



Quality Mark

VISIT FEEDBACK REPORT

School name	Moreland Primary School	Visit date	03.07.19
Headteacher	Ann Dwulit (Executive Head) Fiona MacCorquodale (Associate Head)	NOR	364 including 52 FTE Nursery children
Telephone number	02072538144	Assessor	Barbara Firth
Quality Mark Contact email	headteacher@moreland.islington.sch.uk	Quality Mark Contact Name	Ann Dwulit

A brief context of the school: Moreland Primary School is a growing school with two forms in Nursery, Reception and Years 1 and 2 and one form in Years 3-6. The school is situated in the London Borough of Islington and is federated with St Luke's C of E Primary School. This is a hard federation which shares an executive headteacher and a governing body. The executive headteacher oversees the running of both schools. Each school has a head of school.
The school was judged as good by Ofsted in March 2016.

Visit Type	Renewal
-------------------	----------------

The Assessor spoke to the following people <i>(delete as appropriate)</i>:			
Headteacher and/or Senior Leaders YES	English Subject Leader Yes	Mathematics Subject Leader Yes	Assessment Manager Yes
SENCo Yes	Pupil representatives Yes	Governors/Trustees Yes	Parent representative(s) Yes

<p>Does the school meet the requirements of the Quality Mark? YES</p>	<p>'Learning Walk' completed? YES</p>
--	--

<p>The previous development points have been implemented. YES</p>	<p>List any noteworthy evidence. Standards are above national average at the end of both KS1 and KS2 at expected and GD in most subjects.</p>
--	--

<p>List of development points from the previous visit report and the resulting actions taken, if appropriate:</p> <ul style="list-style-type: none"> • Continue to embed and evaluate the impact of "Inspire Maths". – The school is an Advocate School for Aspire Mathematics. Standards in mathematics are above the national average at expected and greater depth (GD) at the end of both KS1 and 2. • Ensure appropriate challenge for more able pupils in order to increase the proportion of pupils that achieve greater depth/higher standard by the end of Key Stage2. – The proportion of pupils that attain GD has increased in all subjects and is above the national average at the end of both Key Stages 1 and 2 with the exception of reading at the end of KS2. • Continue to seek ways to improve the active engagement of parents/carers with their children's development of basic skills. – The school has continued to increase its' involvement with parents. Parents confirmed that they were well-informed about their child's progress and felt that they were welcomed into the school.

<p>Suggested areas for on-going development:</p> <ol style="list-style-type: none"> 1. Continue to increase the proportion of pupils that attain greater depth across the curriculum and especially in reading at the end of KS2. (Elements 1, 3,4 and 10) 2. Ensure GD is achieved in all subjects in the curriculum through continuing to embed and develop: <ul style="list-style-type: none"> ➤ Taking every opportunity for pupils to collaborate and articulate in their learning and understanding (pedagogical talk) ➤ Exploring and developing debating skills within the classroom ➤ The understanding and use of technical and subject specific vocabulary across all subjects ➤ Pupils ability to memorise, recall and demonstrate an understanding of what they have learnt in all subjects ➤ The explicit use of mathematical skills across all subjects ➤ The love of reading across the curriculum (Elements 7 and 8) 3. Continue to develop pupils' independence in their learning through teacher's marking at the point of learning and expecting them to correct any errors or misconceptions at the point of learning; increase the opportunities for pupils to self-mark their work in mathematics. (Elements 7 and 8)
--

4. Ensure that teachers have the depth of subject knowledge required to deliver learning in greater depth in all subjects. **(Element 6)**

Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Quality Mark Elements

- 1. A whole school strategy and planning to improve performance in English and mathematics**
 - The leadership team including the governors have an in depth understanding of the school which is demonstrated through the quality of planning and determining priorities to ensure all children achieve their best.
 - There is a relentless pursuit for excellence which is impacting positively on improving outcomes across the school.
 - Basic skills are a whole school focus and very ably led by informed and enthusiastic leaders.
 - The federation further enhances provision and ensures that staff are reflective about their practice, learn from each other and find ways to improve the learning experience for all pupils in English and mathematics.
- 2. Analysis of the assessment of pupil performance in English and mathematics**
 - Robust tracking and regular pupil progress meetings ensure that the school is aware of both its' underachieving children and those that have the potential to attain highly. Appropriate interventions are put in place to support their progress in a timely manner.
 - Over time, most pupils make at least good progress from their starting points.
- 3. Target setting for improvement of performance in English and mathematics**
 - Targets for 2019 demonstrate the high expectations that the school has for all of its' pupils.
- 4. English and mathematics for all groups of pupils**
 - All pupils, including those with special educational needs are very well-supported and challenged.
 - Pupils in need of extra support are targeted and supported through a range of interventions.
 - The school's approach to reading ensures that it routinely challenges all pupils to deepen their comprehensive skills and enrich their language acquisition.
- 6. A commitment to improving the skills of all staff in the application of English and mathematics in the school**
 - Opportunities for CPD are very good and ensure that all staff, including support staff and newly qualified teachers are effectively contributing towards pupils' progress.
 - CPD is further enhanced through strong links with St Luke's and other schools in the locality.
- 8. The use of a range of teaching approaches and learning styles to improve English and mathematics**
 - The senior leadership team places a high priority on the teaching of basic skills and reflects carefully on what strategies are deployed in order to meet the needs of the pupils that attend the school.
 - Children were observed to be very enthusiastic about their learning. They are encouraged to collaborate and talk about their understanding and use a self-regulated method of on-going assessment in the classroom (traffic light cups).

- A focus on developing a growth mindset and taking responsibility for their own learning has ensured that pupils are confident and resilient.
- Excellent displays and resources available within the classrooms support independent learning very well. Pupils talked about how they use the information on their tables and on the working walls to help them with their learning. Equally, the displays in the corridors celebrate and promote good achievement. Of particular note is the high quality writing around the school and the way that teachers can show individual progress in writing over time.
- Leaders are committed to providing the pupils with a broad, balanced and rich curriculum which provides pupils with the cultural capital they need to succeed in life. Experiential learning enhances the quality of writing that pupils produce.

9. The involvement of parents and/ or carers in developing their child's English and mathematics

- There are good opportunities for parents and/or carers to be kept informed about the progress their child is making and to skill themselves so that they can help their children at home.

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- Monitoring of provision is extremely robust and effective. It includes scrutiny of planning, pupils' books and their learning and progress. There is a comprehensive and focused monitoring cycle which supports teaching and learning.
- The school analyses the impact of schemes and strategies to ensure that teaching and learning approaches are enabling all pupils to make at least good progress.
- Governors support the school well and are kept well informed about the progress that is being made in these subjects.

A brief summary of the strengths/ developments since the last visit:-

The impact of Inspire mathematics on the standards; improved working with parents and the continued development of ways to teach reading.