



Mossford Green Primary School

Inspection Report

Unique Reference Number 102811
Local Authority Redbridge
Inspection number 286501
Inspection date 14 December 2006
Reporting inspector Derek Watts

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

Type of school	Primary	School address	Fairlop Road
School category	Community		Barkingside
Age range of pupils	3-11		Ilford IG6 2EW
Gender of pupils	Mixed	Telephone number	020 8550 1602
Number on roll (school)	245	Fax number	020 8550 4255
Appropriate authority	The governing body	Chair	Mr Robin Kirby
		Headteacher	Mrs Jan Hughes
Date of previous school inspection	30 April 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Mossford Green Primary is a larger than average school. Nearly half of the pupils are from White British backgrounds. Other pupils come from a wide range of backgrounds including Indian, Pakistani, Bangladeshi and Black African heritage. Over a third of pupils speak English as an additional language and a significant number join the school with little or no English. The proportion of pupils with learning difficulties or disabilities is above average. The proportion that join and leave the school other than at the normal starting points is higher than average. Children's attainment on entry to the Nursery is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The overall effectiveness of Mossford Green is satisfactory. Pupils' personal development is good and a strength of the school. Their academic achievement is satisfactory. Parents hold positive views about the school. They praise the school's approachability and the activities offered. As the parents wrote, 'The staff are approachable, friendly and always willing to listen,' and, 'The school is always introducing interesting activities which involve pupils and parents'.

Leadership and management are satisfactory and are effectively promoting pupils' personal development. The headteacher and recently appointed deputy are focusing their attention on raising pupils' achievement. The monitoring and development of subjects is not fully effective as a few subject leaders are new to their role. They are receiving appropriate support and training. Improved assessment, tracking and target setting means that teachers have a better understanding of how well pupils are doing and pupils have a clear view of what they need to do to improve.

Recent improvements to provision in the Foundation Stage mean that children in Reception and Nursery get off to a good start. They make good progress in all areas of learning. Satisfactory teaching and learning in Years 1 to 6 results in pupils making adequate progress. Teachers' explanations and instructions are clear. Pupils make good progress when they are challenged and tasks are well matched to their abilities. However, this good practice is not consistent enough. In a few lessons, pace and challenge are not high enough and learning is slow. Standards at the end of Year 6 are below average. Across the school, too few pupils attain sufficiently high levels in writing. The school has identified writing as a priority for improvement. Effective action is being taken by providing a wider range of writing opportunities for different purposes and in different subjects. The need to raise achievement further in mathematics and science is also recognised and steps are being taken to extend investigative work in these subjects. A sound curriculum has a number of good features including provision for art, music and sport. Displays of pupils' art work are of high quality.

Good care, guidance and support contribute to pupils' good personal development. The school has a welcoming and harmonious atmosphere where pupils from a range of backgrounds and cultures get along very well. Pupils enjoy being at school and show a keen interest in the activities provided. Behaviour is good in lessons and around the school. Pupils show a clear understanding of the importance of healthy eating, keeping safe and regular exercise. Older pupils readily take on additional responsibilities to help others in the school. Pupils are reasonably well prepared for the next stage of their education.

What the school should do to improve further

- Raise achievement and standards in writing across the school by improving and extending the range of writing opportunities for pupils.
- Raise achievement and standards in mathematics and science providing more investigation and problem solving opportunities.

- Improve the quality of teaching and learning by ensuring that all lessons have suitable levels of challenge and pace.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. Children in Nursery and Reception are now making good progress due to recent improvements to Foundation Stage provision. In Year 2, standards are below average in reading and mathematics and well below in writing. National test results for Year 6 show that standards steadily improved from 2003 to 2005. By 2005, they were above average overall and pupils made good progress from their low starting points in Year 2. Results in 2006 indicate that pupils, given their starting points, made satisfactory progress but standards were below average. A higher than usual proportion of pupils with behavioural and learning difficulties had an adverse effect on the performance of this year group. Appropriate steps are being taken to raise achievement including better target setting and increased investigative work. Across the school, too few pupils attain the higher levels in writing. The school is tackling this with improved assessment, target setting, and by providing a wider range of writing opportunities. There is appropriate provision and support for the pupils at an early stage of English language acquisition and those with learning difficulties and disabilities. This enables these pupils to make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral social and cultural development is good. Racial harmony is strength at Mossford Green. Pupils appreciate and celebrate the rich diversity of cultures and faiths within the school. As one pupil rightly commented, 'We all get on well here'. Different cultures are also reflected well in the school's high quality art displays. Pupils enjoy school and the range of activities offered. As one pupil stated, 'My teacher makes it fun for us to learn'. Attendance is satisfactory. While attendance figures are below average the school works hard to monitor and promote good attendance. Clear expectations and well know systems of rewards and sanctions give rise to good behaviour. Pupils readily take on additional responsibilities. For example, members of the school council represent fellow pupils well. They have helped to organise events such dressing up as book characters and have initiated improvements to playground equipment. Pupils make satisfactory progress in literacy and numeracy. This with their ability to work with others and their good ICT skills help to prepare them adequately for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching in the Nursery and Reception is effective and provides a good blend of direct instruction and enabling children to explore and work independently. Across the school, teachers effectively share learning intentions with the class, so that pupils know what they are expected to learn. Pupils participate well in lessons and show good levels of concentration. In most lessons, there are good opportunities for pupils to discuss their work in pairs or groups. This develops speaking and listening skills well. Occasionally, opportunities for discussion are missed. In the main, teachers are using assessment information well to match tasks to pupils' needs. As a result, pupils are suitably challenged and make good gains in their learning. In a few lessons, the level of challenge is not appropriate and the rate of learning slows. Not all lessons, proceed at a brisk enough pace. For example, overlong introductions slow the pace and flow of learning. Teaching assistants are usually well directed and contribute well to pupils' learning. These are less effective when there are over long introductions.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to make satisfactory progress in English, mathematics and science. Weaknesses in provision for writing and insufficient investigative work have hindered progress. In the quest to raise achievement in writing, the school is extending the range of writing opportunities provided. More emphasis is also being placed on developing investigative skills in order to raise achievement in mathematics and science. Improvements in information and communication technology (ICT) mean that pupils and staff are using computers to support teaching and learning in a range of subjects.

The creative arts is a particularly strong feature of the curriculum. High quality work including sculpture, mosaics, modeling, textile work and paintings are throughout the school. Visiting artists contribute well to art and the school thoroughly deserves its 'Silver Artsmark' award. Music tuition and sports clubs are also strong areas. A good personal, social and health education programme promotes healthy lifestyles and personal safety well. Visits and visiting theatre groups enrich the curriculum and contribute to pupils' enjoyment and interests.

Care, guidance and support

Grade: 2

Effective induction procedures help to ensure that children new to the Nursery and those that join at other times settle quickly. Adults know the pupils well and have established good relationships with them. As a result, pupils feel supported and valued. Procedures to ensure pupils' protection and safety are good so pupils are safe and secure at school. Good assessment systems have been established particularly in English

and mathematics. Teachers generally use assessment data well to plan the next stages of pupils' learning and to set individual learning targets. Pupils therefore know what they are aiming for in order to improve. Occasionally, assessment is not used well enough to set appropriate work for pupils and this hampers their progress.

Leadership and management

Grade: 3

Leadership and management are at a developmental stage with a new deputy and new subject leaders. The headteacher with staff has created a positive school atmosphere which is appreciated by pupils and parents. The deputy has settled well and has already contributed to improvements to assessment and provision in the Foundation Stage and in Years 1 and 2.

Self evaluation is satisfactory. Senior staff and the local authority effectively monitor teaching and learning. Some subject leaders are new to their posts and their role in monitoring and evaluating performance is not effective enough. However, they are receiving appropriate support and training for this. Improvement planning correctly identifies the school's most pressing priorities such as raising achievement and standards in English and mathematics, improving self evaluation and developing new subject leaders.

Governance is satisfactory. There is now a full complement of governors after a period when it was difficult to recruit new members particularly from the parent group. Governors have a clear understanding of the school's performance. They are supportive and are now in a better position to hold the school to account.

The school's capacity to improve is good. This has been demonstrated by the improvements in standards in Years 3 to 6 between 2003 and 2005 and more recent improvements to assessment and the Foundation Stage. The school is taking appropriate action to tackle the decline shown by the 2006 results.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming me into your school and showing me your work. I enjoyed the visit and would like to tell you what I found out. Mossford Green is a satisfactory school with a number of strengths. The teaching you receive is satisfactory and improved assessments and individual targets are helping you to learn.

The pleasing features of your school are:

- you thoroughly enjoy school and the activities provided
- you are courteous and friendly
- children in Nursery and Reception get off to a good start and make good progress
- your art work which is proudly displayed is of high quality
- behaviour is good in lessons and around the school
- you all get on very well with other pupils and adults
- staff know you well and they take good care of you and support you well
- a good range of additional activities is offered including art, music and sport
- your parents are pleased with the school.

There are a few things that could be improved:

- your teachers are working to help you make more progress in writing
- many of you could make even more progress in mathematics and science
- sometimes your teachers could challenge you more and ensure that the lesson moves on more quickly.

Finally, thank you once again for all your help. I wish you all the best for the future.

With kind regards,

Derek Watts

Lead Inspector