

Mossford Green Primary School

Inspection report

Unique Reference Number	102811
Local Authority	Redbridge
Inspection number	335975
Inspection dates	24–25 November 2009
Reporting inspector	Robert Lovett HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	The governing body
Chair	Denise Ingamells
Headteacher	June Haddock
Date of previous school inspection	4 December 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 15 lessons, and held meetings with the chair of governors, the school council and members of staff. They observed the school's work, and looked at the school's improvement plans, the minutes of meetings of the governing body and a range of school policies, as well as analysing 82 questionnaires returned from parents. The school has recently analysed its own questionnaires from staff and pupils, and the results of these were also scrutinised during the inspection.

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

- how well the school helps new pupils to settle, particularly those at the early stages of learning English
- the effectiveness of actions to raise standards in English
- the impact of the creative curriculum on pupils' achievement and their enjoyment of learning
- how widely the vision for school improvement is shared.

Information about the school

The school is slightly above average in size. There is one class in each year group except Year 1, which has two classes. The Early Years Foundation Stage comprises a Nursery and a Reception class. Since the last inspection the school has appointed a new headteacher and deputy headteacher and there has been a significant change of staff. There has been a steady increase in the proportion of pupils who speak English as an additional language, which currently stands at about half of all pupils. About 14% of pupils are at an early stage of learning English. The school achieved Healthy School status in 2008 and in 2009 received the sustainable level award for progress with its travel plan.

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?

2

The school's capacity for sustained improvement

2

Main findings

Mossford Green is a good and improving school which enjoys the enthusiastic support of parents, staff and pupils. Parents recognise recent changes and comment positively on improvements in the school, particularly the increased range of after-school clubs and activities. All staff say they are proud of their school and feel fully involved in its drive to improve. As a result of this shared vision and commitment, standards are rising and pupils' progress is accelerating. While there is some satisfactory teaching, most is good. The school is rightly committed to ensuring that all teaching is good or outstanding.

One of the school's most significant strengths is the enthusiasm and commitment of pupils. The school has fostered a powerful sense of community and pride. Pupils work and play together very well. Those who are new to the school speak warmly of the welcome and support they receive, which enables them to make the same good progress as other pupils. Pupils relish opportunities to discuss and work together, and hugely enjoy practical activities in all subjects. However, opportunities for teachers to harness this very good collaborative working are not always exploited sufficiently well. The school tracks the progress of individual pupils carefully and uses data well to inform pupil progress meetings and raise expectations, but does not make enough use of the data to track the progress and attainment of specific groups of pupils, such as those who join at different times. Day-to-day assessment such as marking and questioning during lessons is generally good, although some younger pupils are not always shown clearly how well they are doing or what they need to do to improve their work.

While it is a tolerant, cohesive and supportive community, the school could do more to promote pupils' understanding of, and empathy with, other communities in the wider world.

The school has improved significantly since the last inspection. This improvement is underpinned by thorough and accurate self-evaluation. The school knows what it does well and what it needs to improve. There are clear plans in place for promoting continuing improvement. However, these plans are not always sufficiently rigorous in linking actions to the expected outcome so that the school knows which actions have had most impact.

Because of its strong shared ambition, good record of improvement and accurate self-evaluation, the school is well placed to improve further.

What does the school need to do to improve further?

- Raise standards through:

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- ensuring that by the beginning of the summer term 2010 all teaching is good or outstanding
 - making sure all pupils know what level they are working at and what they need to do to improve
 - making more effective use of opportunities for pupils to talk about their work, share ideas and work together
 - making better use of assessment data to track the progress and attainment of specific groups of pupils.
- Enhance governors' strategic management and oversight of the school through making improvement planning and action plans more specific in linking actions to measurable outcomes, particularly raising standards.
 - Improve the contribution to promoting community cohesion by developing a range of links with communities beyond the school.

Outcomes for individuals and groups of pupils**2**

In the classroom, pupils are very positive and tackle learning with energy and commitment. Many commented on how much they enjoy lessons, particularly those which engage them in practical activities and problem solving. Pupils work together very well in pairs and groups. This was very evident in a science lesson in which pupils made good progress in the application of scientific principles. There was great enthusiasm as pupils worked together to make some very muddy water fit to drink, or at least much cleaner than it was!

Standards seen in lessons and in pupils' books were broadly average overall, and indicate that standards are rising, particularly in writing. Last year the progress Year 6 pupils made was among the best in the country, particularly in mathematics and science. The school's tracking data and observations in lessons indicate most pupils make good progress. Support for pupils who speak a home language other than English is effective, with a strong focus on using language in real-life contexts. As a result most progress well, and some pupils who are new to English have made outstanding progress because their particular needs have been identified quickly and accurately and effective support provided.

Pupils say they feel safe and secure in school. Behaviour in lessons and around the school is good. Some pupils say they would like to see behaviour improve further, which is an indication of their high aspirations and pride in the school. Part of the reason for good behaviour at break times is the wide range of activities available. Some are independent, such as basketball, some led by adults and some by pupils acting as playground buddies. There are also places for quiet reflection for pupils in need of time to think. Pupils were keen to explain the contribution all of these made to their sense of well-being and physical health. The school council are proud of the contribution they made to enhancing break times through the installation of large wooden activity and climbing equipment. Pupils' positive attitudes to exercise, together with their awareness and promotion of a healthy diet, fully accord with the Healthy School designation. As

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part of the school travel plan accreditation, and in response to requests from parents and pupils, all pupils in Years 5 and 6 are offered cycle training, and covered cycle racks have been installed. Pupils feel they play a full part in school improvement. They say the greater choice of school meals is partly in response to their requests. This improvement has resulted in an increase in uptake of over 20%.

Pupils' spiritual, moral, social and cultural development is good. Their social development is a particular strength. A sense of personal responsibility is successfully fostered in all classes so that members of the school community have a shared sense of belonging. While pupils make a strong contribution to the school community through the many formal and informal ways they help and support one another, links to the wider community are less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

All teaching seen was at least satisfactory, most was good and some was outstanding. The best teaching was characterised by a brisk pace of learning and very well-planned group work which enthused and excited pupils. In an outstanding geography lesson

¹ 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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there was a real sense that learning can be fun, particularly when Barnaby Bear sang in Sydney Opera House. In most lessons, effective questioning was used to ensure all pupils were engaged and to assess their learning. In these lessons there were high expectations of what pupils could achieve and very good encouragement and support. In the best lessons pupils were exceptionally supportive of one another, encouraging and applauding one another's efforts, while still engaging in some healthy competition. In satisfactory lessons a common feature was too much teacher talk, resulting in insufficient opportunities for pupils to contribute to lessons and to discuss their ideas in pairs or small groups. While marking is generally good it is sometimes too focused on encouragement at the expense of telling pupils how well they are doing and what they need to do improve further. Most of the older pupils know how well they are doing and what their targets for improvement are, but this good practice is not consistent across all classes.

The curriculum is regularly reviewed and adjusted to ensure its relevance to the changing needs of pupils. Some aspects of the creative arts such as drama and music are already well established. The school is planning to introduce a more creative approach to learning by linking subjects to encourage the use of basic skills, such as writing, across the curriculum, and to encourage different approaches to planning lessons. There is good joint working with support staff to review lessons and plan future learning. A growing range of well-supported after-school clubs enrich the curriculum and enhance pupils' artistic and physical development. Good links with a neighbouring high school provide effective support in the teaching of French, Spanish, sports and dance. The new computer suite promotes the learning of information and communication technology (ICT) skills effectively.

The school actively promotes good attendance. As a result, while attendance overall is broadly average, the proportion of pupils who are persistent absentees is low. The school is increasingly engaging parents and carers in their children's education, for example through the science open sessions where parents can see their children learning and enjoying science. Pupils with particular learning and physical needs are well supported through good targeted interventions. The school is very inclusive, making sure all pupils can join in as much as possible. It provides pupils with very good pastoral care.

These are the grades for the quality of provision

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

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How effective are leadership and management?

The headteacher and senior leadership team provide effective leadership which has been instrumental in bringing about significant improvement since the last inspection. There is an unrelenting focus on raising standards and ensuring all pupils achieve well. There is a widely shared vision and common purpose. All staff who responded to the school's own questionnaire felt they had contributed to the process of self-evaluation and fully supported the school's aims.

Governors know the school well, provide effective challenge, keep their skills and knowledge up to date and ensure statutory responsibilities are met. Safeguarding arrangements are good, with appropriate checks on those who work with pupils completed and recorded. Staff training in child protection is fully in place. Risk assessments are thorough and help ensure pupils are kept safe. The inspection coincided with the school's e-safety week, when the focus of information and communication technology work and a school assembly was on making sure pupils are aware of how to stay safe online.

The school actively promotes equality, tackles discrimination and promotes inclusion. It makes strenuous efforts to ensure all pupils have the opportunity to participate fully in the life of the school. It is a harmonious and happy place to learn. When asked what she liked most about the school one of the younger pupils replied, 'I love all the children best because everyone is happy.'

The promotion of community cohesion is satisfactory. While the school itself is a very cohesive and supportive community, there are insufficient links with communities in other places.

These are the grades for leadership and management

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

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

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

Children enter the Nursery with levels of skill and knowledge which are below, and sometimes well below, those expected. Their language and social skills can be particularly weak. Children settle quickly into the Nursery and get off to a good start because there is a good focus on their well-being and safety. Children from different backgrounds and cultures play and socialise together well and behaviour is good. Throughout the Early Years Foundation Stage support staff are deployed well and make an effective contribution to children's development and their good progress. Children enjoy a wide range of learning opportunities, both inside and out. They enjoy the chance to take responsibility, as when clearing away, and to develop independence through selecting activities for themselves. The phase leader is an experienced and enthusiastic professional and provides good leadership. She has an accurate view of the strengths of the provision and has correctly identified the need to ensure there are more opportunities for older children to develop their early writing skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents and carers who responded are very supportive of the school, with almost all saying their child enjoys school. Some said they would like to see standards rise, and this ambition is shared by staff and governors. The school is at the early stages of redesigning its website to incorporate a virtual learning environment. This will allow pupils, parents and carers to obtain better access to school information and learning. When complete this should address another parental concern with regard to ready access to online learning for pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mossford Green 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 288 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	66	26	32	2	2	0	0
The school keeps my child safe	51	62	31	38	0	0	0	0
The school informs me about my child's progress	45	55	33	40	4	5	0	0
My child is making enough progress at this school	36	44	39	48	5	6	1	1
The teaching is good at this school	33	40	44	54	3	4	0	0
The school helps me to support my child's learning	39	48	35	43	4	5	2	2
The school helps my child to have a healthy lifestyle	34	41	44	54	1	1	2	2
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)	21	26	48	59	4	5	0	0
The school meets my child's particular needs	24	29	53	65	2	2	2	2
The school deals effectively with unacceptable behaviour	32	39	46	56	1	1	0	0
The school takes account of my suggestions and concerns	21	26	55	67	2	2	0	0
The school is led and managed effectively	28	34	51	62	3	4	0	0
Overall, I am happy with my child's experience at this school	42	51	37	45	2	2	1	1

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 November 2009

Dear Pupils

Inspection of Mossford Green Primary School, Barkingside IG6 2EW

Thank you for making me and my colleagues feel so welcome when we visited your school recently and a special thank you to the school council, who met with my colleague. The things you told us about the school were very helpful. Lots of you asked us what we thought of your school and now at last we can tell you. We think you attend a good school which has improved a lot over the last few years and is well placed to continue to improve. Here are the things which impressed us most.

- You! We think you are very polite and welcoming. You work hard and are enthusiastic about learning. You told us you particularly enjoy working together and doing practical things, especially in science and mathematics.
- Behaviour is good and you play together well. Some of you want behaviour to improve even further, because you are so proud of your school.
- Children settle into the Nursery quickly and make good progress.
- Teachers work hard to match their teaching to what you need to learn, and are well supported by other adults who work in the school.
- Those who join the school during the year are made to feel welcome and valued. If their first language is not English they receive good support so they make at least the same good progress as everyone else.
- Those responsible for leading the school are doing a good job. Your headteacher wants you all to do as well as possible and so does everyone else.
- All the staff help keep you safe and secure and make sure you are aware of potential dangers through teaching about things such as e-safety.

We believe the school can be even better and your teachers and governors agree. We have asked them to do three main things to help the school improve further.

- While you make good progress, standards could be higher and we have made a number of suggestions. The most important one is that we would like all teaching to be as good as the best we saw.
- We have asked the school to be clearer about how the things it plans to do will raise standards, so they can make sure that their plans really work.
- While you all get along really well, we have asked the school to build closer links

with other communities in this country and abroad, so you know all about how other people live and what they believe in.

Yours sincerely

Robert Lovett

Her Majesty's Inspector

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