

# Marshside Primary School

Elswick Road, Southport, Merseyside, PR9 9XA

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a well-led school. The headteacher's drive and determination to improve the school continually is shared by staff and governors. Their hard work and commitment have improved pupils' achievement and the quality of teaching successfully.
- Leaders have an accurate view of the school's performance. Checks on the quality of teaching are rigorous and the training and support provided have led to ongoing improvements.
- Knowledgeable governors support the school well and provide a considerable level of challenge.
- Pupils of all abilities enjoy learning because teaching is good and activities are usually planned well to engage their interests.
- Good teaching and a lively curriculum in the Reception class provide children with a secure and happy start to school life
- Pupils behave well. They are happy; they feel safe and think the adults take good care of them in school.
- Spiritual, moral, social and cultural development is good and traditional British values are developed through much of what the pupils do. They learn about people who have beliefs which are different from their own and celebrate the fact that we are all unique.
- The school provides well for pupils who join at other than the usual times, including those who are at an early stage of learning English or have special educational needs. This helps everybody to catch up quickly, sometimes from lower starting points.
- The progress of pupils who are disadvantaged has improved rapidly and gaps in attainment are closing.
- The majority of pupils reach at least nationally expected standards in reading, writing and mathematics by the end of Year 6 and pupils make good progress in all three subjects. As a result, achievement is good and the school is well placed to continue to improve.

### It is not yet an outstanding school because

- Occasionally, work set for the most-able pupils does not stretch them sufficiently and this holds their progress back.
- Pupils are not always given enough opportunities to practise and develop their basic reading, writing and mathematical skills when working in other subjects.
- The presentation of work and the handwriting of some pupils are untidy. The school's handwriting scheme is not applied consistently.
- Middle leaders are not yet fully involved in improving the quality of teaching in their subjects.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time, including observing teaching and learning in lessons.
- The inspectors also looked at examples of pupils’ work and listened to pupils read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they are currently reading.
- Inspectors talked with pupils as they played at break times, and visited the dining hall at lunchtime. They observed pupils’ behaviour as they moved around school and spoke with pupils attending the breakfast club.
- Meetings were held with three groups of pupils and inspectors spoke to them about their work.
- Inspectors met with six governors. They spoke to a representative of the local authority and met with members of school staff.
- Inspectors spoke to parents at the start of the school day and parents attending the pre-school group. They took account of a letter from a parent, of the 35 responses to the online questionnaire (Parent View) and of the school’s questionnaire issued to parents. They also took account of returns to the staff questionnaire completed during the inspection.
- A range of documents was examined, including information about pupils’ progress and school improvement.
- Records relating to behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Lyn Pender, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school and the number of pupils in each group varies year on year. A much higher than average proportion of boys attends the school and there are more boys than girls in nearly all year groups.
- Children start school in the Reception class and attend full time.
- Most pupils are of White British heritage. Nearly a tenth of pupils speak English as an additional language. This proportion continues to rise and of these pupils there are those at an early stage of learning to speak English when they join the school.
- The proportion of pupils joining the school part way through their education is high; it is double that seen in most other schools.
- The proportion of disabled pupils and those with special educational needs is above that found in most other schools and continues to rise.
- The proportion of disadvantaged pupils eligible for support through pupil premium funding is above average. (This additional funding is provided for those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The governing body provides breakfast- and-after-school clubs for pupils who attend the school.
- The school is an accredited dyslexia-friendly school and holds the eco-school award.

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

- Continue to improve the quality of teaching in order to sustain the improvements in pupils' achievement by ensuring that:
  - teachers provide even greater challenge in lessons, particularly for the most able, so that more pupils reach the higher levels of attainment
  - teachers provide more opportunities for pupils to practise and improve their reading, writing and mathematical skills when they work in other subjects
  - handwriting skills are developed consistently across the school and teachers and pupils have high expectations of the presentation of work produced.
- Further strengthen the impact of leadership by developing the skills of middle leaders so that they make an even greater contribution to improving the quality of teaching in the subjects they lead.

## Inspection judgements

### The leadership and management are good

- Leadership and management are good. Governors, school leaders and staff share the headteacher's ambition for the school. Ably supported by the deputy headteacher, she has successfully maintained a strong focus on improving the quality of teaching and raising pupils' achievement. As a result, standards continue to rise and the school is well placed to continue to improve.
- All are made welcome at this inclusive school. All staff make sure that pupils are kept safe and are treated equally. Good relationships ensure that pupils enjoy school.
- Pupils' progress is tracked carefully. School leaders use this information to target any pupils at risk of underachievement. The pupil premium is being used to provide extra teaching and pastoral support which is proving effective in closing the attainment gaps between disadvantaged and other pupils.
- School leaders and governors have an accurate view of the school's strengths. The school's plans identify the correct priorities and give details of the actions needed to bring about further improvements. Senior leaders regularly check the quality of teaching and use the outcomes to identify any training needs for staff. Teachers' pay is linked to the achievement of pupils.
- Some subject and middle leaders are at an early stage of developing their management role in ensuring that learning and teaching in the subjects they lead are consistently good or better. Some are new to their role, and governors and senior leaders are committed to ensuring that they have the support and training they need.
- The curriculum engages pupils' interests and contributes well to their spiritual, social, moral and cultural development. Learning builds well on what pupils already know and ensures that they are motivated to learn. The use of local resources, like the marshlands belonging to the Royal Society for the Protection of Birds (RSPB) which are situated alongside the school, are well thought through and help pupils learn about their own community and the wider world.
- Pupils are well prepared for life in modern Britain. They demonstrate a good understanding of those from backgrounds and faiths different from their own and show tolerance and compassion towards others. The school tackles discrimination and develops British values through assemblies and in lessons. Pupils learn to treat the views of others with respect.
- The school uses its additional sport funding well. Opportunities are provided for pupils to enjoy sport and physical education after school. Staff skills have been enhanced and there are good levels of participation by pupils who appreciate the range of activities available.
- Effective partnerships exist with external agencies, particularly those helping individual pupils and their families overcome any difficulties that may hinder pupils' readiness to learn. This caring school provides well for those who are in the care of the local authority.
- The vast majority of parents hold the school in high regard. The parents' forum meets with school leaders to help ensure that parents' views are heard. Notes from these meetings are posted on the school website for all to see.
- The local authority has worked with the school in an advisory role. A range of support and training has been provided which has helped the school secure improvements which have been sustained over time.
- **The governance of the school:**
  - Governors have an accurate and in-depth view of the school's performance. They regularly review and challenge the school to improve and monitor the success of actions taken by senior and middle leaders. The governing body manages the school's finances closely, including the pupil premium and primary school sport funding, to ensure that pupils benefit directly from spending. Teachers' pay is closely linked to performance, and the quality of teaching over time has improved because of diligent support and challenge by the governing body.
  - The governing body has recently been reconstituted. Governors bring a broad range of useful skills to their role and ensure that skills are kept up to date with appropriate training.
  - Governors ensure that safeguarding arrangements meet requirements.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils are proud of their school. They greet visitors warmly and are keen to talk about their work and the way the adults keep them safe and take good care of them.

- Pupils who join the school at other than the normal time are made very welcome. As a result they settle in well to the school routines and quickly make new friends.
- Pupils behave well in class and around school. They are kind and considerate of each other and the adults in the school. They respond well to their teachers' and teaching assistants' high expectations of their behaviour. Positive attitudes in lessons contribute well to good learning and progress, although sometimes pupils produce untidy work and do not take enough care with their handwriting. In lessons, pupils are keen to learn and usually sustain good levels of concentration. However, when work is too easy, for example when it does not stretch the thinking of the most-able pupils, their attention can drift and progress slows.
- Pupils play an active role in the life of the school and the older pupils enjoy helping the younger ones. Pupils eagerly take on a range of responsible roles, like those of school and eco-counsellors. They work hard in these and other roles and take their duties very seriously.
- The breakfast- and-after-school clubs are well organised. They get the day off to a good start for pupils who attend and provide a safe and happy environment for those who stay on after school.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils are taught how to keep themselves safe in different situations, for example, when they use the Internet or new technology.
- They know about the different types of bullying. They say that incidents are rare, but if they do occur they trust the adults to sort out any issues quickly. School rules and the reward system are understood by all and pupils think that the adults apply these fairly.
- Attendance continues to improve, owing to the concerted efforts of pupils, staff and parents and is in line with the national average. The work of the parent support adviser is helping to reduce even further the small number of pupils who find it difficult to attend school regularly.

### The quality of teaching

is good

- Predominantly good quality teaching is enabling pupils to learn and make good progress in reading, writing and mathematics.
- Senior leaders have focused successfully on improving the accuracy of teachers' assessment of what pupils know and can do. Teachers ask a wide range of questions to identify any misconceptions pupils may have and skilfully provide clear explanations to help them understand the concepts being taught. The school's work to improve the quality of marking is evident. Useful guidance is provided to show pupils the next steps they need to take in learning. Teachers ensure that pupils have enough time to improve their work and make any corrections necessary.
- Warm, strong relationships are a common feature across this school, where all adults know pupils well as individuals. Pupils relate well to each other and the adults and they are encouraged to develop the skills to become confident, independent learners.
- Subjects are woven together into topics which engage pupils' interests. Teachers provide a range of thoughtful resources which capture the imagination of pupils and encourages them to think creatively. The school staff make best use of its location and are lucky to have access to the nearby beach and an observation platform and weather station that has views over the local RSPB marsh land. Pupils and staff appreciate how fortunate they are to have such wonderful natural resources.
- Learning is most successful when teachers have high expectations of what pupils can achieve. Occasionally, when the work set is too easy for some pupils, particularly the most able, progress is not as rapid as it might be. The school's policy for teaching handwriting is not maintained consistently across the school and teachers do not always demand neat presentation, so pupils' written work is sometimes untidy.
- Teaching is usually planned well. However, the skills pupils gain in literacy and mathematics lessons are not always promoted in other subjects. This means that pupils do not always appreciate the wider application of mathematics or have the opportunity to develop their reading and writing skills in other subjects.
- Teachers and well-trained teaching assistants work together productively to ensure that pupils who need extra help, such as disadvantaged pupils and those with special educational needs, are given the support they require. Pupils new to the school are helped to settle into their new environment, their needs are quickly identified and met. This is helping to ensure that all pupils grow in confidence and make good progress.
- The enjoyment of reading is promoted so that pupils read widely and often. They particularly enjoy the

books linked to their topics. The school library is a popular resource.

### **The achievement of pupils** is good

- Senior leaders' strong focus on improving the quality of teaching is proving successful. As a result, achievement has continued to improve since the last inspection and is now good.
- In Key Stage 1, standards in reading, writing and mathematics have all been rising steadily year on year and were securely in line with the national average in 2014. By the end of Key Stage 2, pupils consistently reach standards in line with the national average in all three subjects.
- A large number of pupils leave or join the school within each year group. For instance, 80% of pupils in the current Year 5 joined the school part way through their education. All pupils make good progress from their starting points, but those who have been in the school the longest attain the highest standards and make at least good and often better progress over time.
- Pupils with special educational needs and those who are disabled are accurately identified and supported well by skilled staff who know their needs. As a result, these pupils make good and sometimes very good progress, often from significantly below typical starting points.
- An increasing proportion of pupils arrives at the school at an early stage of learning to speak English. Provision put into place for these pupils meets their needs well and they make good progress from their starting points. The levels these pupils reach prepare them for the next stage of their education, but they do not all have time to reach the same standards as those of their peers.
- Increasingly, the school's most-able pupils are achieving a higher standard. The proportion of pupils who reach the higher level at the end of Year 6 is usually close to the national average, but this can vary from year to year. Although this is partly due to the different characteristics and abilities of year groups, as is usual in smaller schools, at times the work set for the most-able pupils does not provide enough challenge to help them reach the higher levels in reading, writing and mathematics consistently.
- Although there are some gaps between the achievement of boys and girls, this is almost exclusively due to the much higher number of pupils who join and leave within year groups, rather than any issues with equality across teaching and learning. Most classes have a higher proportion of boys than girls. Teachers carefully take this into account when planning lessons to ensure that learning captures the interests of both boys and girls. The school manages and promotes equality of opportunity well.
- Presentation and the quality of written work are high when pupils write at length in their extended writing books and they are rightly proud of this work. However, standards of punctuation, grammar and spelling are not as high when pupils write in literacy work and in other subjects; presentation and handwriting can be untidy.
- Pupils make good progress in mathematics and they have good opportunities to develop the skills to reason and solve problems in mathematics lessons. However, their understanding of basic mathematical facts and problem-solving is not extended through similar opportunities when they work in other subjects. As a result progress, particularly for the most able, is not always as rapid as it could be.
- The pupil premium is used effectively and the attainment of disadvantaged pupils is improving. At the end of Key Stage 2 in 2014, disadvantaged pupils were around one term behind other pupils in the school in reading, writing and mathematics. They were approximately two terms behind other pupils nationally in all subjects. Gaps in attainment are closing, because the school is determined to provide as well as possible for these pupils and ensure that they make good progress.
- In 2014, the majority of pupils who joined the school at the start of the Reception class met the Year 1 standard in the national check on phonics (letters and the sounds they make). Pupils who joined the school at other than the usual time, and those new to speaking English, made good progress from their starting points, but not all met the same standard. Leaders have recognised that some pupils struggle to understand the meaning of words, owing to their limited English vocabulary and the support provided to meet this need is already in place and is having a positive impact.

### **The early years provision** is good

- Leadership of the early years provision is good. A calm, well-ordered environment exists in the Reception classroom. Staff make sure that children are kept safe. They make daily checks on equipment and assess all areas in the setting for possible risks to children.
- Parents are fully involved in the initial and on-going assessments of their children and they receive regular updates on how well they are doing. Parents feel welcome in the school and hold highly positive views of

the teaching and care their children receive.

- Children behave well. They learn how to take turns and listen carefully to the adults and each other.
- When children start in the Reception they have a wide range of skills which fluctuates year on year because of the small numbers and the changing intake. Currently, more children are starting with little or no English. There are those who start with significantly low skills because they have special educational needs. As with elsewhere in the school there are children who join or leave at different times during the year.
- Children make good progress in all areas of learning and particularly in developing their speech and language and social skills. The proportion of children reaching a good level of development has improved and was similar to the national average in 2014. Children are well prepared to join Year 1. Children who have special educational needs achieve well from their starting points, because their individual needs are identified quickly and met through carefully planned provision.
- Teaching is good. Warm relationships help children, including those who join the Reception class at other than the usual time, to settle well. Children quickly become used to classroom routines as they play happily and confidently together. As a result of accurate checks on how well children are doing, the adults know all children well and take every opportunity to engage children in conversation and skilfully enable them to learn. The leader of the early years is aware that on occasion, opportunities to help the most-able children to achieve even more when they work independently are missed. Actions taken to ensure that adults provide these children with the right level of challenge are having a positive impact on their learning.
- The early years curriculum meets children's needs well. It is well planned and provides a range of exciting and interesting activities which are adapted regularly to respond to children's needs and interests. During the inspection children enjoyed making cakes for the morning snack. They showed great levels of concentration as they carefully followed the recipe pictures and used balance scales to weigh out the ingredients accurately.
- Members of the early years team run a thriving pre-school group for the local community in the school hall twice a week.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	104866
<b>Local authority</b>	Sefton
<b>Inspection number</b>	453531

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Trail
<b>Headteacher</b>	Katharine Hall
<b>Date of previous school inspection</b>	6 March 2013
<b>Telephone number</b>	01704 211177
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