

Inspection of Mossbourne Parkside Academy

Sigdon Road, Hackney, London, E8 1AS

Inspection dates: 5 and 6 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school. They were keen to talk about all the ways that their school is getting better. Pupils are polite and welcoming. They work well with their peers and are enthusiastic about their learning. Each morning, pupils and families, are warmly welcomed by staff at the school gate. This promotes a smooth start to the school day and helps to foster a sense of community.

Leaders have a strong vision for the school. They want Mossbourne Parkside to be at the heart of the community. They also believe that all pupils can succeed. Leaders and staff all share this goal. They have high expectations of every pupil. Learning is well planned and sequenced to support pupils to achieve these expectations. Pupils with special educational needs and/or disabilities (SEND) are well supported, in and out of the classroom.

Pupils behave well. Classrooms are typically calm. Pupils like the changes that leaders have made to the behaviour systems. Pupils understand how leaders and staff expect them to behave in classrooms and at social times. They also like that staff give them the opportunity to reflect and learn from any errors. Pupils said that bullying is rare. Staff deal with any incidents fairly and rigorously.

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

Leaders have created an ambitious curriculum that is well planned and sequenced. They have considered what they want pupils to learn and have broken this down into a step-by-step approach. Pupils are well prepared for the next stage of education. Parents and carers commented positively on their children's readiness for secondary school. In the early years, too, children get off to a strong start. Leaders and teachers plan learning that enables children to develop the knowledge they need for Year 1. Classrooms and outside spaces provide children with a safe and stimulating environment to learn and play.

Leaders make sure that staff have the knowledge and skills to teach all subjects well. Staff benefit from training and guidance to improve how they teach the curriculum. Staff value this. They also like the way leaders consider their well-being. Leaders' systems to support both behaviour and teaching are clearly defined. This means that when low-level disruption occurs, staff deal with it quickly and it does not interrupt lessons.

Leaders' use of assessment focuses on identifying any gaps in pupils' knowledge. Staff adapt subject planning to ensure that these gaps are quickly closed. However, in a few subjects this approach is not firmly established. On occasion, pupils' understanding of previous learning is not secure. This means that pupils find it harder to build on what they know and apply their understanding to their current learning.

Leaders make reading and language development a priority from the moment children start school. Through a well-sequenced phonics programme, pupils in Reception and Year 1 quickly learn to read. Leaders ensure that books and resources closely match the sounds that pupils have been taught. Pupils use their phonic knowledge to read unfamiliar words confidently. This helps them to look forward to reading, both in school and at home.

In Years 3 to 6, leaders have also carefully chosen the books that pupils read. The curriculum is planned to enable pupils to think deeply about the texts that they read. Pupils talked about how this encourages them to read a wider range of books for pleasure.

Pupils recall fluently the mathematics facts that they have been taught. This is because they revisit and practise these facts regularly, for instance during the 'morning maths meetings'. Staff select resources and activities which deepen pupils' understanding effectively. Pupils celebrate each other's successes through 'class cheers'.

Staff understand the needs of pupils with SEND, and support them well. For example, through regular repetition of key mathematical facts and ideas, pupils build up both their confidence and knowledge.

Personal, social, health and economic education is well structured. Leaders aim to support pupils become responsible and caring citizens. For example, pupils learn about concepts such as integrity. As one pupil put it: 'Integrity is doing the right thing, even when no one is looking.' Pupils also learn about other faiths, democracy and equality, including the importance of valuing other's views. In history, for example, pupils learn about the suffrage movement and its achievements.

Leaders and teachers work closely with staff from other schools within the multi-academy trust. By working with subject specialists, for example in science, staff have a shared understanding of the knowledge pupils need in order to be successful in their future learning.

Governors have sought expert outside support to check they are focusing on the right priorities. As a result, they are well placed to support and challenge leaders to further develop the quality of education provided.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that safeguarding is everyone's priority. Staff receive regular training to help them to spot concerns. They are clear on the procedures that they should follow to protect pupils who may be at risk. Staff know that it is their responsibility to make sure that concerns are reported promptly.

Leaders engage well with other agencies to provide additional support for vulnerable pupils and their families when needed.

Leaders plan opportunities for pupils to learn about potential risks to their welfare. For example, police community support officers deliver workshops at the school. This helps pupils to understand how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers do not use assessment consistently to identify the areas of learning that pupils need to go over and consolidate. As a result, some pupils develop gaps in their knowledge. Leaders should ensure that teachers check how secure pupils are in their prior learning and adapt curriculum plans to build well on what pupils know and can do.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142255
Local authority	Hackney
Inspection number	10200577
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The board of trustees
Chair of trust	Henry Colthurst
Headteachers	Amy Wood (Executive Principal) Laura Green (Head of School)
Website	http://www.mpa.mossbourne.org
Date of previous inspection	24 – 25 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Mossbourne Federation, a multi-academy trust which comprises four schools. The school joined the trust in 2015.
- An existing governor was appointed as the chair of the governing body in April 2020.
- The head of school joined the school in September 2020.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the executive principal, head of school and members of staff. The inspection team had telephone conversations with a representative of the local authority and met with members of the governing body.
- Inspectors met with representatives from the Mossbourne Federation multi-academy trust.
- Inspectors did deep dives in these subjects: reading, English, mathematics, history, and science. For each of these subjects the inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work. Inspectors also considered pupils' learning in some other subjects.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. They considered safeguarding records, documentation and the school's single central record of staff suitability checks.
- Inspectors spoke with parents informally at the start of the school day. They also considered the 32 responses to Ofsted Parent View, including four written responses and 18 responses to the staff survey.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Sue Brooks

Ofsted Inspector

Barney Geen

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021