

# Mora Primary School

## Inspection report

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<b>Unique Reference Number</b>	101530
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335739
<b>Inspection dates</b>	26–27 November 2009
<b>Reporting inspector</b>	Marion Wallace

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

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<b>Type of school</b>	Nursery
<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>	395
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Carter
<b>Headteacher</b>	Nicola Denton
<b>Date of previous school inspection</b>	2 December 2006
<b>School address</b>	Mora Road Cricklewood London NW2 6TD
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 26 lessons, and held meetings with governors, staff, groups of pupils, parents and others. They observed the school's work, and looked at school development plans, governors' minutes, assessment information and curriculum planning. In addition, 130 parent questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how far improvements have been made to attainment and progress in English and mathematics
- the success of measures taken by senior and subject leaders to tackle any weaknesses
- the development of international and national and local dimensions to the promotion of community cohesion.

## Information about the school

Mora is larger than most primary schools. The majority of pupils come from the immediate area and adjoining neighbourhood. Most pupils come from a variety of ethnic backgrounds and a few pupils are White British. The largest group is of Somali heritage and Somali is the most spoken language. The proportion of pupils who speak English as an additional language is well above average with 31 different languages spoken within the school community. A large majority enter the Nursery, Reception and Year 1 classes at an early stage of learning English and a small minority speak no English. In Years 2'6, a few pupils are either at the early stages of learning English or enter the school speaking no English. The percentage with special educational needs and/or disabilities is above average. The majority of pupils with special educational needs and/or disabilities have behavioural, social and emotional needs or speech, language and communication needs. A minority of the pupils are eligible for free school meals. The number of pupils joining and leaving the school throughout the year is higher than in most schools. There is Early Years Foundation Stage provision in the Nursery and two Reception classes. The school has had three headteachers in the last 12 months. The current headteacher has been in post for 10 months. The school has achieved the Healthy School, Activemark and Sportsmark Awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Mora is a satisfactory and improving school. It has many good features. There are areas of strength but also areas that the school acknowledges need to be improved. While achievement is satisfactory overall, it is inconsistent because teaching does not consistently make the same positive impact on pupils' learning throughout the school. Parents and pupils recognise and appreciate the recent improvements and the good quality care and learning opportunities. One parent summed up the views of the vast majority saying, 'The school is moving forward, there have been many improvements since the new headteacher came. It is very welcoming, staff are committed and approachable, and they offer good guidance and support to children and parents.' Pupils unanimously agree that they enjoy school, they all feel very safe and they are encouraged to be healthy. They like their teachers because they are helpful and kind and appreciate the diversity within the school.

The school has a number of key strengths.

- The school ethos is friendly and welcoming, relationships are good and pupils make good gains in their personal development.
- The provision in the Early Years Foundation Stage is consistently good.
- Pupils' achievement is improving (although it is not consistent across the school).
- Care, guidance and support are strong so pupils behave well and are sensible and enthusiastic learners.
- The quality of teaching is improving and a growing proportion of lessons are good or outstanding.
- Links between most subjects through the new curriculum help make learning relevant and interesting.
- The headteacher and senior management team lead the school well and have a clear vision for its future improvement.

More rigorous systems for evaluating the strengths and weaknesses of the school are playing their part in improving its performance, although a few middle managers are new to their role. The work done to raise standards and achievement, and the effective action being taken to eradicate pockets of weakness, demonstrate the school's satisfactory capacity to improve. Child protection, risk assessment and safeguarding procedures meet statutory requirements effectively.

A number of key weaknesses remain.

- Progress in mathematics is inconsistent in Key Stage 2, especially for more able pupils.
- Progress in writing for groups of pupils in Key Stage 1 is inconsistent, especially for

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the more able pupils.

- Teachers do not consistently use assessment information to match tasks closely enough to the learning needs of pupils, especially the more able.

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

- Ensure that teaching is of consistently good quality by:
  - ensuring all teachers use assessment more effectively to plan lessons that provide appropriate challenge to different ability groups within the school
  - ensuring work for more able pupils is challenging and not just extension work
  - helping pupils know how to improve through consistently good quality marking
  - ensuring all teachers target appropriately challenging questions for different abilities in order to fully extend their learning.
- Accelerate progress and raise standards in writing in Key Stage 1 and mathematics in Key Stage 2 by:
  - ensuring key skills are taught consistently well in both mathematics and writing
  - providing more consistent opportunities for pupils to use their writing skills across the curriculum
  - increasing opportunities for children to apply mathematical knowledge in problem-solving situations
  - making greater use of numeracy skills across the curriculum
  - ensuring more able pupils are fully extended in all aspects of their work.
- Increase the rigour of school monitoring and evaluation by:
  - improving the skills of middle managers in measuring how effectively pupils are being taught
  - ensuring middle managers have opportunities to monitor progress in lessons across the school.

## **Outcomes for individuals and groups of pupils**

**3**

Pupils enjoy learning because lessons are well organised and strong relationships contribute to a positive climate for learning. Although outcomes in mathematics have not been as strong as English, the excellent teaching in Year 6 is contributing to improved outcomes, but this is not yet consistent in all year groups. In the better lessons, pupils made good and sometimes excellent gains in their learning; for example, in a Year 6 numeracy lesson, they were able to talk knowledgeably about different angles and they could confidently explain methods used to check their estimation. The school's tracking and inspection evidence indicates at least steady progress for all groups this year, with pupils on track to reach their increasingly challenging targets. While achievement is satisfactory overall, including for those with special educational needs and/or disabilities and for pupils who do not speak English as their first language,

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the quality of learning throughout the school is not yet consistently good across all subjects. Writing skills, presentation, spelling and handwriting skills have improved since the last inspection, but the use of literacy, numeracy and information and communication technology skills are not consistent throughout the school and this is limiting pupils' achievement and their future economic well-being.

Pupils make satisfactory progress overall to reach standards that are average. A small minority of pupils enter the school at various points during Key Stage 2 and these pupils do not always achieve as well as pupils who have been in the school since Nursery. Inspection evidence shows that previous underachievement in writing at Key Stage 1 and mathematics at Key Stage 2 are being eradicated. Some examples of good writing were seen in Year 2 but this is not yet consistent across Key Stage 1. Over the last 12 months, marked improvements are evident wherever there has been a specific focus and drive to improve. The school is now focusing on provision in mathematics at Key Stage 2 and writing at Key Stage 1; interventions and support are in place but have not had time to make a full impact.

Other key features of pupils' outcomes are:

Pupils' spiritual, moral, social and cultural awareness contributes well to the strong sense of community within the school. Year 6 monitors and school council take their roles of responsibility seriously and are proud of their contribution at break and lunchtimes. One pupil, representing the views of school monitors, said, 'We know what to do and like taking responsibility for others.' Cultural diversity is valued and is a strength of the school; pupils are respectful and aware of the multi-faith community within their school. Events such as One World Week, International Week and Black History Month contribute to pupils' good awareness of other cultures, ethnicity and religions. They learn to make a positive contribution to their school and local communities but contribution to the national and global community is less well developed.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory overall, with a number of lessons observed during the inspection that were good, and a few that were outstanding. Teaching throughout the school is not yet consistent enough to ensure good learning. Strong relationships and good attitudes and behaviour contribute to a positive climate for learning. In most subjects, teachers use assessment information well to plan work that challenges most groups effectively within the class but this is less effective for more able pupils who are not always fully challenged. Consequently, the match of work to pupils' ability is not always precise enough to ensure consistently good progress, especially in mathematics and English throughout the school. Lessons are well planned and have pace and expectation but the challenge for the more able is not always sharp enough. In most lessons, teachers use questions well to check pupils' knowledge and understanding and pupils have well-planned opportunities to discuss their ideas with others during 'talking partner' sessions. Occasionally, however, questions do not encourage pupils to explain their answers fully and they are not always as challenging as they could be. Teachers give good oral feedback but good marking is not yet consistent throughout the school. Pupils with additional needs are well supported by teaching assistants in class and small groups so they make the same progress as their peers.

The satisfactory curriculum generally matches pupils' needs but is not well enough adapted to meet pupils' academic aspirations in all subjects throughout the school. It often provides extension activities rather than extra challenge for more able pupils.

Its strengths lie in the personal and social education programme, which assists pupils' good personal development. Pupils enjoy the new curriculum and this contributes to pupils' growing enthusiasm for learning; they talk enthusiastically about things they have learnt about Spain. The interactive whiteboards are well used to reinforce and introduce new learning. Opportunities to apply and develop literacy, numeracy and information and communication technology in other subjects are less well developed. Curriculum enrichment is satisfactory and the clubs and activities such as computers, choir and football are well attended. Well-planned trips, visitors and visits enrich the curriculum.

Pastoral care is strong because the staff understand the needs of those who require

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extra support to help them move on in their learning. Pupils with learning difficulties and/or disabilities receive good quality care and gain confidence in their own abilities to 'have a go' and build competence to tackle new work. Support for vulnerable pupils in the 'Place2be' and 'Place to talk' sessions with the school counsellor are effective and valued by pupils. These sessions ensure pupils gain confidence to share their feelings with others. All pupils feel well supported and cared for and parents agree that this is a strength of the school. The parent support adviser makes an excellent contribution to developing home/school links and supporting families and pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Senior leaders demonstrate drive and ambition to take the school forward and have been very effective in a short time. The headteacher has a clear vision and is determined that the school should move forward. She has a realistic view of teaching and in a short time has used this information to sharpen provision and target the most important areas that need improvement. The headteacher has gained the respect of pupils, parents and staff. She is adequately supported by the governing body and well supported by senior leaders who monitor and evaluate the work of the school effectively in the vast majority of areas. Tracking of achievement is now strong and senior leaders are analysing data rigorously. They quickly identify any dips and swiftly put sensible strategies and interventions in place to promote improvement. The senior management team has been restructured and a few middle managers are new to their roles. They are not yet fully involved in monitoring provision in classrooms. The school promotes equalities soundly, as reflected in the profile of achievement across ability groups. Pupils show respect for one another, demonstrating the good set of values and principles that the school promotes.

The school improvement plan identifies areas for development, with well-thought-out strategies to take the school forward. The leadership team is strong and is working hard with the local authority to strengthen areas of weakness. The school effectively deploys its resources, particularly to improve provision for pupils who need the extra support.

All safeguarding procedures and checks on adults are robust. Good partnership links with local schools and support agencies contribute to the provision. The school deploys its resources adequately, the main area of strength being the provision for pupils who need extra support. The school has developed a good range of links both within and



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beyond the community. The promotion of community cohesion is satisfactory because pupils develop a clear understanding of the school and local community but their understanding of the national and global community is less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children enter Nursery with skills and knowledge well below those levels expected for their age and a significant number have weaker communication, language and literacy skills. Children make good progress in both the Nursery and Reception classes and those children who entered school in the Nursery reach standards that are broadly average by the time they start in Year 1. Significant numbers of children enter the Reception classes and Year 1 without any school or preschool experience. Standards are well below average on entry to Reception and Year 1. Children make good progress in their personal development, behaving well and developing good relationships with others because adults make expectations clear and constantly encourage and challenge all children. They all enjoy the healthy fruit snack and the more able children know about the benefits of healthy food. Adults encourage children to respond individually to questions and to talk to each other, helping them to make good progress in their speaking and communication skills. The teaching of letters and sounds is satisfactory, as sessions do not always challenge more able pupils. The outdoor area is used well to extend learning but there are sometimes missed opportunities to challenge and extend physical development and to use movement as a tool to develop language skills. The leader knows what works well and what needs to be improved. Care and welfare are good and contribute to children's positive achievement. Transition from Nursery to

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Reception and Year 1 is very smooth. The toy library, family room and regular classes for parents effectively help parents to support their own children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

There were 130 parental responses, which is a typical number for a school of this size. Most parents are satisfied with the school. Parents regard the school as happy, welcoming and friendly. Most parents say that their children enjoy attending and that they make good progress. Parents regard the school as caring and supportive and say the staff are approachable. They identify strengths of the school as: the activities, the relationships with staff, the good start children receive in Nursery and Reception, the school ethos and the pupils' enjoyment. Parents are impressed with the new headteacher. The majority of parental criticisms were offered constructively and were mainly concerned with the preparation for pupils' future life and concerns about behaviour. All issues raised in the questionnaires were discussed with the headteacher. Inspectors agree with the positive views of parents and judge that preparation for their future is satisfactory and behaviour is good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mora Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 130 completed questionnaires by the end of the on-site inspection. In total, there are 395 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	54	62	44	0	0	0	0
The school keeps my child safe	73	52	61	44	4	3	0	0
The school informs me about my child's progress	46	33	81	58	10	7	3	2
My child is making enough progress at this school	39	28	86	61	12	9	1	1
The teaching is good at this school	52	37	75	54	10	7	0	0
The school helps me to support my child's learning	52	37	67	48	15	11	1	1
The school helps my child to have a healthy lifestyle	42	30	80	57	14	10	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	22	66	47	17	12	6	4
The school meets my child's particular needs	35	25	84	60	11	8	2	1
The school deals effectively with unacceptable behaviour	44	31	75	54	7	5	1	1
The school takes account of my suggestions and concerns	37	26	76	54	12	9	1	1
The school is led and managed effectively	43	31	81	58	7	5	0	0
Overall, I am happy with my child's experience at this school	47	34	85	61	8	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 November 2009

Dear Pupils

Inspection of Mora Primary School, Cricklewood, London NW2 6TD

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We enjoyed your assemblies and were impressed by how polite and well behaved you all were and how well your playground leaders and monitors distributed play equipment at break times. You and your parents told us how much you enjoy school and all the activities. We found your school is satisfactory but things are improving.

These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception.
- You make sound progress through the school.
- You all enjoy learning and your attendance is broadly average.
- Your behaviour is good and you are sensible and know how to keep extremely safe.
- You enjoy and benefit from the many activities, clubs, visits and visitors.
- Your school cares for you well and teaches you about how to be healthy and to respect and care for others. Your monitors perform their job well.
- Your school council is well organised and is working well with your teachers to improve your school.
- All staff and governors work well together to ensure the school continues to improve.
- Your headteacher and senior managers have high expectations of you and they give a strong lead to everyone.

There are three things we have identified for staff and governors to improve.

- Ensure that teachers use assessment information to plan work in mathematics and English that is closely matched to your ability so that you are all appropriately challenged, especially those of you who find the work easy.
- Ensure that you all reach higher standards in mathematics and writing.
- Ensure that your leaders check how well you are doing.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace (Lead Inspector)

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