

# Inspection of Mora Primary School

Mora Road, Cricklewood, London NW2 6TD

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Inspection dates: 2 and 3 July 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

This is a community driven school where 'opportunity for all' is strongly embedded. The school provides an array of enrichment activities to ensure pupils gain valuable life experiences. Pupils take part in trips, workshops, clubs, and a range of musical and artistic opportunities. The school works effectively with families and nurtures the pupils in its care. Parents and carers speak warmly of the school and consider it welcoming and approachable.

The curriculum helps pupils to learn well. They receive a broad and enriched education. The school has high expectations for the achievement of all pupils, including those with special educational needs/and or disabilities (SEND). The curriculum is carefully thought through to build on the strong foundation set in the early years.

Pupils are motivated to learn. Around school they are respectful and courteous. The school lives by its values to 'aim high, be resilient and care for all'. Pupils persevere in the face of setbacks and are taught to be ambitious. Children in the early years quickly develop emotional awareness and show kindness to one another. Older pupils take on leadership roles, such as house captains, playleaders and eco-warriors.

Leaders have worked successfully to raise attendance and most pupils now attend well. Pupils feel safe and are confident that they can talk to staff if they have any concerns.

## **What does the school do well and what does it need to do better?**

Pupils study an ambitious curriculum. Leaders have carefully selected the important knowledge that pupils need to learn and have sequenced this effectively. Teachers have secure subject knowledge and present information clearly. Wherever possible teaching uses practical approaches to develop pupils' understanding. For example, in science pupils regularly conduct investigations and in art they explore a variety of materials and mediums. Nursery and Reception classes are also very well resourced and offer a range of interactive activities that develop children's learning about the wider world.

The school identifies the needs of pupils with SEND accurately and with precision. Teachers are provided with thorough information about these needs and make adaptations successfully where required. This means that these pupils are well supported to learn the curriculum alongside their peers.

Most of the time, pupils use ambitious vocabulary and teachers ensure that learning is consolidated before moving on to new content. From the early years, teachers develop pupils' communication and language effectively through their daily interactions and a modelling approach. However, sometimes teaching, across the school, does not routinely check that learning is remembered and retained. When

this occurs, pupils cannot build upon their previous knowledge or make detailed connections.

Reading is a priority of the school. The phonics programme is delivered by skilled staff and builds understanding securely. Pupils practise reading regularly, but occasionally books do not match the sounds taught in class so pupils cannot routinely apply their learning fully. Leaders have introduced a new system to identify areas of need precisely. Support given to pupils who need additional help is effective. Storytime and daily 'pop phonics' encourage a strong culture of reading for pleasure. However, leaders are aware that pupils are not developing their writing skills as strongly as their reading. The school is taking appropriate steps to develop pupils' writing practice and raise the standard of writing in all year groups.

Children in the early years learn and play with each other cooperatively. They are curious learners and staff develop children's social and emotional skills successfully. Older pupils are polite and confident. They are focused on their learning in class and are respectful towards each other. Parents feel the school communicates well and they are regularly invited in for coffee mornings, workshops, and to take part in activities. This close relationship between families and the school creates a strong community. The school provides exceptional care to those who have fallen on difficult times while retaining their dignity.

Provision for pupils' personal development is excellent. The school takes pupils on numerous trips, including to Wembley Stadium, the Tower of London, museums and residential adventures. Pupils often receive workshops, take part in art exhibitions and competitions. The school offers extensive musical opportunities and has its own rock band. Personal, social, health and economic education is very well organised. Pupils are taught how to stay healthy and how to keep themselves safe, including online. Equality and diversity are celebrated throughout the school and pupils learn about a range of different cultures.

Staff are proud to work at the school. Leaders provide high-quality, professional development and take workload into consideration. Governors and leaders are knowledgeable about the community they serve and encourage a culture of aspiration.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school has not previously provided pupils with as many opportunities to develop their writing to as high a standard as they could. This means that pupils do not achieve as well in their writing as they could do. The school should ensure

that they further develop their approach to the teaching of writing so pupils' writing skills are improved in every year group.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101530
<b>Local authority</b>	Brent
<b>Inspection number</b>	10345741
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jessica Feldman
<b>Headteacher</b>	Polly Baylis
<b>Website</b>	<a href="http://www.mora.brent.sch.uk">www.mora.brent.sch.uk</a>
<b>Date of previous inspection</b>	20 March 2019 under section 8 of the Education Act 2005.

## Information about this school

- The school provides a breakfast and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The inspectors met with senior leaders, governors, a representative from the local authority, some teachers and support staff.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and art. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers,

spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.

- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

### **Inspection team**

Sarah Saunders, lead inspector	His Majesty's Inspector
Rob Fenton	Ofsted Inspector
Curtis Sweetingham	Ofsted Inspector
Jamie Hallums	Ofsted Inspector

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