

Inspection of a school judged outstanding for overall effectiveness before September 2024: Mossbourne Riverside Academy

East Bay Lane, London E15 2GW

Inspection dates:

5 and 6 November 2024

Outcome

Mossbourne Riverside Academy has taken effective action to maintain the standards identified at the previous inspection.

The executive principal of this school is Amy Wood, who is responsible for this school and one other. This school is part of The Mossbourne Federation, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Peter Hughes, and overseen by a board of trustees, chaired by Henry Colthurst.

What is it like to attend this school?

Pupils flourish at this happy and nurturing school. Relationships between adults and pupils are exceptionally strong. Pupils are very well cared for. They feel happy and safe. Pupils learn to be kind and caring towards others. They develop their self-confidence throughout their time at school. The school's 'PRIDE' values of positivity, respect, integrity, determination and empathy are lived out by pupils and staff alike.

The school has high expectations of pupils' achievement. They live up to these and are confident and articulate learners. Pupils, including those with special educational needs and/or disabilities (SEND), achieve very highly. Published outcomes from the end of key stage national tests in 2023 show that pupils attain very well. Pupils leave remarkably well prepared for the next stage in their education.

Pupils behave exceptionally well. They are considerate and respectful to others. Pupils know being well behaved helps everybody to learn. This creates a positive school environment where learning is the norm. At playtimes, pupils happily engage in well-organised activities. They know that staff will help them with problems.

Pupils appreciate the varied experiences and opportunities that the school offers them. They enjoy visits to London museums and galleries, and participating in sporting events at the Olympic park, for example.

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

As the school has grown, much thought has gone into the careful shaping of a unique and highly ambitious curriculum for pupils at this school. It is exceptional. The knowledge, skills and vocabulary that pupils should learn and remember from Reception to Year 6 are clearly set out. The essential building blocks of learning are broken down into small steps. Over time, pupils' knowledge builds very well. The school continuously reviews the curriculum to ensure that it is exciting, engaging and relevant for all pupils.

The school ensures that staff benefit from carefully considered, high-quality training. Staff value this training, especially for the skills it gives them to enhance their teaching further. Subject leaders have secure subject knowledge, and this supports their curriculum thinking. Teachers' subject knowledge is strong. As a result, they teach the curriculum skilfully with a precise focus on the key things that pupils need to grasp securely and in depth.

Teachers select appropriate activities and ask pupils meaningful questions. They build in frequent opportunities for pupils to rehearse knowledge so that they become fluent with it. Pupils find their learning deeply rewarding. They talk confidently about the things that they know. Teachers keep a close eye on how well pupils learn. They quickly identify any gaps in pupils' skills and knowledge. Teachers take swift action so that no pupil is left behind. As a result, pupils, including those who are disadvantaged, achieve extremely well across the curriculum.

Children in the early years get off to a positive start. Adults create warm and supportive relationships with children, who quickly develop independence. There is a sharp focus on developing children's early reading, writing and mathematics knowledge. A comprehensive reading programme underpins the curriculum. Through this, all pupils have access to high-quality reading texts. The teaching of reading is highly effective, and pupils learn to read very well. As a result, pupils develop a love of reading.

Pupils with additional needs are identified swiftly. Staff work closely with parents and carers and external organisations to implement appropriate support for pupils. Staff expertly adapt learning activities for pupils with SEND so that they access the same curriculum as their friends. This enables these pupils to learn well.

The school's provision for pupils' personal development is exceptional. It has thought carefully about what pupils should understand in order to become positive members of their community. This includes learning about the importance of fundamental British values such as democracy, tolerance and respect. Pupils develop a mature understanding of diversity, different types of families, healthy relationships and religions and cultures. They talk about these topics with considerable sensitivity.

Pupils enjoy participating in a varied selection of extra-curricular activities, including chess, drama and coding club. They relish taking on responsibilities, such as being librarians and sports leaders, as well as members of the pupil council. These activities help to develop pupils' interests, confidence and resilience. Pupils are wonderful ambassadors for their school.

The school prioritises pupils' attendance. It takes effective action to support the small number of pupils who do not attend as well as they should.

Trustees and governors know the school very well. They are exceptionally well equipped to provide appropriate support and challenge to leaders. Governors are especially mindful of the importance of staff well-being. Staff feel valued and reported that their workload is considered carefully. They enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in April 2018.

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

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| Unique reference number | 140426 |
| Local authority | Hackney |
| Inspection number | 10323395 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 603 |
| Appropriate authority | Board of trustees |
| Chair of trust | Henry Colthurst |
| CEO of the trust | Peter Hughes |
| Principal | Amy Wood (Executive Principal) |
| Website | www.mra.mossbourne.org |
| Dates of previous inspection | 25 and 26 April 2018, under section 5 of the Education Act 2005 |

Information about this school

- Mossbourne Riverside Academy is larger than the average-sized primary school.
- The school provides a breakfast and an after-school club.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the chief executive officer, the principal, other school leaders, teaching staff and governors, including the chair of the local governing board.

- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. The inspector listened to pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, he met with pupils, formally and informally, to hear their views.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses. He also took into consideration the responses to the Ofsted online surveys for pupils and staff.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

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