

# Moorside Primary School

Chester Road, Moorside, Consett, County Durham DH8 8EQ

<b>Inspection dates</b>	9–10 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The dedicated headteacher is ambitious for the school. Her determination has ensured continual improvement since the previous inspection.
- Highly skilled governors provide a greater level of challenge and have a detailed knowledge of the school's strengths. Areas for development are carefully investigated and robustly monitored.
- Teachers ask probing questions to check pupils' understanding and extend thinking. Pupils respond to staff feedback promptly and act on suggestions to improve their work.
- Personal development, behaviour and welfare are outstanding. All staff nurture and care for each individual pupil extremely well.
- Pupils are proud of their school and show an enthusiasm to succeed by trying their best at all times.
- Good-quality teaching in early years now results in better progress so that children are well prepared to enter Key Stage 1.
- Year 1 pupils make excellent progress with their skills in phonics (letters and the sounds they make).
- The majority of pupils make at least good progress from their different starting points. Staff regularly challenge the most able so that a larger proportion of pupils reach their highest potential.
- A broad and balanced curriculum is provided to ignite pupils' interests. Many visits, visitors and after-school activities enrich learning.
- Pupils explain that they feel safe and happy in school. They know how to stay safe in a range of situations, including when using the internet.

### It is not yet an outstanding school because

- Improvements in teaching have not yet been sustained long enough to raise attainment as far as possible in English.
- Basic skills in grammar, punctuation and spelling are taught well in English but are not applied confidently by pupils in other subjects.
- Outstanding practice is not shared as widely as it could be across the school.
- Some pupils have a weak understanding of vocabulary that slows their learning in many subjects.
- Some of the very youngest children, new to Nursery, do not choose to use the many writing opportunities provided for them in self-initiated play.

## Full report

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

- Continue to improve teaching and raise attainment in English by:
  - systematically increasing pupils' vocabulary so that their understanding of unfamiliar words is developed across the curriculum
  - building up pupils' confidence with basic skills in grammar, punctuation and spelling so that they can use and apply them more readily in other subjects
  - supporting the very youngest children who are new to Nursery to choose and use the writing activities that are provided for them more frequently in their self-initiated play so that they quickly catch up with their more confident peers
  - sharing the very best practice that is evident across school so that more teaching and learning leads to outstanding outcomes for pupils.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher has an ambitious vision for the school which she passionately communicates to all staff, pupils and parents. Everyone involved with the school shares her aims to ensure that all pupils have the best possible education and life chances that can be provided.
- A calm and purposeful atmosphere pervades the school, where staff and pupils are valued. Parents notice and appreciate the work of teachers and other staff. In turn, parents' contributions to improving the school and developing their children's learning at home are welcomed and nurtured. For example, parents often visit school to volunteer help or to give talks about areas in which they can share expertise.
- The headteacher and members of the governing body evaluate the school's strengths and priorities for improvement carefully and with accuracy. Inspection activity validated their opinion of the school and showed that they had targeted future developments incisively.
- Highly effective senior and middle leaders take an active role in monitoring teaching and measuring pupil progress. Regular book scrutinies are carried out to check that pupils' knowledge and skills are continually improving over time. Any under-achievement is promptly identified and corrected.
- Teachers' performance is managed systematically. Staff have appropriate targets that link to areas outlined in the school development plan. Leaders with responsibility for specific subjects or groups of pupils hold frequent meetings to discuss how well pupils are learning and assist staff with feedback that encourages them to adapt teaching accordingly. As a result, progress for pupils with special educational needs or disabilities has increased, outcomes for Key Stage 2 pupils have improved and more children than previously reach a good level of development at the end of Reception.
- Senior leaders and governors regularly check how well funding is being used to ensure that it is raising achievement as intended. For example, additional funding for physical education (PE) and sports has been used with the intention of increasing pupils' involvement in sport and improving health and fitness. Evidence shows that more pupils are now accessing a wider range of sports in school time and during after-school clubs. Funding helps pupils to access adventurous outdoor learning activities that they would not otherwise have the opportunity to experience, such as gorge walking, rock climbing and archery.
- The pupil premium (which is additional funding to support pupils who are known to qualify for free school meals or those who are in the care of the local authority) helps to fund the school's breakfast club and has boosted the attendance and punctuality of disadvantaged pupils. It is also used to fund additional teaching assistant support in each class. Scrutiny of pupils' books, the school's own lesson observations and progress data show that this funding has helped to increase the progress of disadvantaged pupils, particularly in mathematics over the last three years. Gaps between disadvantaged pupils and others in school have reduced considerably in all subjects since the previous inspection.
- A lively curriculum excites pupils' interests and they relish the many enrichment activities on offer. For example, pupils in Years 5 and 6 were fascinated by their trip to a nearby museum where they learned about Egyptian life and society, and wrote detailed accounts of their outdoor adventures in orienteering. Many visitors are also invited into school to help bring pupils' learning to life, such as the local Historical Society, which helped pupils find out about Consett in bygone days.
- A broad and balanced range of subjects is managed by knowledgeable subject leaders who are provided with many opportunities to improve teaching and learning in their areas of focus. Leaders with responsibility for each subject in the school's new curriculum have observed lessons, scrutinised planning and checked work in books to ensure that good progress is made across the curriculum. While good progress is made, attainment in many subjects remains lower than it should be and monitoring shows that some pupils' weak understanding of vocabulary slows their learning in many subjects. At times, pupils do not confidently apply the basic skills learned in English lessons in their work in other subjects. Pupils thoroughly enjoy their cleverly designed homework activities and are very proud of the work they produce in response to themes explored.
- Spiritual, moral, social and cultural development is strong because it is embedded in all subjects of the school's curriculum. Parent visitors from Japan and India have supported pupils' learning about a range of cultures and celebrations around the world. British values are taught effectively at a level that pupils can understand. Pupils discuss respect, tolerance and democracy in assemblies and have written poems to explain what these words mean to them.

- Parents value the school's work, recognising that their children are cared for and supported in learning.
- The school has benefited from effective support from the local authority since the previous inspection.
- **The governance of the school**
  - New governors have been recruited to fill any gaps identified in the annual audit of governors' skills so that the governing body is now exceptionally strong. Experienced governors offer good support to those new to the role and an impressive induction programme ensures that newer members quickly develop a strong set of skills and knowledge to help them challenge and support the school in equal measure.
  - Governors understand the use of data to track pupils' progress as well as the constraints of this process when comparing year groups of small numbers and very different composition. They are able to explain how they use a wide range of methods, and not just data, to check that pupils are making sufficient progress.
  - Finances are closely managed and governors use their visits to school to find out whether funding is being used as effectively as possible. They ensure that pay progression is closely linked to increased pupil progress and staff understand that they may not move up the pay scale if their targets are not met. Governors have a perceptive knowledge of the school's strengths and areas for development. They use this knowledge to improve outcomes for pupils, as particularly seen in the training provided for staff to develop excellence in phonics teaching.
- The arrangements for safeguarding are effective. Rigorous checks are made on the suitability of all adults working with pupils and staff have received up-to-date training about safeguarding.

### Quality of teaching, learning and assessment is good

- Teachers provide focused feedback to individual pupils in lessons and in their books. Written feedback includes improvements that need to be made in the future. Pupils enjoy responding to this, valuing the comments made and acting on them quickly. As a result, pupils make good progress because their learning is sharply centred on their own individual needs.
- Teachers are adept at asking probing questions that challenge pupils' answers and deepen their thinking. This was particularly evident in a Year 3/4 class where pupils were planning their own adventure story about a natural disaster. Staff asked questions to check that pupils understood their task and also to encourage pupils to give more depth and detail in their answers. Subsequently, pupils' writing improved as their teacher's high expectations were realised.
- Teaching assistants are all effectively deployed with individuals and groups of pupils who need additional support. They follow the excellent role model provided by teachers and continually intervene to check understanding or correct misconceptions. This was seen in a Year 1 class where support staff helped pupils to correct themselves while playing a game of phonics dominoes.
- The teaching of phonics is now a strength of the school. A very high proportion of pupils reach the required standards in the phonics screening check in Year 1.
- Pupils of all ages and abilities enjoy reading and are provided with a wide range of reading materials, including magazines and children's newspapers. They enjoy guided reading sessions and capably keep their own reading journals each day.
- Teachers have good subject knowledge in many areas of the curriculum. In science, pupils often experiment and investigate. In Key Stage 2, for example, pupils had investigated different kinds of soil to see which produced the best results when growing plants. Key Stage 1 pupils explored what was needed to make plants grow and explored different types of materials.
- Staff frequently explain the meaning of words that are new to pupils and repeatedly check that pupils understand their explanations. However, despite a strong focus on the meaning of words by staff, some pupils demonstrate a very limited vocabulary and their knowledge of words is narrow, which then slows their learning and progress in many subjects. Leaders have rightly identified this as an area for future improvement so that the development of vocabulary is embedded within the curriculum and systematically tackled across the school.
- There are regular opportunities for pupils to practise their writing skills in other subjects across the curriculum, with attractive displays of writing linked to history, science and art. Workbooks in all subjects show that targeted feedback is given to individuals, and this is as effective in other subjects as it is in English and mathematics books.
- In English lessons, grammar, punctuation and spelling are taught effectively, but at times pupils do not

use and apply these basic skills as confidently or as accurately as possible within other subjects, which hinders progress.

- The most-able pupils in school make good progress from their higher starting points. Staff are knowledgeable about each individual child's specific skills, using their observations to target tasks appropriately to stretch the most able. For example, in Year 1 phonics, the most-able pupils were challenged to use their new spelling patterns in more complex sentences than their peers.
- In mathematics, pupils are provided with exciting real-life problems to solve. This was particularly evident in a Year 3/4 class where pupils were asked to design new flower beds of many different shapes but had to limit the perimeter of each to fit the space available in the school's garden. Inspiring mathematics challenges of this nature are highly engaging for pupils and the vast majority of pupils spoken to cite this subject as their favourite.
- Pupils with special educational needs or disabilities are closely supported by their teachers and teaching assistants. Wherever possible, they work on the same themes of study as other pupils but have additional input from adults to help them or use different kinds of equipment to assist their understanding. As a result, they make progress in line with their peers.
- Many teachers in school have excellent skills in different aspects of teaching and learning which are not yet shared as widely as possible within school and further afield. The skills of staff were summed up in a parent's comment, 'Dynamic teachers set clear goals to bring out the best in my child.'

## Personal development, behaviour and welfare

**is outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are extremely proud of their school, value their education and demonstrate highly positive attitudes to learning in all subjects. They are keen to improve themselves and eager to impress their teachers, governors and other staff.
- Pupils have frequent opportunities to discuss issues, responding maturely in a considered way to the subjects explored. This was seen in a Year 3/4 class where pupils thoughtfully debated the pros and cons of living near to a volcano. Pupils show respect for others' ideas and points of view and listen carefully to others before making their contributions.
- Staff actively promote all aspects of personal development and welfare so that pupils explain that they are kept safe and feel safe in school. They are taught about the importance of healthy eating and fitness so that they can make informed choices. Cycling to school is promoted and a larger number of pupils engage in a wide variety of sports because of enrichment activities provided.
- Safety education is embedded within the curriculum so that pupils ably explain how to keep themselves safe in many different settings and situations, such as when using computers online, crossing the road or cycling on the roads around school.

### Behaviour

- The behaviour of pupils is outstanding.
- Senior leaders have improved attendance considerably since the previous inspection. Rates of persistent absence are now well below the national average and the excellent use of additional funding from the government has increased attendance for pupils who qualify for pupil premium.
- All staff expect behaviour of the highest standard and provide excellent role models for pupils. Consequently, conduct in lessons and around school is impeccable. Pupils' excellent concentration contributes effectively to their progress and there is rarely any low-level disruption in lessons.
- Pupils are taught how to prevent bullying and work with staff to prevent this. Older pupils support younger children with their reading and work as monitors and playtime buddies, taking seriously these extra responsibilities. Pupils explain that, while bullying is rare, they trust staff, especially their headteacher, to deal with concerns promptly. Records show that any form of derogatory or discriminatory behaviour is not tolerated and is swiftly addressed.
- An excellent traffic light system is in place, where parents receive half-termly feedback about their children's behaviour, attendance and punctuality. Pupils praise this system and are confident that the school's use of rewards and sanctions is fair, robust and successful.
- Some pupils have very specific social, emotional and behavioural needs which are quickly identified and

supported. Specific behaviour targets are established for these pupils and reminders about what is expected are provided for them on personal target sheets kept on their desk-top. Detailed evidence shows they make sustained improvements with their behaviour over time.

## Outcomes for pupils

are good

- From their different starting points in reading, writing and number, pupils make good and better progress over time. By the time they leave Year 6, the vast majority are well prepared for secondary school.
- A much larger proportion than average achieve the standards in the check of phonics knowledge in Year 1. This has shown a vastly improving trend since the previous inspection and the teaching of phonics is a strength of the school.
- There is a similar picture of good progress in Key Stage 1; however, this is not supported by the school's published assessment information. The number of pupils in each year group varies greatly year on year, so comparisons sometimes give a misleading view of the actual progress being made. Scrutinies of pupils' work over time and evidence from lesson observations by senior leaders show that pupils make good progress in Key Stage 1.
- The high proportion of disadvantaged pupils, those entitled to the government's additional pupil premium funding, are as a whole making good progress in reading, writing and mathematics. The school's own data on changes in their progress over time shows that the gaps between disadvantaged pupils and others in school have closed considerably.
- Leaders have identified progress in reading and writing as a priority and this has resulted in rapid improvements for all groups in this area. Pupils write at length in many subjects now and, by the time they leave Year 6, their progress is above that found nationally.
- Pupils' outcomes in English grammar, punctuation and spelling have not been as strong as achievement in reading, writing and mathematics over the past three years. Scrutiny of pupils' books shows that, while these basic skills are taught well in English lessons, pupils do not always apply them confidently in other subjects.
- Progress in mathematics has been consistently above average since the previous inspection. Many pupils comment that mathematics is their favourite lesson and attainment was well above the national average in this subject in 2015.
- Pupils who have special educational needs or disability make at least good and often better progress. This is because their needs are quickly identified, and effective, targeted support helps them to achieve as well as they can. All staff, including teaching assistants, are aware of each child's specific needs and offer specially tailored activities to support swift progress.
- The most-able pupils are now regularly challenged in all subjects and make better progress than previously seen, with a greater proportion of pupils achieving higher standards in Key Stages 1 and 2.

## Early years provision

is good

- Children in the early years make good progress from their different starting points. Some pupils begin Nursery with skills and knowledge that are below those typical for their age but all settle quickly and are keen to learn and explore.
- Excellent relationships with parents and carers are made from the outset, as parents and carers share their knowledge about what their children know and can do. Parents are keen to contribute information from home by completing 'praise notes' to inform staff of their child's achievements out of school.
- Good habits linked to homework are established early and staff show that they value children's homework by displaying it prominently in the classroom and school hall. The strong home/school links have helped to improve the progress made by pupils in Nursery and Reception so that a far higher proportion of pupils now achieve a good level of development.
- Standards at the end of Reception have improved continually since the previous inspection and more pupils are well prepared to enter Year 1. They use phonics skills competently to read simple unfamiliar words and show a good understanding of the books and stories that they read. For example, they asked thoughtful questions about the motives and actions of the characters in their class story book.
- Leaders carry out assessments regularly and carefully. They work together with other staff, other schools and the local authority to ensure that their assessments are as accurate as possible. Data is used perceptively by leaders to ensure that groups and individuals who are not achieving as well as expected

are supported to catch up. For example, they have targeted speaking and listening as a key area for development and run additional activities to successfully increase children's skills in this area.

- Numeracy skills are developing rapidly, as seen in the Nursery class where children were able to think about and recall a range of number bonds to make 6 and then 10 by counting and arranging different coloured jelly beans.
- Many exciting opportunities are provided to encourage children's writing skills, such as super hero writing frames in the Reception class and a 'spot the signs of spring check list' in Nursery. However, the very youngest children who are new to Nursery are still not as keen or as confident as their older peers to access the wide range of writing activities on offer.
- Children with special educational needs or disabilities are quickly identified by staff so that additional help can be provided. Close relationships with outside agencies such as behaviour support teams and speech therapists are established to raise standards for children with additional needs.
- Children's behaviour is outstanding for their age. They cooperate extremely well together, sharing and turn-taking without the need for direct adult intervention. This was seen in the sandpit, where children were engaging in role play, taking turns to serve one another, and alternating between the roles of waiter and customer as they played.
- Leadership is a strength within the early years team and all staff work closely together to provide consistency for the children. Vigilant staff ensure children's safety and take every opportunity to teach children the skills needed to manage their personal health, hygiene and safety. They are frequently asked to think about and discuss the risks involved in an activity before taking part. Welfare requirements are fully met.

## School details

<b>Unique reference number</b>	114050
<b>Local authority</b>	Durham
<b>Inspection number</b>	10002147

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	141
<b>Appropriate authority</b>	Governing body
<b>Chair</b>	Mrs Angela Hird
<b>Headteacher/Principal/Teacher in charge</b>	Helen Louise Templeton
<b>Telephone number</b>	01207 509724
<b>Website</b>	<a href="http://www.consettmoorside.durham.sch.uk">www.consettmoorside.durham.sch.uk</a>
<b>Email address</b>	<a href="mailto:moorsideprimary@durhamlearning.net">moorsideprimary@durhamlearning.net</a>
<b>Date of previous inspection</b>	15–16 October 2013

## Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those children in local authority care, is well above the national average.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is below average, although it has increased since the previous inspection.
- The proportion of pupils with special educational needs or disabilities is above average.
- An above-average number of pupils enter or leave the school other than at the usual time.
- The school met the government's floor standards in 2015. These set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been a significant number of staff changes since the previous inspection. A new deputy headteacher has been in post since 2014 and only two of the current staff were in post at the previous inspection. Two new middle leaders were appointed in 2014. The teacher with responsibility for leading provision for pupils who have special educational needs or disabilities was newly appointed in 2015.

## Information about this inspection

- The inspector visited several lessons, of which two were carried out as joint observations with the headteacher. The inspector listened to readers from Year 1 and Year 6.
- Meetings were held with the headteacher, leaders of the Early Years Foundation Stage and special educational needs and the subject leader for English.
- The inspector held discussions with pupils, parents, members of the governing body and a representative from the local authority.
- There were insufficient responses to the online questionnaire (Parent View) to allow results to be shown. However, the inspector took account of the results of the school's own survey of parents.
- The responses to 16 staff questionnaires were considered and the inspector considered a survey carried out by the school to find out pupils' views.
- The inspector looked at a range of evidence relating to the school's view of its own performance and plans for improvement. Work in pupils' books, school tracking data on pupils' current progress and records relating to attendance and behaviour were examined.
- The school's website was reviewed and documentation linked to planning and monitoring collected by senior leaders and governors was viewed.
- Information relating to safeguarding and the work of governors in school was also looked at, together with reports carried out by the local authority education development partner.

## Inspection team

Sylvia Anne Humble, lead inspector

Ofsted Inspector

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