

2019

**1 Day Review
Moreland Primary School
13th June 2019**


Islington School

Improvement Service

Information about this review:

- The Senior Leadership commissioned School Improvement to review the provision of the curriculum at Moreland Primary School
- The review was undertaken by the Head of School Improvement, Senior Teaching and Learning Consultant: English and the Early Years Lead for Teaching & Learning
- All classes were visited. The team met with pupils to discuss their learning and also met with curriculum leaders to discuss their roles and responsibilities in shaping the curriculum offer at Moreland
- The team did not interview teaching staff during the review
- Learning walks were undertaken in conjunction with school leaders
- The review team did not scrutinise safeguarding, however signing in procedures and appropriate checks were undertaken effectively. Information regarding the DSL and procedures if there were any concerns were shared with visitors on arrival.

Key Findings:

- Leaders at all levels are ensuring that the curriculum at Moreland Primary School is aspirational, ambitious and designed to give all pupils, particularly disadvantage pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. Pupils at Moreland have access to the entire breadth of the national curriculum. It is never narrowed. As a result, the curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of pupils with SEND and in doing so develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
 - School leaders are adapting their historical use of the International Primary Curriculum into their own – the Moreland Curriculum. As a result, the school's curriculum is being planned coherently and sufficiently sequenced so that pupils have sufficient knowledge and skills for future learning and employment.
 - Leadership at all levels are providing a curriculum that is designed so that pupils are educated citizens. In doing so they are providing pupils at the school with an appreciation of human creativity and achievement.
 - Teachers across the school demonstrate good knowledge of the subject they teach. They are supported effectively by leaders to be confident and as a result they present subject matter clearly, promoting appropriate discussion about the subject matter being taught.
 - Teachers check pupils understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teachers make appropriate adaptations to learning as a result.
 - The work given to pupils is demanding and matches the programme of study designed by the school
- 

Evidence to support the key findings:

EYFS Learning Walk

- Highly stimulating, inviting, well organised learning environment throughout
- Behaviour is very good
- Children were highly engaged in a range of activities and experiences that supported strong characteristics of learning
- The structure of the day, organisation of resources and planning – including the use of open ended materials -supports opportunities for independence, creativity and critical thinking
- Children are supported to develop their language skills through high quality interactions with adults

KS1 Learning Walk

- Welcoming and purposeful reading corners in all the classrooms, valuing reading and organised for easy access.
- Year 1 were linking literacy with science, creating a booklet about different materials. The teacher questioned effectively, increasing the hierarchy of support when necessary. Children used the outdoor area in a purposeful way, searching for natural and manmade materials. There were high levels of engagement and effective questioning by all adults.
- In Y1 Daily Supported Reading was observed. The needs of all early readers were being met. Adults were deployed effectively and as a result the learning was of high quality. Adults are well trained to meet the needs of the lowest 20% of readers and all pupils were engaged in purposeful reading.
- Science was also observed in Y1. The focus was on materials and properties with a particular emphasis on using specific scientific vocabulary – absorbent, water proof, soft and hard. Pupils were extended to use opaque, transparent, and magnetic. The teacher modelled expectations, clarified misconceptions which meant that the pupils were able to write at length to summarise their learning.
- Guided Reading in Y2 was purposeful and all children were on task. Adults were deployed effectively, with TAs skilfully leading some of the groups. The balance of teacher/pupil talk was good, allowing children time to ask and answer their own questions. There were two independent groups, with each having a ‘child leader’. These groups were a real strength, with all children actively participating and articulating their learning. The children referred to the range of reading skills and could explain what and how each could be achieved.
- Science was also observed in Y2. Pupils were sorting definitions according to key vocabulary – carnivore, omnivore and herbivore. Pupils demonstrated scientific confidence and using a range of secondary resources to capture examples of each group.

KS2 Learning walk

- Spanish was being taught in Y3 by the nursery teacher who teaches Spanish across the school. The teacher had high expectations for all children and good behaviour was consistently demonstrated as had been with the class teacher.

- The teacher provided hierarchy of support, giving children sufficient time to answer questions. She ensured participation of all children, using lolly pop ticks and encouraging praise. Jotters were used as an aid to refer to prior learning.
- The children demonstrated confidence and the culture of the classroom encouraged making mistakes to learn.
- Maths was observed in Y3. Pupils were engaged in purposeful, relevant and appropriate measuring tasks. This provision was outdoors. All pupils and adults were working effectively to solve problems linked to length.
- Music was being taught in Y5 and children were highly engaged and participating. The music teacher used specific praise and encouragement to involve all.
- SPAG was observed in Y5. Subject knowledge was effectively drawn out of pupils and in one particular case a pupil with SEND used the class “working wall” to seek the answer to a question posed by the teacher. Pupils were highly engaged and were making effective links to their learning.
- Science was being taught in Y4 with a sense of excitement in the room; all children were highly engaged. The lesson was linked to prior learning regarding the digestive system. Scientific vocabulary was on display and had been taught at the beginning of the lesson. Children were working in groups and using the correct language to explain the process such as nutrients and waste. The teacher demonstrated high expectations of behaviour and as a result, the children remained on task working collaboratively within groups. Differentiated extensions and challenge were provided to move learning on. The teacher informed me that the follow up lesson will be outdoors and will allow children to apply all they have learned so far.
- Across all aspects of the learning walks in EYFS, KS1 and KS2 behaviour for learning was exceptional and adults were deployed effectively to maximise learning

Pupil Voice

Year 1

- The children in year one were extremely proud of their learning, sharing their topic, science and English books. Many of the children shared learning that related to real experiences or trips. One example was a Volcano experiment. When one child spoke about this the other

children remembered more and could talk more confidently and enthusiastically about their learning.

- The writing that children were proudest of was cross curricular, with good examples in Science (bean diary) and Geography (London Landmarks).
- One area that made many of them feel proud was when looking through their writing portfolios and when they had done 'their best handwriting'.


Year 2

- Children showed examples of cross curricular writing, with most using the Samuel Pepys diary entries as being the piece they felt proudest of. Pupils spoke with much enthusiasm, about how they went on a trip to learn more. They were able to provide lots of information about the Great Fire of London and referred to films and videos that had supported them.
- The children were really excited to share their life book and loved reflecting on all they had done.
- The children spoke really positively about Science learning, such as materials and animal habitats. They recalled investigations they had done and what it had taught them about materials, *"Did you know that glass is made of sand?"*

Year 3

- The children shared a range of learning that they are proud of. As with the other year groups, writing they shared was mostly cross curricular and they were able to articulate the links. Examples they shared included Telegrams, Art analysis and science labelling.
- Some children shared narratives they are proud of from their English learning. They informed me that to be successful they must use punctuation and grammar they have learnt, choose villains and heroes, make sure it is mysterious and be imaginative. They shared lots of advice that the teacher gives them to improve and explained how purple pens are used to improve writing.
- The children gave examples of how prior learning helps them such as using a labelled skeleton to help them understand their body, analysis of famous paintings helps them to be good at art themselves and how instructions for making a jam sandwich helps at breakfast club.

Year 4

- Pupils spoke about Ancient Egypt and how they used this knowledge to inform their writing about the River Nile. This then triggered learning about the River Thames and they began to make comparisons about the settlement of humans near rivers.
 - They were proud of what they had learnt about Fair Trade – they confidently spoke about how it made them think about child labour and fair rights of workers. They spoke about how they now challenge their parents to only buy "Fair Trade" at the supermarket.
- 

- One memorable moment was when they went to camp in Kent. Pupils spoke about the difference between Kent and living in London. They reflected on experiences such as lighting a fire with coal and what it would have been like in the olden days.

Year 5

- Pupils gave many examples of where their learning allowed them to make links to the wider world. They spoke about Black History Month, with particular reference to Nelson Mandela and Rosa Parks. They described opportunities where they discussed similarities and differences through P4C and put themselves in the characters shoes to solve problems and discuss issues.
- Pupils were able to make explicit links to past and present – this included learning about the local area (Kings Square) and how it had changed overtime. They also spoke about how housing within the area had changed and the use of dwellings. This allowed them to write confidently in literacy lessons.
- Geography opportunities were also shared, particularly in reference to Climate and weather and how they had learnt to read maps, interpret symbols and local places beyond London.

Year 6

- Pupils spoke mostly about their learning in relation to Civil Rights. This had led them to think about women's rights, the rights of immigrants, the importance of eradicating poverty, the rights of children and the rights of LGBTQ people. They felt that it was important to learn about the right to be equal. They discussed many of these issues through P4C opportunities.
- Learning to keep yourself safe was also important to the pupils. They felt that the learning they had received about topics such as knife crime helped them to understand the issue and how to be more careful and most importantly they know what to do in order to keep themselves safe. They felt that this would help them in secondary school if the issue arose.
- Pupils demonstrated a broad understanding of their world and different cultures in time – Mesopotamia, Romans, Greeks, Egyptians and the Benin cultures all inspired them and they were able to talk about the contribution each one had made to a modern world.

Subject Leaders

How would you describe the role your subject area has in enhancing a broad and balanced curriculum at the school? What are your priorities to move forward?

- All leaders described their subject and how it is enhancing the curriculum. Examples given were the take one picture which is a whole school, cross-curricular approach involving Art. All leaders made reference to the whole school development plan and were able to articulate how their subject feeds into it. They made particular reference to learning

outdoors and linking PSHE with healthy schools. RE and PSHE also underpin the P4C school ethos.

How well are students doing in your subject? How do you know?

- Leaders described how they monitor their subject, referencing book looks and lesson observations. Leaders use these to inform action plans and address any CPD requirements for staff.

Where do you want your subject area to be in twelve months' time?

- All leaders demonstrated a clear vision and identified future priorities which were in line with the schools development. Many leaders identified the desire to continue building aspirations and ensuring all children are exposed to a range of opportunities such as wide-ranging variations of sport and competitions as well as providing more faith trips to enhance the RE provision. The vision for art was ensuring better cross curricular links and ensuring purposeful use of sketch books. For PSHE, Valerie referred to the statutory changes and identified that support staff and parents with the RSE curriculum will be a priority.

Next steps:

- To continue to develop the Moreland Curriculum to suit the needs of the school community
- To develop the school's intent and the pedagogy that is needed to give pupils full access to the curriculum
- Continue to develop curriculum leadership across the school

