

Primary Inspection Data Summary Report

Moorside Primary School	URN: 108492 Laestab: 3912999
Headteacher: Ms Linda Hall	Type of education: Foundation School
Local authority: Newcastle upon Tyne	Phase of education: Primary
Pupils: 480	Academy trust or sponsor: West End Schools Trust
Gender: Mixed	Date open/converted:
Admissions policy: Not applicable	Chair of governors/trustees: Pauline Piddington
Ages: 2-11	School website: www.moorside.newcastle.sch.uk
Denomination: Does not apply	Postcode: NE4 5AW

Areas of interest

Release information: Revised 2019 KS2, Provisional 2019 KS1, Phonics, Final 2019 EYFS - **Release date:** 27 January 2020

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

Reading

KS2 progress [Guidance](#)

- A sentence for key stage 2 progress has not been triggered because the criteria have not been met.
- Reading progress has **improved** between 2017 and 2018.

Attainment (all key stages) [Guidance](#)

- Key stage 2 attainment of the expected standard (100+) in reading (38%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017. Of the 58 pupils in 2019, 36 did not meet the expected standard. Of these, 26 pupils had a score, with an average scaled score of 94. Key stage 2 attainment of the high standard (110+) in reading (3%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The three-year average reading attainment score (98.7) was in the **lowest** 20%.
- A sentence for key stage 1 reading attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in reading (9%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The proportion of pupils who met the expected standard (32+) in phonics in Year 1(67%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as 2018 and 2017. Of the 57 pupils, 10 did not meet the expected standard and 9 did not sit the test.
- Early years foundation stage attainment of the expected standard in the reading early learning goal (60%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

Writing

KS2 progress Guidance

- Key stage 2 progress in writing (4.0) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- A sentence for key stage 2 writing attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 2 attainment of greater depth in writing (3%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018.
- Sentences for key stage 1 writing attainment of the expected standard and greater depth have not been triggered because the criteria have not been met.
- Early years foundation stage attainment of the expected standard in the writing early learning goal (58%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

Mathematics

KS2 progress Guidance

- Key stage 2 progress in mathematics (2.4) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.

Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in mathematics (59%) was significantly **below** national and in the **lowest** 20% of all schools in 2019. Of the 58 pupils, 24 did not meet the expected standard. Of these, 15 pupils had a score, with an average scaled score of 95. Key stage 2 attainment of the high standard (110+) in mathematics (9%) was significantly **below** national and in the **lowest** 20% of all schools in 2019.
- A sentence for key stage 1 mathematics attainment of the expected standard has not been triggered because the criteria have not been met. Key stage 1 attainment of greater depth in mathematics (8%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Early years foundation stage attainment of the expected standard in the mathematics early learning goal (67%) was significantly **below** national and in the **lowest** 20% of all schools in 2019 as well as in 2018 and 2017.

Other measures in 2019 Guidance

- In 2019, 29% of pupils achieved the key stage 2 expected standard in reading, writing and mathematics, significantly **below** national and in the **lowest** 20% of all schools. In the same year, 2% of pupils achieved the key stage 2 high standard (110+) in reading, writing and mathematics, significantly **below** national and in the **lowest** 20% of all schools.
- In 2019, 60% of pupils achieved the expected standard (100+) in the key stage 2 English grammar, punctuation and spelling test, significantly **below** national and in the **lowest** 20% of all schools. In 2019, 14% of pupils achieved the high standard (110+) in the key stage 2 English grammar, punctuation and spelling test, significantly **below** national and in the **lowest** 20% of all schools.
- A sentence for the percentage of pupils achieving the key stage 2 science expected standard has not been triggered because the criteria have not been met.

- A sentence for the percentage achieving a good level of development in the early years foundation stage in 2019 has not been triggered because the criteria have not been met.
- In 2019, the percentage achieving a good level of development in the early years foundation stage (58%) was significantly **below** national and in the **lowest** 20% of all schools.

Absence (whole school) Guidance

- Overall absence (4.8%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- Persistent absence (15.7%) was in the **highest** 20% of all schools in 2019 as well as in 2018 and 2017.
- The rate of persistent absence (15.7%) in 2018/19 was in the **highest** 20% of schools with a similar level of deprivation. An equivalent sentence for overall absence has not been triggered because the criteria have not been met.

Exclusions (whole school) Guidance

- The rate of total fixed period exclusions (1.23%) was in the **highest** 20% in 2017/18.
- The rate of repeat fixed period exclusions (0.82%) was in the **highest** 20% in 2017/18.
- Of the 6 pupils with at least one fixed period exclusion in 2017/18, 4 were excluded on more than one occasion and none received 10 or more fixed period exclusions during the year.
- Of the 11 fixed period exclusions in 2017/18, 9 were for **persistent disruptive behaviour**.
- There were no permanent exclusions in 2017/18. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Pupil groups Guidance

Sentences related to the performance of pupil groups will only appear for the pupil groups disadvantaged and low/middle/high prior attainers. Absence sentences are generated for FSM, SEND and EAL. They will be displayed where the group differs to that of the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this section.

- For low prior attainers, Key stage 1 attainment of the expected standard in reading (52%) was significantly **above** national in 2019. Key stage 1 attainment of the expected standard in writing (42%) was significantly **above** national in 2019.

School and local context

School level Guidance

		2017	2018	2019	Low Q5	Quintile Q4	Q3	Q2	High Q1
Number on roll	Sch	508	486	480	■	■	■	■	■
	Nat	279	281	282					
% FSM6 pupils	Sch	35	42	45	■	■	■	■	■
	Nat	24	24	23					
SEND support	Sch	17.1	19.5	16.9	■	■	■	■	■
	Nat	12.2	12.4	12.6					
% SEND EHC plan	Sch	0.2	0.4	1.0	■	■	■	■	■
	Nat	1.3	1.4	1.6					
% of EAL	Sch	67	67	61	■	■	■	■	■
	Nat	21	21	21					
% Stability	Sch	70	69	68	■	■	■	■	■
	Nat	86	86	86					

MAT/LA level information Guidance

As at January 2020:

- this school is maintained by Newcastle upon Tyne local authority which maintains 50 primary schools, 3 secondary schools, 4 special schools, no pupil referral units and 4 nursery schools.
- the latest overall effectiveness grade for this school is good. As at 1 Jan 2020, the LA grade profile was:
 - outstanding - 17
 - good - 40
 - requires improvement - 3
 - inadequate - 1
 - not yet inspected - 0

School workforce Guidance

According to the November 2018 school workforce census:

- in 2017/18, 70.4% of teachers had at least one period of sickness absence compared with a national average of 54%.
- in 2017/18, 4.3 days on average were lost to teacher sickness absence compared with a national average of 4.0.
- at the time of the census, there were no full-time vacant teacher posts in the school.

Ethnicity Guidance

- This school has 13 out of 17 possible ethnic groups. Those with 5% or more are:
 - 16%: Asian or Asian British - Bangladeshi
 - 16%: White - British
 - 16%: Asian or Asian British - Pakistani
 - 13%: Black or Black British - African
 - 12%: White - any other White background

Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

Finance Guidance

- In 2018/19, the school had a revenue reserve of £245,090.
- In 2018/19, this school had a negative in-year balance (£-37,077), the second year in a row in which expenditure has exceeded income.
- In 2018/19, this school had a per pupil spend of £5,186, a decrease of £337 per pupil from the previous year.
- In 2018/19, this school received £2,208,501 in grant funding, £915,050 more than the national average.

Year group context (Primary)

Characteristics Guidance

Year group markedly above average of others

Year group markedly below average of others

	Number on Roll	Low prior R/W/M	Mid prior R/W/M	High prior R/W/M	% FSM	FSM Nat	% EAL	EAL Nat
Y1	60	NA	NA	NA	30	18	55	21
Y2	55	NA	NA	NA	51	20	64	21
Y3	58	18/22/17	32/28/34	4/4/3	41	24	59	21
Y4	58	24/27/25	26/21/23	0/2/2	57	26	69	21
Y5	59	26/28/23	17/16/21	2/1/1	47	29	75	22
Y6	57	14/15/11	25/25/29	2/1/1	56	30	60	21

Prior attainment Guidance

Well above national

Well below national

In line with national

Small cohort x

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Below	Below	Below	Below	Below	Below
Writing	Below	Below	Below	Below	Below	Below
Mathematics	Below	Below	Below	Below	Below	Below

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 46

	SEND primary need						SEND Support (63)						EHC Plan (4)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moderate Learning Difficulty	0	2	1	1	5	2	0	0	0	0	0	0	0	0	0	0	0	0
Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profound & Multiple Learning Difficulty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Speech, Language and Communication Needs	8	4	6	8	3	3	0	1	1	0	1	0	0	1	1	0	1	0
Hearing Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Visual Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Disability	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0
Autistic Spectrum Disorder	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
School Support NSA	4	3	4	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0
Other Difficulty/Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year group totals	12	9	11	11	10	10	0	2	1	0	1	0	0	2	1	0	1	0

Progress and attainment trend

Reading, writing and mathematics three-year trend [Guidance](#)

■ Significantly above national
■ Not significant

■ Significantly below national
 Small cohort

Q1 Highest Quintile
 Q5 Lowest Quintile

		KS2 Progress					KS2 Attainment					KS1 Attainment					Phonics Attainment					EYFS Attainment				
		Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
Reading	2017	(45)																								
	2018	(37)				↑																				
	2019	(39)																								
Writing	2017	(45)																								
	2018	(38)																								
	2019	(39)																								
Maths	2017	(45)																								
	2018	(35)																								
	2019	(39)																								

↑ Markedly higher than previous year (progress only)

↓ Markedly lower than previous year (progress only)

All attainment information relates to expected standard.

() represents cohorts for progress and attainment.

Significance is only flagged for cohorts greater than 10.