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MORELAND PRIMARY SCHOOL

Teaching and Learning REVIEW: Wednesday 4th March 2020

Executive Headteacher: Ann Dwulit Head of School: Catherine Lawrence	Consultants Barbara Firth
Date of visit: 04.03.20	Duration of visit: 1 day
Progress on previously agreed actions	
N/A	

Visit report

General

- Moreland Primary School is a two-form primary school catering for pupils from Nursery to Year 6 located in the London Borough of Islington. The school is federated by agreement with St Luke's CofE Primary School with which it has a very close working and supportive relationship. The two schools share the executive head and governing body. The current head of school took up her post in September 2019. The school is in an area of high deprivation with typically low aspirations. The proportion of pupils with EAL, disadvantage and SEND is well above the national average.
- The school was last inspected in March 2016 and judged as good with outstanding PDBW. Main areas for development identified at the last inspection were:
- Improve the effectiveness of the leadership of teaching still further, by:
- Using the skills of the school's teaching staff to refine the school's innovative approach to learning
- Ensuring that the school's marking policy is implemented in a way that matches the school's approach in all subjects
- Checking that homework tasks help pupils to learn independently.
- Children enter the school typically with knowledge and skills below what is expected for their age. They make good progress across the EYFS to achieve a GLD in line with the national average. By the end of Year 1 the proportion of pupils that achieve the phonic check is also in line with the national average.
- Progress measures for the end of Year 6 in 2019 were average in writing and mathematics but below average in reading. Attainment in the combined measure was just above the national average at expected but below at greater depth. No boys attained greater depth in the combined measure and only 2/11 high prior attaining pupils converted to greater depth at the end of Year 6.

Activities engaged in during this review included discussions and joint learning walks with members of the senior management team and subject leaders for science, humanities; English (focus on phonics and 'the promotion of a love of reading', mathematics and DT; discussion with a group of pupils about their learning experience and discussions with pupils about reading and listening to them reading. This review did not include the EYFS which was being independently reviewed.

The consultant can confirm that the observations made and the discussions with staff and pupils



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during this review confirm that there has been good progress towards addressing the areas identified by Ofsted for improvement. The leadership of the school were also able to demonstrate that progress has been made to redress the dip in reading at the end of Year 6 in 2019 and increase the proportion of pupils that will attain greater depth in reading, writing and mathematics (despite 2/3 higher attaining Yr. 6 pupils having recently left the school). Data shared indicates that if the Year 6 pupils attain as predicted their progress across the Key Stage will be at least good in all of reading, writing and mathematics.

Strengths observed in March 2020 included:

1. Leadership and management

- Senior leaders are aspirational for all their pupils. They know their school and the advantages and challenges of its' context exceptionally well and how these can impact on pupil's performance.
- They demonstrate a good understanding of what makes for the best learning experience and have the knowledge and expertise to identify pertinent areas for improvement and strategies to bring about positive change in a timely manner. For example, their reflection on the dip in reading in 2019 outcomes has resulted in pertinent strategies to develop the love of reading across the school which are already showing a positive impact.
- Middle leaders met during the consultancy demonstrated an interest and passion for their subject and a good understanding of the strengths and areas for development.
- All confirmed that they felt supported by senior leaders and appreciate the time they are given to conference their colleagues; take part in book scrutinies and develop their own subject knowledge through good opportunities for CPD which in turn gives them the confidence to support their colleagues in developing their skills and knowledge.

2. Quality of Education

- The curriculum is aspirational, and the intent is clear in all subjects discussed. There is clarity of how knowledge progresses over time and there are strong links with the 'real world'.
- It is supportive of social mobility through the impressive range of opportunities for cultural capital both within the classroom and external to it.
- Overall, learning is enhanced and effective because teachers:
 - have good subject knowledge and use technical language appropriately
 - use questioning that encourages pupils to think hard and probe their learning and understanding
 - check pupils' learning throughout the lesson and expect pupils to be reflective about their progress and understanding using self-assessment and coloured cups to indicate where they are with their understanding
 - provide resources and prompts including working walls to ensure that pupils can independently access the learning and make good progress. Pupils were observed using this information to some effect.
 - provide a good range of opportunity for pupils to collaborate and learn together which enhances the inclusion of SEND and EAL pupils and goes towards meeting the needs of the more able
 - manage the use of TAs very well so that their work is focused on supporting pupils' learning.

3. Promoting 'the love of reading 'is effective because:

- Phonics is taught effectively from reception and introduced in Nursery to those children who are demonstrating that they are ready to learn to read
- Phonics teaching was observed to be of a high standard across KS1. Staff are well-trained and demonstrate a high expectation for accuracy
- Resources are consistently used across the Key Stage
- Children enjoy reading and are encouraged to read independently and together. Younger pupils who were listened to demonstrated good phonic skills and



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understanding whilst older more able pupils demonstrated fluency and understanding of complex texts

- Reading is taught well and promoted across the school through a range of effective strategies including:
 - Cross curricular links - class texts used effectively across the curriculum to support language development in other subjects
 - book clubs; use of the school and local library; whole class reading; teacher modelling good reading; 'mystery readers'; reading buddies; instant response to misunderstandings in phonics; volunteer and business reading mentors.

4. **Attitudes and behaviour**

- Relationships in the classrooms and around the school are very positive. Pupils of all ages demonstrate good attitudes to learning. They enjoy their learning and want to do well.
- In lessons pupils cooperate extremely well when required to do so and are increasing in confidence and self-assurance.
- Teachers have high standards and expectations for learning behaviour which ensures very good pupil engagement.

Areas Identified for Further Development

1. **Senior Leaders:**

- Continue to close gaps in learning and achievement by monitoring the impact of strategies – particularly in reading - on those pupils that are disadvantaged; underachieving boys and the more able.
- Ensure that staff are aware of the prior attainment of individual pupils, especially those that exceeded at the end of Reception or attained GD at the end of Year 2 and that they use it to inform their planning for individuals.
- Increase the opportunities for subject leaders to observe their colleagues to ascertain the level of support required to ensure that all teachers continue to have good subject knowledge and are confident in facilitating excellent learning opportunities across all subjects
- Review the marking and feedback policy so that there is an increased focus on 'marking in the moment.' Ensure that any errors or misconceptions are corrected immediately and not reinforced in all subjects. Look into the system of 'dot marking' as discussed during the review to encourage pupils to edit and reflect on their work as they are doing it thus encouraging metacognition and increased pupil independence and responsibility for their learning.
- Work with staff on ways to enhance oracy – speaking and listening in the classroom. Consider being involved with the English-Speaking Union to enhance pupils' (and staff) skills in debating as a vehicle for improving classroom discussion. (leaflet attached).

2. **Subject Leaders:**

For all subject leaders:

- to have opportunities to observe their colleagues teaching their subject to inform gaps in provision and respond accordingly
- develop strategies to enhance pupils' memory and recall in their subjects and make explicit links between current and prior learning
- develop P4C across the curriculum to support oracy and enquiry.
- **Science** – work with teachers to improve the quality of learning seen in pupil's books so that it better reflects the quality of what is learnt in class.
- develop explicit links between science and mathematics
- **English** – continue to develop ways for pupils to develop a love of reading building on the good practice already in the school.
- **Mathematics** – encourage teachers to be explicit about how much in how much time to ensure that the pace of learning is not stalled through a lack of urgency to get started or finish work.



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- Work with teachers on improving the quality of presentation in pupil's books including how rulers are used.
- **DT** – continue to work with teachers in developing their confidence and knowledge in the subject.
- Enhance opportunities for social mobility and cultural capital by increasing the opportunities for visitors and experts and relevant clubs.
- **Humanities** – continue to develop teachers' subject knowledge and ability to teach subject specific skills.

3. **Teachers:**

- Ensure that pupils are clear about how much and in how much time they must do and that those that work faster do not have to wait for the next stage in their learning
- Increase expectations for accuracy and presentation in all subject books.
- Continue to increase the opportunities for pupils to collaborate, problem solve, make mistakes, feedback their ideas and model exemplar learning.
- Increase opportunities for pupils to demonstrate their prior learning and make links across the curriculum.
- Ensure that in class discussion pupils who answer questions are articulate and can be heard so that all can benefit from their knowledge; that those listening are able to hear what is being said; expect children to answer in full sentences and use technical language appropriately.
- Continue to develop strategies to support pupil's memory, recall and retention.

Agreed actions

School agreed actions, with timescale and expected impact:

- to feedback the above to all staff
- to continue to support staff as necessary to ensure consistency across the school
- consider contacting the ESU with regards to support for training staff in developing pupils' oracy.

Signed: _____

Date: 05.03.20

Date of next visit: Tuesday 16th June 9.30-12.30