

# Inspection of a school judged good for overall effectiveness before September 2024: Moreland Primary School

Moreland Street, London, EC1V 8BB

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Inspection dates:

8 and 9 July 2025

## **Outcome**

Moreland Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils at Moreland Primary School come into school ready to learn. They are happy and they feel safe knowing that adults will help them if they have any worries. Staff work closely with families and the local community to support pupils' well-being. The school's inclusive and welcoming environment helps pupils to feel that they belong here.

The school sets high expectations for its pupils. It encourages them to work hard and be proud of their achievements, including when learning feels challenging. These high expectations are met as pupils achieve well in many areas of the curriculum. In the past, pupils' achievement in the mathematics national tests was not reflective of the school's aspirations. The school has addressed this effectively. Current pupils demonstrate improvements in their understanding of mathematical knowledge and skills.

Pupils behave well. The school's clear behaviour policy helps pupils to know what it means to be 'ready, respectful and safe'. Staff apply the rules fairly, so pupils know what will happen if they do not meet expectations. Most pupils show positive attitudes in lessons and around the school. When pupils need extra help to manage their behaviour, the school provides effective support to help them to succeed.

## **What does the school do well and what does it need to do better?**

The school has thought carefully about how its curriculum is designed and organised. It has set out what pupils need to learn and when they will learn it. This allows knowledge to build progressively over time. In history, for example, pupils first learn about the Romans, then they study how Britain changed later. This helps them link ideas about invasion and settlement. The curriculum prioritises helping pupils to revisit and use what

they have learned previously. Pupils have regular, purposeful opportunities to deepen their understanding of key ideas as they move through the school. As a result, many pupils can explain how their learning connects across different subjects and builds on what they know already.

Overall, the school delivers its curriculum in ways that help pupils understand and remember what they are learning. Teaching mostly uses clear explanations and checks what pupils know so they can build on this in future lessons. As a result, pupils achieve well. Sometimes, however, teaching does not give pupils the help that they need to apply their prior knowledge to new learning. This results in gaps in pupils' knowledge and understanding.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) in a timely manner. Where required, additional staff and resources are used well to help pupils who need more support with their learning. Teachers adapt tasks so that all pupils can succeed. Staff also help pupils with SEND to build their confidence and understanding over time.

The school prioritises the teaching of early reading. From when they join in the Nursery, children are taught to distinguish the sounds in their environment. This prepares them for when they start learning phonics in Reception. Pupils practise their phonics and read books which contain sounds they already know. In the past, there were instances where pupils fell behind in their phonics knowledge. The school has addressed this promptly and effectively, and as a result, pupils have caught up. Typically, pupils are now reading fluently by the end of year 2. Pupils display a genuine love of reading. They make full use of the school library, and the wide range of books provided. Pupils also enjoy listening to adults read to them daily.

The school is working effectively to help pupils to attend regularly. Staff check attendance carefully and follow up quickly when pupils are absent. The school works with families to understand any barriers that make daily attendance harder. Support is put in place to help families improve routines and to ensure that pupils do not miss out on learning. As a result, overall attendance has improved. Nevertheless, for some pupils, approaches are not as successful as they could be in reducing persistent absence.

The school offers many opportunities to help pupils to grow into confident and responsible young people. They take on roles such as school councillors, playground buddies and librarians. These roles help pupils to learn about responsibility and teamwork. Educational trips and events, such as visiting the Houses of Parliament and celebrating Windrush Day, teach pupils more about life in modern Britain. Residential trips also help pupils to build their character and resilience. Clubs, music and creative activities support pupils to discover and develop their interests. Pupils are proud members of the school community.

School leaders and governors are accurate in identifying areas of the school's work that need further improvements. Their actions have been effective in improving outcomes for

pupils. Staff appreciate that school leaders are approachable. Changes in some of the school's systems and procedures have helped staff to manage their workload better.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, teaching does not provide enough support for pupils to apply their prior knowledge in their new learning. In some instances, this limits pupils' understanding of new concepts and results in gaps in knowledge and understanding. The school should continue to ensure that pupils are supported to apply prior knowledge when learning new ideas so that they learn and achieve consistently well across the curriculum.
- The rate of persistent absenteeism remains high for some pupils. This limits these pupils' access to the curriculum and the wider experiences the school offers. The school should continue to strengthen its strategies to engage families and improve attendance for these pupils.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in March 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	100415
<b>Local authority</b>	Islington
<b>Inspection number</b>	10379075
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth Grant
<b>Headteacher</b>	Catherine Lawrence
<b>Website</b>	<a href="http://www.moreland-islington.co.uk">www.moreland-islington.co.uk</a>
<b>Dates of previous inspection</b>	10 and 11 March 2020, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school is part of a hard federation with another school in the local authority.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and members of the senior leadership team.
- The inspector also met with some governors, including the chair of governors.
- The inspector met with a representative from the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents through their responses to the online survey, Ofsted Parent View, and to the staff and pupils' surveys.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

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