



# Aspirational Education Associates Ltd

## MORELAND PRIMARY SCHOOL

### Teaching and Learning Review: Thursday 15<sup>th</sup> June 2023

Headteacher: Catherine Lawrence

Consultant: Barbara Firth

#### 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 a governing body. The current headteacher took up her post in the Spring term 2022 having previously being the head of school. The school is in an area of high deprivation. The proportion of pupils with EAL, disadvantage and SEND is well above the national average.
- The school was last inspected in March 2020 when it was judged to continue to be a good school. Main areas for development identified at the last inspection were:
- Fully implement the geography and science curriculum.
- Ensure that curriculum plans include subject-specific vocabulary that pupils should understand and remember and to check that the plans are being implemented so that teachers develop pupils' vocabulary and speaking and listening skills.
- Most children enter the school typically with knowledge and skills below those expected for their age and with an increasing proportion of children with special educational need and EAL. Despite this most children make good progress across their time in the school and at the end of Year 6 attain standards at least in line with the national average. Data for 2022 demonstrated that disadvantaged pupil's attainment was above that of similar pupils nationally. As one Year 6 pupils said, 'I feel really ready for secondary school.'

##### ***The focus of this review was on Oracy and Personal Development.***

Activities engaged in during this review included:

- discussions with members of the senior management team; wellbeing, PSHE and outdoor learning teams and oracy lead.
- joint learning walks across the school observing the impact of the school's 'soft start' which was introduced to address the high levels of lateness to school and the consistency of promoting oracy in lessons.
- 'Deep Dive' discussions with the subject leaders for Computing, PE and Science.
- Discussion with a group of pupils focused on wellbeing and personal development.

##### ***Strengths observed in June 2023 included:***

##### ***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; how these can impact on pupil's performance and wellbeing and have robust plans in place to address any gaps.
- The creation of the wellbeing team has impacted positively on both attendance and punctuality and pupil's personal development.
- The implementation of the 'soft start' to the school day in response to high levels of poor punctuality to school has halved the incidence of lateness. In the Spring term 403 lates were recorded as compared to 918 in the Autumn term.



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- The extended and extremely rich opportunities for enrichment raises the pupil's aspirations for their future; enhances the engagement of pupils in their learning; extends their knowledge and helps them recall and remember what they have learnt.
- The schools work in developing their Emotional Literacy and Citizenship curriculums have been recognised by the LA as examples of good practice and shared with other schools.
- Pupils interviewed have high ambitions for their futures and talked about aiming to be a lawyer; politician; doctor; engineer; graphic designer; footballer; singer or gymnast. As one pupil said, 'The staff in the school really encourage you and support you to be what you want to be.'
- The atmosphere in the school was observed to be calm and focused both in the classrooms and in the corridors. This is a significant achievement considering the high level of need and vulnerability amongst the pupils and confirms that staff have high expectations for behaviour and that pupils know and understand those expectations and use the strategies such as 'Mood Meters' provided to help them engage effectively with their learning. Pupils confirmed that the teachers followed through where they placed how they were feeling on the Mood Meter. They agreed that 'The Mood Meters are a good idea – we don't have to hide our feelings.' One pupil described the school as 'a happy place in which the education is really good.'

### ***Discussion with the Oracy and English Leads and focused joint learning walk confirmed:***

- The school's focus on 'oracy' across the curriculum is in the early stages of supporting pupils to become confident and articulate learners. Plans shared during this review confirm that the priorities and strategies are appropriately focused and well-led.
- The recently introduced vocabulary progression maps are helping to raise the profile of planning for 'oracy' across subjects and the linked curriculum ensures that key vocabulary is promoted across subjects.
- Increased opportunities for speaking and listening and collaborative learning was observed across the school.
- Opportunities to increase confidence in speaking in public, e.g., Dream catcher assemblies; presentations, Debate Club, etc are beginning to impact positively and ensure that pupils can speak confidently to a range of audiences.

### ***Discussion with Subject leaders – Computing, PE and Science:***

- Subject Leaders are knowledgeable and confident about their subject. They ensure that they are well informed in their subject of responsibility to be able to effectively support their colleagues and keep up to date through opportunities for CPD.
- They confirmed that they very well-supported by senior leaders.
- They can articulate both the intent of their curriculum and demonstrate its' progression from the EYFS across the school. Planning is detailed and supports teachers to deliver a high-quality curriculum across the school.
- They can articulate the strengths and areas for development in their individual subjects and have plans in place to address the latter.
- They know the impact of their curriculum through being able to observe and monitor its' delivery through lesson visits and book scrutiny and increasingly they are talking to focus groups of pupils to ascertain how they learn best.
- There is clear evidence of how the curriculum support pupils' cultural capital, social mobility and raises aspirations through visits, visitors and projects.
- They are well-informed with regards to safeguarding and the Protected Characteristics.

### ***Discussion with Pupils which included the Head Girl and Boy, representatives of the School Council; Eco Team; Digital Leaders and Reading Leaders.***

- Pupils interviewed are aspirational, articulate and very positive about their school.



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- They feel very safe and are clear about who they would go to if they had a safeguarding problem. (Without prompting they named the whole list of DSLs). They were very clear that 'This is a friendly and happy place.'
- Pupils could describe the Protected Characteristics and give examples of the protected groups. They knew the consequences for 'treating people badly' and were able to talk about the positive impact of the 'Behaviour Flow Chart' and 'The Road'.
- They valued the opportunities for leadership which include being a subject ambassador which involves meeting with the subject leaders and talking about their learning.

## **Areas Identified for Further Development**

### **Senior Leaders to:**

- ensure consistency in the use of the 'soft start' time and that teachers and support staff are consistently agile in the classroom in supporting pupils in being usefully engaged, including those that may have finished their activity.
- consider re-naming the 'soft start' to being called 'soft learning start'.
- consider investing in the 'Maximising the Practice and Impact of Teaching Assistants' training for teaching assistants early in the new academic year to ensure that they are consistently as good as the best in supporting pupils.

### **Wellbeing Team to:**

- continue to work with high need parents and families in getting their children to school on time.
- continue to collect data on 'staff wellbeing' and identify three main themes and respond accordingly.
- continue to work with the Pupil Wellbeing leaders in finding out more about playground wellbeing and how this can be supported further.

### **PSHE and Outdoor Learning Team to:**

- continue to analyse the information collected from pupils about visits and trips is analysed to inform future development.
- continue to work closely with the LA to share the school's recognised good practice.

### **Oracy Leader to:**

- continue to develop the focus on oracy in the classroom including having dedicated lessons for 'oracy' ensuring that it is explicit in planning.
- increase the focus on 'thinking time' and tracking the speaker to improve the value of discussion amongst pupils.
- work with staff to raise the expectation for pupils to answer questions in full sentences – consider providing sentence starters as an aide memoire on every table.
- revise knowledge organisers so that they are more succinct; include subject specific vocabulary and establish routines for them to be referred to in class on a regular basis.
- continue to work with teachers and subject leaders to ensure that pupils consistently have opportunities to discuss the knowledge and skills they use so that they can talk like geographers, historians, etc.
- extend opportunities for more able pupils to demonstrate their knowledge by introducing 'mini masters lunch time talks' as discussed.
- Consider how the strategies deployed in the ESU Discover Your Voice workshop can be shared across the school.

### **Computing, Science and PE Leaders to:**

- work with class teachers and teaching assistants in ensuring that 'challenge' is evident in the learning in their subject and that the task is well-scaffolded to be accessible to all learners.



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The consultant can confirm that the observations made and the discussions with staff and pupils during this review provides evidence that the school continue to provide a good quality of education and that personal development is at least good with aspects that could be judged to be outstanding.

Signed:

Date: 19.06.23

Date of next visit: Tbc – after half-term Autumn term.