

Assessment report: stage 2

School name and postcode	
Moreland Primary School EC1V 8BB	School more able coordinator Sally Walker

NACE lead assessor	NACE support assessor
Barbara Firth	N/A

School context

- Moreland is an expanding two-form primary school located in an area of high deprivation in the London Borough of Islington catering for pupils from Nursery to Year 6. Currently there are two forms in Reception through to Year 4 and one form in each of Years 5 and 6. The school is federated by agreement with neighbouring St Luke's C of E Primary School. The two schools have independent acting headteachers and share an advisory headteacher and governing body.
- OFSTED conducted an inspection in March 2020 and confirmed that the school continues to provide good provision. Self-evaluations and peer and external reviews confirm that the provision continues to be good.
- As well as high mobility, the school has a larger than the national average proportion of pupils identified as disadvantaged, with EAL, and SEND.
- The school holds the Basic Skills Award, is a Forest School and an advocate school for Inspire Maths.

Summary of strengths

Provision and outcomes

Self-evaluation, evidence scrutiny, interviews

- The school's 'Learning for Life' strategy and its vision of 'Reaching higher than I dreamed to become the person I really want to be, doing the best I can for the world and me' encapsulates the spirit of the Challenge Award and accurately describes the learning experience at Moreland Primary School.
- School leaders have created an ethos of high expectations and are passionate about seeking out and celebrating all children's achievements and strengths including those of the more able and talented.
- Provision for more able pupils is central to the school's plan for improvement and very ably led by the school's NACE team which includes senior leaders and phase leaders.
- Most children enter the school with skills and knowledge below that expected for their age and make good progress across the school from their individual starting points.
- Teacher assessments in 2021 demonstrated that the proportion of pupils that attained greater depth in reading and writing at the end of KS2 was broadly in line with the 2019 national

average and that there is a minimal gap in attainment between disadvantaged pupils and others in the school.

- Policy documentation is robust, inclusive and celebrates both talents, academic ability and other attributes. It is shared with governors; owned by all staff and reflects the practice observed across the school.
- Identification criteria is clear and takes into consideration subject specific strengths. The provision for those pupils who are exceptionally able and/or have multi-exceptionality is highly effective as demonstrated in the case studies shared during the assessment day.
- Pupils' progress is robustly tracked and ensures that teachers have a detailed knowledge of pupils' abilities. Any underachievement is picked up quickly and acted upon in a timely manner including through the newly introduced pupil coaching sessions and bespoke booster sessions.
- Pupils' well-being is central to the school's curriculum planning. Strategies such as self-regulation effectively support pupils in managing their own behaviour and feelings.
- Transition across the school and to secondary school is effective. Parents spoke about how the school has supported their child through a successful scholarship application.
- The school delivers a rich, broad, progressive and balanced curriculum with a good emphasis on developing the 'whole' child. The school enjoys excellent resources including a specialist teacher for music ensuring that the quality of provision across the curriculum is effective, enjoyable and challenging.
- Every opportunity is taken to celebrate and share excellent work and talent through assemblies, classroom and corridor displays and on-line through Class Dojo and presentations.
- Rich learning opportunities both within and outside of the school provide memorable moments as well as supporting learning and raising aspirations. Teachers provide useful resources which, together with effective deployment of additional adults, support and scaffold pupils' learning.
- The Forest School, together with the Growth Mindset approach to learning, are helping to develop resilience, responsibility and independence from an early age.
- Children in the EYFS are particularly well supported. Well-trained adults provide thoughtful learning activities and this, together with the free flow approach to sharing activities and resources across the early years, allows children of different ages to play and learn from one another.
- Remote learning provision during lockdown was of a high quality. Digital technology and topic projects are used to support independent research and develop presentation skills.
- Oracy has a high profile in the school. A range of strategies including role play, debate and discussion were observed during the assessment day to be developing well and impacting positively on pupils' learning.
- The school is a reflective learning community. All staff, including non-teaching staff and those new to the school, receive quality professional development. In consequence, staff demonstrate a good and developing understanding of classroom pedagogy and current research.
- The pupil voice is strong and developing through P4C and the Global Citizenship curriculum. They are routinely asked about their views on learning. There are good opportunities for pupils to demonstrate and develop good leadership skills including being involved in the school council and eco team as well as being digital leaders, lead learners and leading assemblies.
- Pupils, including those that have less advantage are ambitious for their futures and the links that the school has nurtured with relevant organisations enrich their learning and help to raise aspirations. The 'Dream Catcher' assemblies provide opportunities for alumni, parents and local businesses to inspire pupils and inform them about their own learning journey to success.

- Parents are very happy with the school. They said that they are very well-informed about their children's learning and progress. The curriculum maps ensure that they know what their child is studying and helps them to support their child at home.
- Governors are knowledgeable about the NACE Challenge Award and what it means to provide challenge. The leaders of the school, including subject leaders have developed effective self-evaluation and monitoring procedures including teacher conferencing. Equally, they listen to pupils and their parents and respond to observations and ideas in a constructive and reflective manner.

Where teaching and learning for challenge is good or better

Lesson observations, work scrutiny, case study

- Teachers' subject knowledge is very good. They are reflective, and enthusiastic. Pupils' workbooks showed that there are high expectations across the school for well-presented and accurate work.
- Teachers provide excellent resources and active learning opportunities to enhance learning and develop pupils into independent learners. Pupils said 'Learning is enjoyable. The teachers help us when we are stuck but we also have strategies to solve things ourselves.'
- Pupils have high aspirations and are developing, through the Growth Mindset approach to learning, into independent and resilient learners.
- Behaviour for learning is excellent. In all the lessons observed, pupils were engaged positively and enjoying their learning.
- Teachers provide clear explanations and routinely ask questions that promote thinking and extend understanding. Pupils are keen to answer questions and were observed collaborating effectively in their learning through well-organised and resourced partner work. One pupil said that 'opportunities for role play helped inform her learning and write better.'
- Excellent classroom and corridor display and the school's website news support learning and celebrate pupils' high standards.
- The case study focused on how the school's whole school reading strategy impacts positively on more able learners in KS2. The strategy includes developing reading for pleasure and whole class reading with the teacher modelling skilled reading. The school plans to build upon what they have learnt through the process and have been inspired to form book clubs and extend the range of texts that will be made available for more able readers to read at home.

Summary of areas for development

Provision and outcomes

Self-evaluation, evidence scrutiny, interviews

- Re-establish the rich opportunities to enhance learning across the curriculum and demonstrate through a progression map how these opportunities progressively contribute towards increased cultural capital.
- Continue to embed and develop opportunities for developing oracy across all subjects through for example extending opportunities for discussion and debate and demonstrate through a progression map how these opportunities progressively develop pupils into articulate and confident speakers.
- Re-establish and develop links with secondary schools to enhance transition from Key Stage 2 to Key Stage 3 for more able learners.

Teaching and learning development areas

Lesson observations, work scrutiny, case study

Teachers to:

- Continue to develop opportunities for lead learners and increase opportunities to do presentations.
- Ensure that challenge is implicit in the task for the whole class and that any extension is open ended so that the pace of learning does not stall for more able pupils.
- Ensure that when pupils answer questions and share their knowledge in class all pupils can hear clearly what is being said. Consider strategies such as ‘tracking the speaker’ to ensure good eye and ear contact.
- Consider how metacognition can be enhanced in all subjects and how learning is assessed in the foundation subjects.
- Develop strategies which support pupils in developing the skills to increase their memory capacity and to retain knowledge through for example quizzes and questions that refer back to prior learning.

Key issues

Key action points:


*to be included on the school’s **Key issues matrix***

- Sustain the improvements in achievement through identifying and responding to any regression and gaps in learning to ensure that those pupils capable of attaining the higher standard at the end of Key Stage 2 are successful especially in writing and mathematics.
- Continue to develop and embed pedagogy so that it is consistently of the highest quality and effective in challenging more able learners in all subjects.
- Continue to develop a love of reading and raise standards in writing through embedding the findings of the case study; the newly introduced handwriting scheme and the soon to be introduced new phonics programme.
- Develop a succession plan so that the knowledge and expertise of the MATCo and NACE team continue to develop.
- Continue to develop ways to engage with parents of more able pupils both to use their particular skills and expertise to inspire others and to guide them about how to support their children at home.
- Continue to collaborate with and share excellence with other local schools in supporting their more able pupils to achieve their best.
- Develop the role of the link governor through increased opportunities to monitor the provision for the more able.

Date Challenge Award achieved

11.11.21

NACE lead assessor signature



Date Challenge check-in due
(18 months from accreditation)

May 2023

Reaccreditation application deadline
(3 years from accreditation)

November 2024