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MORELAND PRIMARY SCHOOL

Teaching and Learning Review: Tuesday 28th November 2024

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 close working and supportive relationship. The two schools share a governing body.
- 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.
- The school is located in an area of high deprivation. The proportion of pupils with EAL, disadvantage and SEND is well above the national average.
- 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.
- The school engages with Bow Arts to deliver their Art curriculum.

The review focused on preparing subject leaders for an 'Ofsted Deep Dive.'

Activities engaged in during this review included:

- 'Deep Dive' discussions with subject leaders for Mathematics; History and Art; and the leader of Early Reading and Phonics
- Joint learning walks across the school visiting History; Art; Phonics and mathematics lessons.
- Discussion with subject ambassadors of mathematics; Art and History.

Strengths observed included:

Leadership of Art, Mathematics and History demonstrated:

- an increased consistency in the effectiveness of subject leadership.
- a passion for their subject and a desire for the pupils to achieve as well as they can.
- that the more experienced leaders can articulate the intent, implementation and impact of their curriculum without prompts.
- they are well supported by the senior leaders and confirm that staff and pupil well-being is a key priority in the school.
- that monitoring the delivery of their subject by their colleagues is increasingly embedded and robust, including learning walks; consultations with link governors; book looks and consulting with the newly identified subject ambassadors to ascertain the implementation and impact of their subject and pupil's attitudes to learning across the school.
- that they are encouraged to and do keep their own subject knowledge up to date through attending LA networks, meetings with their contemporaries at St Luke's Primary School and other opportunities for CPD.
- that their curriculums are rich and balanced, well-designed, progressive and relevant to the pupils they are responsible for.



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- they are aware that they need to be mindful with regards to scaffolding for SEND pupils within their subject specific areas and that this needs to be checked and further developed in planning.
- they increasingly take into consideration the learning that takes place in the EYFS.
- they ensure that their discrete curriculums include a good range of opportunities for cultural capital.
- that safeguarding is robust and that the Protected Characteristics of the Equalities Act are well-promoted and understood.
- that they are well-supported by senior leaders.

Discussions with the Leader for Phonics and Early Reading and focused joint learning walks confirmed:

- a clear understanding by the leader and reasoning as to why the school has chosen 'The Little Wandle' scheme and the positive impact it is having on children's reading progress.
- that all adults delivering the 'Little Wandle' programme have a good understanding of and delivery of the 'Little Wandle' programme.
- the fluid approach to grouping ensures that most pupils, including those that are vulnerable; have a special educational need and/or EAL are well-supported and make good progress.
- most pupils observed demonstrated confidence in using their phonics skills to access unfamiliar words and blend sounds.
- when adults used visuals and artefacts to scaffold understanding, SEND pupils were observed to have better engagement and understanding.
- that in most cases, classroom organisation including appropriate grouping and seating arrangements ensured that behaviour for learning was good. In a few instances an individual pupils' behaviour got in the way of taking part.
- that when routines were consistently applied and teachers reminded pupils about good sitting, listening, etc the pace of learning was swifter.
- that the school can demonstrate the positive impact of their phonics and reading curriculum through the 2023 outcomes which were above the NA in the Phonics Screening Check and in line or above in reading at the end of Key Stage 1.

Areas Identified for Further Development

Senior and Subject Leaders to:

- ensure consistency in subject leadership so that it is all as effective as the best.
- continue to 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.
- continue to increase the impact of the knowledge organisers as tools to help pupils recall and remember including pupils tagging the pages in their books so that they are easily accessible as tools to support recall; ensure that subject specific vocabulary and time lines are referred to and used in class by both teachers and pupils on a regular basis.
- work with class teachers and teaching assistants in ensuring that tasks are well-scaffolded to be accessible to all learners across all subjects and that manipulatives; visuals; word banks and artefacts are consistently available and used to good effect to increase pupils' independence and ownership of their learning.
- consider introducing 'jotters' for pupils to use to record their thoughts and key information when listening to the teacher/class to build on the successful use of 'Flashback 3' to further support memory and recall.

Leader for Early Reading and Phonics to:

- work with staff on expectations for behaviour for learning – revising and revisiting expectations to increase concentration during phonics in Reception.
- ensure consistency in the use of sound buttons.
- continue to develop the school's home school reading opportunities, the use of the library and workshops for parents.



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- ensure that there is a close working relationship between the Reading Leaders for Key Stage 2 have a good understanding of the school's phonics programme and early reading strategies to demonstrate a joined-up approach across the school. This will ensure that those older pupils who are still struggling with their reading are appropriately supported during all their subjects.
- consider as phonics 'catch up session' for those teachers in Key Stage 2 that have pupils in their classrooms that are still struggling with their reading.
- consider reintroducing reading buddies and consider having oracy buddies as an opportunity to increase the exposure of younger children to good reading and language.

Leader for Mathematics to:

- increase her familiarity with the Ofsted criteria for inspecting mathematics as discussed, and rag rate it to identify any gaps and respond accordingly.
- ensure that manipulatives and other visuals are readily available in all classrooms and that pupils are encouraged to refer and use them to increase independence in learning.
- continue to work with staff with regards to pupils answering in full sentences and using mathematical vocabulary appropriately is consistently expected and modelled across all classes.
- revisit with teachers' expectations re full attention when the teacher or another pupil is speaking – e.g., sticking in, etc at the wrong time.
- Consider the suggestion made by pupils to have a set of sheets showing the different methods available on their tables which they can refer to if stuck.

Leader for Art to:

- increase her familiarity with the Ofsted criteria for inspecting what makes good quality of provision, and rag rate it to identify any gaps in the Art provision and respond accordingly.
- to ensure consistency of teaching in Art, as soon as possible observe the delivery by the specialist Art teachers to ensure that they are following the school's pedagogical approach to teaching and learning and respond accordingly.
- revisit the use of the knowledge organisers and ensure that pupils are effectively completing them and demonstrating learning actually takes place.
- revisit how the subject specific vocabulary is used and reinforced so that pupils can use it when talking about their Art work.
- Consider how those pupils that are demonstrating a talent in Art are stretched and challenges and celebrated.

Leader for History to:

- continue to work with teachers to ensure that pupils consistently have opportunities to discuss the knowledge and skills they use so that they can talk like historians, etc.
- increase the opportunities for more able pupils to write at length when answering a question in an historical genre.
- ensure that teachers are consistently mindful of scaffolding the learning for SEND pupils in History through for example easily accessible word banks and writing frames, etc.
- work with teachers to ensure that timelines are referred to by them and used on a regular basis by pupils.

The consultant can confirm that the observations made and the discussions with staff and pupils during this review provides evidence that the school continues to provide a good quality of education.

Signed:

Date: 29.11.23

Date of next visit: **Tuesday 30th April 2024.**



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