

# Shoreside Primary School

## Inspection report

---

<b>Unique Reference Number</b>	104888
<b>Local authority</b>	Sefton
<b>Inspection number</b>	377142
<b>Inspection dates</b>	14–15 June 2012
<b>Lead inspector</b>	Geoffrey Yates

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Duffy
<b>Headteacher</b>	David Thomas
<b>Date of previous school inspection</b>	21 March 2007
<b>School address</b>	Westminster Drive Southport PR8 2QZ
<b>Telephone number</b>	01704 576040
<b>Fax number</b>	01704 573877
<b>Email address</b>	head.shoreside@schools.sefton.gov.uk

---

<b>Age group</b>	5–11
<b>Inspection date(s)</b>	14–15 June 2012
<b>Inspection number</b>	377142



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

Inspection team

Geoffrey Yates  
Maureen Coleman

Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. The inspection team visited 17 lessons, observing nine teachers. Meetings were held with the headteacher, senior leaders teaching staff, the Chair of the Governing Body and groups of pupils. The inspectors also heard 12 pupils read. Inspectors observed the school's work, and looked at minutes of the governing body meetings, systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. Inspectors took account of questionnaires completed by 87 parents and carers and those completed by pupils and staff.

## Information about the school

Shoreside is an average sized primary school. Most pupils are from White British backgrounds. There are a small number of pupils of European origin, who are at an early stage of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average. The school has achieved a number of awards, including the Artsmark. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress. There is on-site pre-school provision for pupils which is not managed by the school and is subject to a separate Ofsted inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. The headteacher leads by example and ensures pupils receive a wide range of learning experiences. The school is not yet outstanding because teaching is good overall and pupils are given insufficient opportunities to use and apply their numeracy skills to solve mathematical problems.
- Overall, pupils make good progress and their achievement is good. Children achieve well in the Early Years Foundation Stage from their broadly average starting points. By the end of Year 6, pupils' attainment is above average in English and mathematics. However, compared with in English, pupils' progress in mathematics has been less consistently strong over time. The school's arrangements for teaching reading are good, leading to above average attainment at the end of both key stages.
- The quality of teaching is good overall but varies from satisfactory to outstanding. Where teaching is outstanding, lessons move at a very fast pace and teachers are highly effective in ensuring that pupils know exactly what they need to do and how to do it. Where teaching is not as effective questioning is not always used well, the pace is slow and at times teachers talk too much.
- Pupils' behaviour and safety are good and they have positive attitudes to learning. Incidents of bullying or racial harassment are rare and if they occur are dealt with well. Pupils have a very good understanding of how to keep themselves safe in various situations, including when using the internet.
- Leadership and management are good, including the leadership of teaching and the management of performance. Senior leaders ensure that pupils' academic and personal needs are well met.

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

- Provide more opportunities for pupils to use and apply their numeracy skills well to solve mathematical problems in order to ensure more consistently good progress in mathematics across the school.
- Ensure teaching is consistently good or better by:
  - making sure that all lessons move along at a brisk pace
  - making better use of questioning to check pupils' understanding
  - providing a good balance in lessons between teachers talking and pupils having sufficient time to carry out independent activities.

## Main Report

### Achievement of pupils

Pupils have good attitudes towards learning and are keen to take part in small group or whole-class discussions. For example, in Year 6 they are keen to talk about how to ensure a science investigation is carried out with due regard to fair testing. Children make good progress in the Early Years Foundation Stage so that by the time they enter Year 1, their skills in all areas of learning are well within the expected range. For example, in one lesson children were engaged totally in role play in trying to find out where Harry the monkey had been taken by a group of pirates. Their well-stated ideas included sending a message in a bottle, putting up their pictures of Harry in the hope someone would recognise him, and then finding him by involving one of the inspectors in the hunt!

Since the last inspection, pupils have maintained good progress overall in Years 1 to 6, especially in English. Attainment is above average in both English and mathematics, but there has been some variability in the progress pupils make in mathematics. One reason for the success in English is the emphasis given to writing in all classes. For example, during the inspection, Year 2 pupils were encouraged to use a range of connectives to improve the quality of their writing linked to an Olympic theme and they responded very well. While progress in mathematics is good overall, there are missed opportunities for pupils to effectively apply their numeracy skills in solving challenging mathematical problems. Pupils say they enjoy reading and demonstrate good skills for their age. Attainment in reading is above average at the end of Year 2 and Year 6.

Inspection evidence demonstrates that all groups of pupils, including those known to be eligible for free school meals, make good progress relative to their starting points. The small number of pupils who speak English as an additional language soon become confident learners. Although pupils make consistently good progress and attain above average standards in English, in mathematics, while attainment is above expectation this year, there has in previous years been some variability in both attainment and pupils' rate of progress. Disabled pupils and those with special educational needs make good progress because their individual needs are provided for well. The overwhelming majority of parents and carers who responded to the questionnaire felt that their children were making good progress, a view with which inspectors concur.

### Quality of teaching

The vast majority of parents and carers who replied to the questionnaire say that their children are taught well. One parent commented, 'the teachers are brilliant.' Inspection evidence shows the quality of teaching is good overall. Teaching assistants provide valuable support. Disabled pupils and those with special educational needs are taught well through a mix of class, group and individual activities. Classrooms are welcoming and interesting and support learning well. The curriculum is of a good quality with a strong focus on pupils developing their basic skills, but not at the expense of other subjects, such as physical education and music. Teachers encourage pupils to use their writing skills well in other subjects but less so their numeracy skills.

Teachers take every opportunity to thread the promotion of spiritual, moral, social and cultural development into their teaching. For example, webcams are used to enable pupils to communicate directly with pupils in a school in Spain to help develop their cultural awareness. Also, excellent project work relating to friends' and family members' memories of the Second World War has led to pupils developing a strong awareness of the social impact of and moral issues involved, in that war. The project also enabled them to use their writing skills exceedingly well. One pupil's poem contained the lines, 'All the men who fought were brave and kind and for that reason they will always be on my mind.'

In the Early Years Foundation Stage, the good range of activities in the outdoor and indoor areas enhances different aspects of the children's development. Opportunities to develop children's vocabulary and for them to talk about what they want to do are high on the agenda. The teacher makes excellent use of small group teaching to develop children's word recognition skills. Systems to help pupils who are learning to speak English as an additional language are firmly in place.

In the rest of the school where teaching is good or better, teachers use the knowledge they gain from assessment to adjust their questioning and set new tasks well. Time to consolidate learning is provided or the level of challenge is increased. For example, in one lesson pupils very capably edited, proof read and corrected spellings in their own work. However, where teaching is not as strong, the pace is slower and questioning is not used as well, with teachers not always picking up on pupils who do not put up their hands. In these lessons teachers talk too much, leading to less time for pupils to complete the work set.

### **Behaviour and safety of pupils**

Pupils are typically well behaved in classrooms and around the school. They are attentive and responsive to teachers, cooperate well with others, and apply themselves diligently to tasks. They are polite towards adults. The school's supportive ethos and the high expectations of staff foster behaviour that is conducive to good learning. In the playground, pupils play cooperatively with others.

All parents and carers, and all members of staff who returned questionnaires, agree that children are safe at school and typically behave well. Inspection evidence endorses this view. Discussions held with representative groups of pupils indicate that most behaviour is good, and that teachers deal well with the very few cases of immature conduct. The school's behaviour records confirm that there are few instances of inappropriate behaviour and no racist incidents. Pupils show a good understanding of different types of bullying and say that

there is no physical bullying or cyber-bullying, and that adults successfully address the occasional examples of name calling. Pupils acting as peer mediators are very visible in the playground if pupils feel they have any problems. Pupils feel safe in school because, as one noted with good insight, 'Teachers and other adults really care for us.' Pupils say that the school teaches them about risks. For example, pupils have a very good understanding of road safety and pupils are rightly proud of the school's cycling awards. Pupils' attendance has consistently been average or above in recent years.

## **Leadership and management**

Good leadership and management by the knowledgeable headteacher, with the very good support of all the staff, borne out by staff questionnaire returns, ensure that pupils enjoy school, make good progress and are prepared well for the next stage in their education.

Much of the school's success is down to consistent practices that help staff to provide a good quality of teaching overall. This results from the good leadership and management of teaching and learning. The continuing professional development of staff is high on the school's agenda and links well to the strategic needs of the school. For example, staff training has improved teachers' understanding of how to improve pupils' mathematical skills.

The governing body carries out its duties well. Governors, along with school leaders, ensure that safeguarding procedures meet all legal requirements. The governing body, school leaders and staff ensure no pupil is discriminated against and all have an equal opportunity to achieve. The school has improved its assessment systems and as a result is very secure in knowing that all groups of pupils achieve well.

The curriculum is of good quality. Pupils enjoy a wide range of experiences, and say they really appreciate what is on offer, including sporting opportunities and a residential visit. Pupils' spiritual, moral, social and cultural development is good and promoted well. For example, acts of daily worship play an important part in the life of the school. The work the school does to promote conservation issues is also very strong. Teachers combine literacy with interesting topics to enhance reading and writing, such as a focus on the forthcoming Olympic Games. However, pupils' ability to use their numeracy skills to solve mathematical problems has been less well developed to ensure that pupils make the same consistently good progress in mathematics as they do in English.

Factors that point to the school having a good capacity to improve include the strong support of parents and carers and improvements since the last inspection, especially with regard to pupils' writing. Other factors indicating this good capacity include the maintenance of above average attainment and the effectiveness of leadership and management. Comments such as, 'a lovely school with friendly and helpful staff and children,' confirm most parents' and carers' who replied to the questionnaire, very positive views of the school.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2012

Dear Pupils

### **Inspection of Shoreside Primary School, Southport PR8 2QZ**

Thank you very much for being so welcoming when we inspected your school recently. We enjoyed talking to you about your lessons and how much you enjoy learning, and also watching you work and play. You clearly enjoy your time at the school. It was a pleasure to talk with the school council members and with other pupils. Keep up your strong involvement in the 'Wheelie, Walky Wednesday' activities!

We agree with your school that it is a good school. Children in the Early Years Foundation Stage are provided with a good start to their schooling. Your attainment by the end of Year 6 is above average in English and mathematics. We found that behaviour was good, both in classes and around the school. We agree with you that everyone who works in the school takes very good care of you. You told us that you feel very safe in school and you know a great deal about how to stay safe.

To make your school better, we have asked that you are given more opportunities to use your numeracy skills well in solving mathematical problems and in other subjects. You can help by trying your very best. There is currently good teaching overall in your school with some that is outstanding. We want your school to do all it can to make all teaching outstanding so that the progress you make is rapid rather than good. You can help by making sure you take full notice of all that is said in lessons and by always trying your very best with your work.

We hope you keep on working hard so you can continue to play a big part in trying to make your school even better.

Yours sincerely

Geoffrey Yates  
Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**