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| Moreland Primary School   |  |  | | --- | --- | | Teaching and Learning Review: Thursday 16th June 2022 | | | **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 and the impact of the pandemic, the proportion of children that are on track to achieve a GLD at the end of Reception in 2022 is an improvement on 2021 and broadly in-line with the national average. There is a similar picture in Year 1. Those children that can achieve the phonic check at the end of Year 1 and those that require more time to acquire phonic skills and knowledge are on track and do so in Year 2. This represents good progress over time. * Progress across the school is good with the proportion on track to achieve the expected standard and greater depth in all of English, mathematics and writing in 2022 being at least in line with the national average for 2019 and an improvement over time.   Activities engaged in during this review included:   * discussions with members of the senior management team and joint learning walks across the school observing phonics and whole class reading lessons, PE, Art and RE and free flow in the Nursery. * ‘Deep Dive’ discussions with the subject leaders for Spanish, Art and DT, history and RE.   **The consultant can confirm that the observations made and the discussions with staff during this review confirm that there has been good progress towards addressing the areas identified by Ofsted for improvement.** | | | ***Strengths observed in June 2022 included:***  ***Senior Leaders***   * 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 well being and have robust plans in place to address any gaps. * The determination and enthusiasm of the senior team, led by the headteacher has ensured that good progress has been made in addressing the inconsistencies observed both in the last review and in addressing the areas for development identified by Ofsted in March 2020. * High expectations for pupil engagement and have created a safe and inclusive environment for children to learn effectively. * Pupils’ behaviour for learning was observed to be consistently good, including for those that are vulnerable and/or have a special educational need. * On-site engagement of governors is returning slowly to pre-pandemic levels and in doing so increasing the insight into the progress that is being made.   ***Subject leaders – Art and DT, Spanish, History and RE****:*   * Subject Leaders are knowledgeable and confident about their subject. They are well qualified in their subject of responsibility 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 know the impact of their curriculum through being able to observe and monitor its’ delivery through lesson visits and book scrutinies. There is clear evidence of how the curriculum support pupils’ cultural capital, social mobility and raises aspirations through visits, visitors and projects.   ***Quality of Education***  **Key Stage 1 Phonics –** The school is predicting a GLD of close to 65% in 2022 which considering that there is a high level of special educational need in the cohort demonstrates good progress from low starting points and is an improvement on 2021 and closer to pre-pandemic outcomes. The provision in Reception and Year 1 was observed to be of a consistently high quality. **Strengths observed were:**   * all adults demonstrated a good understanding and delivery of the recently introduced ‘Little Wandle’ phonics programme. * the group reading approach ensures that all pupils, including those that are vulnerable; have a special educational need and/or EAL are well-supported and make good progress. * pupils demonstrated confidence in using their phonics skills to access unfamiliar words ensuring that those pupils who may demonstrate the standard in the Year 1 phonics check will be ready to do so in Year 2. * good quality reading books linked to phonic stage engaged and supported pupil’s learning * good opportunities for children to write and practice their sounds * the pace of learning without exception was observed to encourage and support all pupils who were focused and eager to join in the lesson. * behaviour for learning was exemplary. In the very few instances when a pupils’ behaviour began to prevent them from taking part, adults skilfully supported and re-engaged them so that little learning time was lost. * routines were consistently applied and ensured that pupils when able, could work independently and self-correct and improve their reading and writing.   **Whole class reading – Years 2-6 – the current text is linked to the Science curriculum. Strengths observed included:**   * high expectations form all adults resulted in excellent behaviour for learning * good quality questioning probes pupils’ understanding of scientific language * teacher’s model reading well and in doing so ensure that all pupils can have access to high quality language * pupils are able to use subject specific knowledge and language appropriately * good opportunities for collaboration including paired talk.   **Free Flow – Nursery**  The provision was observed to be exceptional. Children were enjoying their learning, and all were engaged in one of the very well thought through activities which encouraged independence and confidence. They were well supported by all staff and were eager to engage with the consultant. The children’s language development was observed to be of a high standard. They were able to talk about what they were doing and use appropriate language accurately. | | | **Areas Identified for Further Development**  **Senior Leaders to continue to:**   * work with subject leaders to ensure that subject specific vocabulary is on all knowledge organisers. * encourage governors to visit the school and re-establish the link governor approach to focused visits. * work with subject leaders and other staff to ensure that they are consistently confident in using Ofsted language when talking about their curriculums. * support those subject leaders who are less confident through considering pairing them with more confident leaders. * ensure that the practice across all classrooms consistently promotes a good balance between disciplinary versus substantive knowledge so that pupils can think and learn like historians, scientists, geographers, etc. * work with teachers and subject leaders to ensure that pupils have opportunities to discuss the knowledge and skills they use so that they can talk like geographers, historians, etc. * demonstrate through a progression map how opportunities for discussion, collaboration and debate progressively develop pupils into articulate and confident speakers. * extend opportunities for more able pupils to demonstrate their knowledge by introducing ‘mini masters’ as discussed.   **History Leader to:**   * continue to develop ways for teachers to be able to assess how well pupils are doing in History * work with class teachers in ensuring that ‘challenge’ is evident in history learning * consider introducing timelines for pupils to record in their books what happened when.   **Spanish Leader to:**   * review how pupils with SENd can be best supported in learning Spanish. * make links with a Spanish school to provide opportunities for pupils to engage with Spanish speaking children.   **Art and DT Leaders to:**   * work with colleagues to ensure that the quality of sketch books is consistent across the school. * develop facilities as planned to increase the opportunities for pupils to cook. * work with the EYFS team to increase the opportunities for age-appropriate DT skills.   **RE Subject Leader to:**   * continue to work on refining the curriculum and making the delivery of knowledge more manageable to ensure that essential knowledge is delivered progressively across the school. * Review how artefacts and resources can be enhanced across the curriculum to stimulate, support and scaffold learning. * Consider having knowledge organisers for each topic with subject specific vocabulary/   **Phonics Leader to:**   * Consider changing the writing books available in Reception to ones that have wider lines and increase the expectations for accuracy – provide an aide memoire focusing on sentence construction i.e. capital letter, full stop and finger spaces – to support self-editing and metacognition. | | | **Signed:** ­  **Date:** 19.06.22  **Date of next visit: Tbc – late Spring or early summer term 2023.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | | | |