

# Inspection of a good school: Moorside Primary School

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

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Inspection date: 14 January 2020

## Outcome

Moorside Primary School continues to be a good school.

## What is it like to attend this school?

Moorside Primary is an inclusive and nurturing school. All staff work closely together to help pupils to do as well as they can. Pupils said that they enjoy coming to school. They are happy and enthusiastic about their learning.

The new 'Respect and positive relationship' policy is effective. Pupils' behaviour has improved. Staff set high expectations. Relationships between staff and pupils are strong. There are very few disruptions to lessons, and pupils focus well on their learning. Pupils say that bullying is rare. They feel that adults are good at dealing with problems when they happen. Staff act swiftly to sort out any problem and help pupils to reflect on their behaviour. Pupils are confident to talk to an adult if they have any worries. Pupils said that they feel safe and are well cared for.

Leaders are keen to provide pupils with memorable learning experiences. They give pupils lots of opportunities to try new things. Staff aim to develop pupils' individual talents and interests. All groups of pupils are encouraged to attend a range of out-of-school clubs, for example film club, yoga and gardening club. These clubs help in developing pupils' confidence, health and well-being.

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

The headteacher and deputy headteacher are good leaders. They work hard to ensure that all pupils receive a broad curriculum with rich experiences. Staff work well together and support each other so that they can meet the needs of all pupils.

The new governing body has a range of expertise. Governors are fully committed to school improvement. They care greatly about the well-being of all staff. Staff appreciate the steps that leaders have taken to reduce their workload.

Leaders have made the teaching of reading a high priority. Teachers start well-planned phonics teaching as soon as children start school. Staff show confidence and skill in

teaching phonics. Children learn to recognise sounds and blend them confidently. Pupils read from books that match the sounds they are learning. Pupils in key stage 1 continue to improve their phonics knowledge. They read with enthusiasm.

Older pupils read longer and more challenging texts. Pupils enjoy selecting from a wide range of books. They talked enthusiastically about their new 'page turner' books. Pupils show a good understanding of what they have read. However, some pupils do not read to adults on a regular basis. This means that they do not get enough chances to practise reading fluently and with expression.

Leaders make sure that teachers receive training to develop their skills in all subjects. Leaders have designed a curriculum that provides pupils with a wide range of experiences. All subjects are logically planned, with goals identified. However, the knowledge and vocabulary that pupils should learn are not always included. Senior leaders have identified this and are already beginning to make improvements.

Teachers help pupils to learn by explaining things clearly. They make lessons interesting by planning engaging tasks. Pupils like this and say that this helps them learn. Pupils listen well to their teachers. They settle quickly and are keen to learn. Pupils listen respectfully to the views of others.

In the early years, well-trained staff provide stimulating things for children to do. Classrooms are organised effectively to encourage questions and curiosity. Children are keen to explore and to find things out. They show confidence and independence in their play. Staff model language well. They encourage children to develop and extend their vocabulary.

Teachers have high ambitions for pupils with special educational needs and/or disabilities (SEND). Staff help pupils so that they can access the same learning as others. As a result, pupils with SEND develop confidence and independence. They achieve well. Parents and carers appreciate the help that their children receive.

Staff encourage pupils to become well-rounded citizens. Learning goes beyond the academic curriculum. The development of pupils' spiritual, moral, social and cultural understanding is strong. Pupils are given many opportunities to develop as caring, thoughtful individuals. They enjoy their roles of responsibility, for example as house captains, prefects and buddies.

Staff work hard with families to encourage pupils to attend school regularly. There is a good range of rewards to promote good attendance. Leaders check pupils' attendance carefully, but this remains below where it needs to be for a number of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are effectively trained and know how to keep children safe. Leaders provide regular updates. These updates help staff to recognise when a pupil may be at risk of harm.

They quickly notice when extra help might be needed to keep pupils safe. Leaders act swiftly to follow up any concerns that staff report to them. All staff know individual pupils and their families very well.

Records are meticulously organised. This enables information to be shared quickly. Leaders work well with external agencies to ensure that pupils receive the support that they need.

Pupils and parents all agree that pupils are safe in school.

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

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

- Phonics is having a positive impact on improving the standard of early reading. However, some pupils in key stages 1 and 2 do not read often enough with staff. Their reading lacks fluency and expression. Leaders need to make sure that all pupils, regardless of their reading ability, are given regular opportunities to read with adults in school so that pupils develop their fluency and expression even further.
- Leaders have plans in place for all curriculum areas. They have identified the need to refine these plans to ensure that the essential knowledge for each subject is comprehensive and carefully sequenced so that pupils' learning builds on what they have been taught previously. The subject-specific vocabulary also needs to be planned and sequenced. Leaders should set out precisely the important knowledge that pupils need to know and remember in each subject. Vocabulary must match the knowledge that is taught.
- Leaders should continue their determined efforts to improve pupils' attendance. There are still a few pupils who are frequently absent. The rates of attendance for all groups of pupils need to improve quickly, and the proportion of pupils who are persistently absent must reduce.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 9–10 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 Ofsted Parent View information 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

<b>Unique reference number</b>	114050
<b>Local authority</b>	Durham
<b>Inspection number</b>	10110804
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alison Moore
<b>Headteacher</b>	Helen Templeton
<b>Website</b>	<a href="http://www.consettmoorside.durham.sch.uk/">www.consettmoorside.durham.sch.uk/</a>
<b>Date of previous inspection</b>	9–10 March 2016

## Information about this school

- The school has a nursery which caters for two-year-old children.
- The school and New Brancepeth Primary School are joined in a federation. Both schools have the same governing body and headteacher.

## Information about this inspection

- During this inspection, we looked at reading, science and physical education (PE) in detail. We visited lessons with senior leaders. We talked to teachers and pupils about the lessons we visited and the work in pupils' books. We also evaluated planning documents and met with curriculum leaders of these subjects.
- We met the headteacher, deputy headteacher and governors. We also spoke to the educational development partner from the local authority.
- We spoke to pupils formally and informally throughout the inspection to gain their views. We asked pupils about their views on behaviour and bullying. We observed pupils' behaviour in lessons and around the school.
- We met staff to discuss the training they have received, how leaders support them and how leaders manage their workload.

- We examined the processes for safeguarding and checked documents relating to safeguarding. We evaluated safeguarding policies and procedures. We talked to governors and staff about how they keep pupils safe. We also spoke to many pupils.
- We considered comments sent by parents, and questionnaires completed by staff and pupils. Parents also gave their views at the start of the school day during the inspection.
- We examined a range of documentation. This included the school's self-evaluation and school development plans. We examined published information about the school's performance in national assessments. We studied the information published on the school's website.

### **Inspection team**

Alison Stephenson, lead inspector

Ofsted Inspector

Andrew James

Ofsted Inspector

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