

# Mission Grove Primary School

## Inspection report

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<b>Unique Reference Number</b>	103077
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	323748
<b>Inspection dates</b>	22–23 September 2008
<b>Reporting inspector</b>	Martin Beale

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	422
Government funded early education provision for children aged 3 to the end of the EYFS	38
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Ravenscroft
<b>Headteacher</b>	Mrs Ludiya Besisira
<b>Date of previous school inspection</b>	10 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Buxton Road Walthamstow London E17 7EJ
<b>Telephone number</b>	020 8520 3487
<b>Fax number</b>	020 8520 3487

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

A large number of pupils leave or join during the year in this well above average sized school. The community it serves is very diverse. All but a very few pupils are from minority ethnic backgrounds and approaching half are of Pakistani heritage. A large proportion of the pupils have a home language other than English. Its expertise as a leading school for supporting these pupils is recognised by the borough. More than one-third of the pupils are eligible for a free school meal. The proportion of pupils needing additional support with literacy is high and more pupils than in other schools have a statement for their special educational need. A new Children's Centre was opened on the site in October 2007. Provision for pupils in the Early Years Foundation Stage (EYFS) is through a Nursery and two Reception classes. The school's is a leading school in this aspect and shares its practice throughout the borough.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The last inspection judged Mission Grove to be an outstanding school. It has remained so, and improved in some areas. The headteacher is the driving force behind the school's success. She brings a strong vision and commitment, setting high expectations for the school to move on to the next level. Parents are delighted with the school. One reflected the views of many when writing, 'I feel very lucky to send my children to such a fantastic school.' The record of improvement strongly demonstrates the capacity is there to help make this vision a reality.

The headteacher has focused the tightly knit staff team on raising achievement and improving the 'life chances' of the pupils. Everything possible is done to reduce any barriers to achieving, such as limited English language skills or difficulties with learning. The Children's Centre is an important part of the jigsaw in strengthening links with parents and the community.

Many factors contribute to the pupils' outstanding achievement, not the least being the very high quality of the teaching, which generates in the pupils an enthusiasm for learning. From their low starting points and often arriving with limited English, pupils make rapid progress, so that standards are average by Year 6. This builds a firm foundation for their future success. The pupils' experiences are greatly enriched by the exciting activities provided during the school day and the extensive and over-subscribed clubs.

A great strength of the school is the pupils. They thrive in a secure environment in which there is always someone for them to turn to if they have a problem. One pupil commented, 'Everyone in my class is my friend'. They are enthusiastic learners whose behaviour is often outstanding. Their attendance rates, although improving, do not always reflect their great enjoyment of school life. Year 6 pupils speak highly of their teachers and say their views are always taken into account. This is what they value most about school. They are caring individuals who genuinely look out for one another. Pupils are very clear in their understanding of what they need to do in order to stay healthy and safe. They greatly value cultural diversity, and links with schools in Europe and Africa give them a sharp insight into today's world and their part in it.

By rigorous assessment and frequent checking on pupil progress, the school is able to pinpoint where individuals, groups or classes are in need of extra attention. One example of this is the success of the project to raise the aspirations of Somali and Black Caribbean boys by helping them to reach standards that will give them a chance for success in the future. The careful identification of the reasons for the dip in reading two years ago led to action the success of which shows in higher standards, but not yet in sufficient reading for pleasure.

Leaders at all levels have clearly defined roles, giving everyone an insight into the school's qualities. There is honesty and accuracy in the school's self-evaluation so that planning can focus sharply on key priorities to improve achievement. The excellent leadership of the headteacher, supported by highly effective senior staff and the strong sense of team spirit all contribute to the success of the school. Its continued development is in very safe hands.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The youngest children have an exciting start to school life in Nursery and Reception, where they make very rapid progress particularly in their personal development. They learn, work and play happily together under the watchful eye of a strong and effective team of adults. The

Children's Centre has added a new dimension, with interesting plans for more once it is further established. Younger children with their parents or carers enjoy activities such as 'Rhyme Time', before starting in the Nursery. These strengthen links with home, and along with careful assessment, mean that all adults are aware of each child's circumstances so they can plan closely for their differing needs and abilities. New premises and resources make the Nursery a stimulating and most enjoyable place in which to develop the children's physical, creative and personal skills. Children were consulted on the choice of floor colouring and helped to unpack new equipment, such as the 'mathematical' shapes carpet. As a result, they are eager to learn and explore within a secure environment. Transfer to the Reception class is carefully organised and the information used to plan interesting lessons so that children continue to make rapid progress. The systematic teaching of reading by linking sounds with letters is benefiting reading development, the one area of learning where children do not reach the expected level by the end of Reception. The adaptation of the Year 1 curriculum to reflect more closely the EYFS, helps to smooth the children's move into the main school.

### **What the school should do to improve further**

- Foster in pupils a greater enjoyment for reading.

## **Achievement and standards**

### **Grade: 1**

Pupils build on their flying start in the EYFS with great success in subsequent years. From low attainment on entry, pupils make rapid progress. This is more marked in the upper years. Many pupils start with little English, including later arrivals to the school from abroad. Teachers and support staff work in unison to develop language skills by immersing pupils in an environment rich in vocabulary and talk. Once their skills have developed, their achievement takes off so that few fail to reach standards expected by the time they move on to secondary school and many exceed this level. By the end of Year 6, test results are in line with the national average in English and mathematics, and above average in science. Reading standards are rising following a fall two years ago, and the school is now working to generate a greater love for books and enjoyment of reading.

## **Personal development and well-being**

### **Grade: 1**

The school has built on the many outstanding qualities identified at the last inspection. Pupils are very clear about the importance of diet and the value of physical exercise if they are to adopt a healthy lifestyle. Pupils enjoy the nutritious dinners and are aware that they need to try food they might not like 'because it is healthy'. They act in a safe and responsible manner and understand how to deal with risks around them including through the Internet. In this vibrant and diverse community, pupils respect each other's beliefs, faiths and religions. Pupils from all backgrounds work and play happily together. One fine example of this was when Year 5 pupils effectively re-enacted the festival of Purim at a school assembly. The school is involved in many community projects; pupils raise funds for charities and have a voice in school developments. These factors all contribute to the pupils' excellent spiritual, moral, social and cultural development. Their outstanding personal qualities and good academic development prepare them well for success at secondary school and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The pupils' outstanding progress owes much to the quality of teaching. Across the school, relationships are very strong and each classroom is a hive of activity. There is some inspirational teaching that brings learning to life, grabs the pupils' imagination and interest and leaves them hanging on to the teacher's every word. Confidence grows as pupils realise what they can do, particularly when adults show how much their contributions are valued and draw out their ideas skilfully and sensitively. Pupils rise to the challenges set and are proud of their achievements. Lessons are interesting and capture the imagination of the pupils. Teaching assistants play an influential and valued role. By using a wide variety of methods and activities, the most successful teachers make time fly past. Teachers and pupils use new technology to extend teaching and learning with much greater confidence and creativity than at the last inspection.

### **Curriculum and other activities**

#### **Grade: 1**

The needs of all pupils are served very effectively through an interesting and thoughtfully planned curriculum. Displays around the school reflect the many exciting activities that make learning fun. The pupils' experiences are greatly enriched by the wealth of additional activities both during and beyond the school day. International Day, when different groups came to the school to share their culture and food with pupils, helped to nurture a sense of the world as a community. Links with other schools and groups extend the pupils' sporting and cultural experiences as well as providing expertise in teaching the personal, social and health education programme. Virtually all pupils attend a school club of some form, whether this is at lunchtime for the younger pupils or after school, as they get older. Pupils greatly value the educational visits that make use of the school's proximity to central London or the recent chance to go to Sicily.

### **Care, guidance and support**

#### **Grade: 1**

The welfare of the pupils is at the heart of all that the school does. Pupils express great confidence in their teachers and support staff, knowing that any problems they face will be dealt with successfully. Under the headteacher's guidance, the school is a safe and welcoming place for everyone. Pupils who need extra help either with their learning or their development of English language skills are carefully monitored so that appropriate programmes can be put in place or outside expertise sought. This is particularly effective for the large number of pupils with a statement for their special educational needs. The induction programme and lunchtime club for pupils at an early stage of learning English gives them increasing confidence and helps them to participate quickly in school life. Pupils fully understand their improvement targets, and their progress towards them is checked frequently throughout their time in school. Where marking of work is at its best it makes crystal clear what pupils need to do to improve. The school recognises that this good practice is not quite consistent enough.

## Leadership and management

### Grade: 1

The headteacher, ably supported by the senior team, has developed a very clear vision for the school based on a strong commitment to finding ways for all pupils to achieve whatever their circumstances. This has permeated to the rest of the staff, and there is an overwhelming sense of common purpose throughout the school. Through thorough monitoring and a careful analysis of assessment data, all members of staff have a clear understanding of the school's qualities. Sharp evaluation then acts as a platform for identifying priorities for development and planning for their achievement. Subject leaders play a vital role in checking on the quality in their areas and supporting their colleagues in the drive for improvement. There have been significant improvements since the last inspection in the provision of information and communication technology (ICT) and links with parents. The Children's Centre is at the heart of much of the recent work on supporting parents and the local community and is a tangible strength of the school. The governing body is astutely led. Governors understand what is needed to improve the school, but are not sufficiently proactive in shaping its long-term priorities.

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**Annex A**

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

03 October 2008

Dear Pupils

Inspection of Mission Grove Primary School, London, E17 7EJ

You will probably remember that inspectors visited your school not too long ago and I am now writing to let you know what we found out. Before I do, I would just like to say thank you for making us feel welcome and for being so ready to share your thoughts about your school. We had a chance to talk to quite a lot of you and we have told your teachers how you were very helpful and polite. It was great to hear how much you enjoy school. It was also good to hear about how safe you feel in school and that there is always someone to talk to if you are worried. You, your parents and teachers are right in thinking that your school is outstanding.

You make excellent progress during your time at school. Most of you reach the standards expected by the time you move on to secondary school and very many of you do better than this. You work extremely hard and behave sensibly. Your teachers make learning interesting and you clearly enjoy extra activities such as clubs, trips and visits. All members of staff help to make sure you are safe and cared for very well. You take your responsibilities seriously and make a huge contribution to the life of the school. You have an excellent understanding of the importance of diet and exercise for a healthy lifestyle.

Your headteacher, other staff and governors are trying hard to make the school even better. I think that there is one thing in particular they could do, so I have asked your teachers to help you to develop a greater love of books and pleasure in reading.

I am sure that your teachers will work hard to make this improvement, and we are sure you will play your part by continuing to behave well and working hard.

I wish you well for the future.

Yours sincerely

Martin Beale

Lead Inspector