

# Inspection of Moorbridge

Earsdon Road, Shiremoor, Newcastle upon Tyne NE27 0HJ

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Good

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

Pupils receive an exceptional quality of education at this school. Pupils who have had previously poor school experiences thrive. They make rapid progress through the curriculum and achieve highly. Many pupils leave key stage 4 with the necessary qualifications for the next phase of their lives.

Staff have created a calm, inclusive environment where pupils flourish. Pupils feel safe and appreciate the caring emotional support that they receive. Pupils typically commented, 'We don't worry about coming to school anymore.' The school is a place of sanctuary where pupils can be themselves, learn and be happy. Pupils' behaviour is exemplary.

Pupils work hard, respect staff and are determined to succeed. Staff have high expectations for pupils to do, and be, their very best. The school's values of relationships, respect and resilience are reflected by pupils throughout the school. Pupils say that they feel 'seen' and 'listened to'. The transformation in pupils' attitudes to learning and attendance is remarkable.

Pupils who attend the school on short- or long-term placements receive the same high-quality care, guidance and support. Moorbridge makes a difference in pupils' lives. It gives them a second chance in education. Pupils make the most of every opportunity that they have here.

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

The school has developed an ambitious curriculum that is aspirational for pupils. When pupils join the school, staff review their needs to ensure that they access the right type of provision. In key stages 3 and 4, pupils study a broad range of subjects. Vocational options, such as the sports academy, health and beauty and future skills, enable pupils to follow their interests. This helps to prepare them for life beyond school. All pupils have access to specialist social, emotional and mental health support. Teachers are experts in their subjects. They make sure that pupils remember vital knowledge and have the confidence to apply it independently.

Staff have transformed the culture of reading across the school. Pupils now read for pleasure and develop reading skills that will support them in the wider world. Staff use detailed assessment information to plan individual reading programmes. These include regular phonics boosters and dyslexia intervention sessions. Pupils quickly learn how to read fluently, accurately and with expression. Pupils with special educational needs and/or disabilities receive specialised reading support. Pupils with education, health and care plans have their targets expertly built into the curriculum.

The school is calm. Classrooms are peaceful and pupils learn without disruption. Pupils learn how to manage their own emotions and behaviours. As a result, they demonstrate high levels of self-control and maturity. The school has a well-thought-out approach to encouraging pupils' attendance. Pupils with previously very infrequent attendance now

attend daily.

The school offers an exceptional personal development programme. It is prioritised and woven through lessons and school activities. Pupils participate in a range of activities and experiences. For example, pupils learn to swim and cycle with specialist instruction. They take part in new sports such as weightlifting and learn to play the piano.

The curriculum helps pupils to understand local, national and global events. They also learn about the environment, staying safe online and the importance of healthy relationships. The addition of 'night school' has helped to reduce pupil suspensions. This provides pupils with access to additional academic and pastoral support. The extended day reflects the school's commitment to helping pupils to succeed in life.

The school's management committee includes senior leaders from other local schools. Many of these schools refer pupils to Moorbridge. This gives members of the committee an excellent understanding of the school. They monitor the effectiveness of the school and provide challenge when required.

Staff enjoy working at the school. They appreciate how leaders are considerate of their workload and the support that they receive through professional development opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	108565
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10322958
<b>Type of school</b>	Pupil referral unit
<b>School category</b>	Pupil referral unit
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	145
<b>Appropriate authority</b>	Local authority
<b>Headteacher</b>	Karen Croskery
<b>Website</b>	<a href="http://www.maeps.org.uk">www.maeps.org.uk</a>
<b>Dates of previous inspection</b>	25 and 26 April 2023, under section 8 of the Education Act 2005.

## Information about this school

- The school operates across three sites. This includes a pupil referral unit, an alternative provision and a personalised learning service. These sites are located at Earsdon Road, Shiremoor, Newcastle upon Tyne, NE270HJ; Oswin Terrace, North Shields, NE297JQ; and The Bungalow, MAEPS, Blanchland Terrace, Tynemouth, North Shields, NE30 2BA.
- The school provides outreach work for schools in the local community.
- The school does not use any alternative provision.
- From time to time, the school also provides short-term placements for Year 6 pupils. These pupils are dual registered with their mainstream school.
- Many of the pupils on roll at this school have been permanently excluded from other schools or are at risk of permanent exclusion. Some have been out of education for a considerable length of time.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, art and design, health and well-being and future skills.
- Inspectors spoke to leaders about the curriculum and met with staff.
- Inspectors looked at samples of pupils' work and spoke to pupils about the curriculum, their experiences of behaviour and what it is like to attend this school.
- Inspectors also considered the curriculum in a range of other subjects.
- Inspectors listened to a range of pupils from different year groups reading to familiar adults.
- Inspectors met with members of the management committee and a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors spoke with some parents in person. They also considered the responses to Ofsted Parent View, including the free-text comments. Inspectors considered the responses to Ofsted's staff and pupil surveys.
- Inspectors visited all three of the school's sites and considered the education that is provided at each.

### **Inspection team**

David Milligan, lead inspector

Ofsted Inspector

Marian Thomas

Ofsted Inspector

David Mills

His Majesty's Inspector

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