps between these pupils and others in the school are narrowing in comparison to 2014. Early indications suggest that this year, all pupils, including those who are disadvantaged, will at least meet 2014 national expectations.
- The focus the school has had on writing has had a positive impact on progress in this subject, particularly in Key Stage 1.
- The proportion of pupils who reach the required standard in the Year 1 check on their phonic skills (letters and sounds) has increased significantly this year and is now above the 2014 national average.
- Although early indicators for 2015 achievement suggest that attainment at Level 4 and above for combined reading, writing and mathematics has dropped slightly, as a result of a small dip in writing, rates of progress have continued to improve steadily and are likely to at least meet national averages.
- Pupils with disabilities or special educational needs make good progress from their starting points as a result of careful diagnosis of need and targeted intervention.
- Pupils with English as an additional language make good progress, including those who join the school from Year 2 onwards as new arrivals to the country.
- The gap between the attainment of disadvantaged students and others in the school, overall in English and mathematics in 2014 was less than a term and there was no gap with other pupils nationally. In mathematics, these pupils did better than all others nationally and were less than a term behind other pupils in school. In reading, the gap between disadvantaged pupils and others, both nationally and in the school, was too small to quantify in terms. In writing, the gap was less than a term with all other pupils nationally and a term and a half with other pupils in the school. Initial indications for 2015 suggest that there will be similar outcomes, with the largest attainment gap in writing.
- The most able pupils make at least expected progress and the school's own monitoring suggests that an increasing proportion have made good progress this year in all year groups. This is because of the school's focus on targeted additional support for any pupil who underperforms, including those achieving at the higher levels.
- Achievement in spelling, punctuation and grammar lags behind achievement in other areas. Leaders have identified that spelling is the key issue and have introduced a range of additional activities and support, including individual or small group teaching, to address this issue.

**The early years provision****is good**

- Under the effective leadership of the headteacher, the environment in the Early Years provision has been much improved this year. It is now a stimulating area which is language rich with a clear focus on improving children's communication skills. There are well organised, defined areas so that children can access resources independently.
- Behaviour is consistently good because all staff model positive behaviour and high expectations of good manners, including turn taking and listening. As a result children play and learn happily together, showing respect for each other and staff.
- Children are safe because staff ensure all statutory duties are fulfilled, are vigilant and ensure that they know children and their parents well.
- Teaching is good. Staff ensure that there is a good balance of child-led and adult-led activities, incorporating all areas of learning and which take children's interests into account. Phonics is now taught daily and children are organised into ability groups. As a result the majority of children, including those in the early stages of learning English, make good progress from their starting points.
- Children's progress is monitored carefully and frequently. Staff collate and assess evidence across the range of children's activities, recording their achievements and areas of need in detailed Learning Journeys that inform planning for future learning. Good use is made of support from external agencies where specialist support is required.
- The Early Years provision is currently led by the headteacher. She has carried out a rigorous review and

improvement programme which has had a very positive impact on the progress children make. All staff are aware of what is expected of them and how they are accountable for the progress of children in the provision.

## 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>	102811
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	448716

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>	386
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Lynch
<b>Headteacher</b>	Penny Martin
<b>Date of previous school inspection</b>	25 November 2009
<b>Telephone number</b>	02085501602
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