

# Shoreside Primary School

Westminster Drive, Ainsdale, Southport, Merseyside PR8 2QZ

## Inspection dates

5–6 July 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The quality of teaching and learning is inconsistent. Leaders have not been vigorous enough in addressing weaknesses.
- The teaching of writing is fragile. Teachers are insecure in their subject knowledge.
- Given their starting points, a larger proportion of pupils should be working at greater depth across key stages and subjects.
- The coordination of provision for pupils who have special educational needs and/or disabilities is weak.
- Planning documents do not identify measurable outcomes. This hampers the ability of leaders and governors to monitor impact.
- Pupils who are disadvantaged or who have special educational needs and/or disabilities are not attending school regularly enough.

### The school has the following strengths

- Safeguarding is effective. Pupils feel safe and happy.
- Provisional results indicate that standards at the end of key stage 2 have improved considerably.
- Pupils' spiritual, moral, social and cultural (SMSC) development is effective as a result of well-planned activities and visits.
- The leadership and provision in the early years are good. Children have a good start to their education.
- Phonics is taught effectively and pupils' reading skills are strengthened as they move through the school.
- Leaders have an accurate view of what the school is doing well and where it needs to improve.

## Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve the leadership and management of the school by ensuring that:
  - the school development and associated plans include precise and quantifiable targets for improvement, clear actions and timescales for achieving those targets and explicit criteria for evaluating their impact on increasing pupils' progress and raising their attainment
  - there is a greater consistency in improving the quality of teaching and learning
  - the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities improves quickly.
- Improve the provision for pupils who have special educational needs and/or disabilities by ensuring that:
  - specific targets are set for their academic development, and that their progress towards these targets is checked on regularly, so that the impact of any additional support they receive can be assessed accurately and timely amendments made where necessary
  - the provision for these pupils is coordinated efficiently and that senior leaders conduct regular checks to ensure that this takes place.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - pupils of all abilities in all year groups and all subjects are challenged so that more reach the expectations for their age and also develop greater depth of knowledge, skills and understanding
  - teachers' confidence and expertise in teaching writing is developed.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not applied enough focus and drive to address the areas identified as weaknesses in the last inspection. However, they have acted with alacrity to tackle the serious shortcomings identified in safeguarding.
- Although leaders have secured some improvements in teaching and learning, they have not been stringent enough. It is weaker teaching and lack of challenge that are impeding pupils' progress. Pupils at this school are able and capable but this is not reflected in their outcomes.
- Coordination of provision for pupils who have special educational needs and/or disabilities remains weak. Targets set for these pupils are unquantifiable and this hinders the accuracy with which leaders track their progress, identify interventions and measure the impact of additional funding.
- The absence rates of disadvantaged pupils remain too high and their achievement is too low at key stage 2, despite the external review of the pupil premium funding which took place after the last inspection. This review identified why the school's strategy was ineffective and what needed to be done. Leaders and governors are now much clearer about aligning the impact on pupils with how the money is spent.
- Leaders provide pupils with a curriculum that is well planned and covers a wide range of subjects. Although pupils told inspectors they enjoy their subjects, the progress they make is limited because teachers give pupils of all abilities the same standard of work to do.
- Leaders and staff have benefited from extensive external support. While this has aided leaders in seeing how to make improvements, leaders have not evaluated the impact that this support is having on the school.
- Leaders have an accurate view of the strengths and weaknesses of the school. They accept that much needs improving. The recent significant increase in standards of attainment and the speed with which leaders addressed the safeguarding concerns indicate that they have the capacity to secure future developments. However, planning documents are not specific enough in terms of how impact will be measured.
- Leaders spend the physical education and sport premium funding appropriately. There is a high level of participation in sport and pupils benefit from the regular opportunities for physical development.
- Leaders have built in smooth and robust transition arrangements as children move from Reception into Year 1 and pupils move from Year 2 into Year 3 and Year 6 into secondary school. Pupils at each of these points told inspectors that they feel confident about the changes.
- Leadership of SMSC is strong. Pupils have a mature understanding of the world. They have many opportunities to reflect on the challenges facing society and their local community. They want to be involved so as to make a difference. The values that underpin a civilised society are values espoused by the pupils.

## Governance of the school

- Governors accepted the findings of the last inspection. A review of governance took place which simply provided a plan on next steps. However, governors have reviewed their roles and the manner in which they fulfil their responsibilities. They have recognised the need for the school to take speedy action and are more rigorous in holding leaders to account.
- Governors are determined and committed to seeing the school improve. They are under no illusions and understand that difficult decisions will need to be made to ensure that improvement is rapid.
- Governors are now using assessment information to measure the impact of leaders' actions and of additional funding. They are more astute in not taking things at face value. They have already spotted where funding has not had the desired effect and are resolute that this should not happen again.

## Safeguarding

- The arrangements for safeguarding are effective.
- The single central record of the suitability of staff to work with children meets legal requirements. Following the last inspection, leaders have reviewed all practices and procedures. All staff have received relevant training and are up to date in their knowledge and understanding of how to keep children safe.
- Leaders work closely with parents and pupils to make sure that they know how to keep safe when using the internet and other social media. For example, the most recent weekly newsletter alerted parents and pupils to the dangers of 'Snap Map' and provided advice on how to be protected.
- Adults are aware of what to do should they have any concerns about pupils. This includes matters relating to extremism and radicalisation.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching is inconsistent across the school and this is reflected in the erratic rates of progress that pupils make.
- Teachers do not routinely make the most of pupils' eagerness to learn, or plan work that is appropriately matched to their ability. Pupils of different abilities are expected to do the same work. This means that for some pupils the work is too hard and for others it is too easy. However, teaching assistants and other adults are effective in supporting pupils in their learning. Inspectors saw them adapting the work so as to make it accessible for those who were struggling. Pupils who have special educational needs and/or disabilities experience variable teaching. Too much is left to teaching assistants and other adults to do what the teacher should ordinarily be doing so as to meet the needs of these pupils.
- Teachers' confidence and expertise in teaching writing is not as secure as it is in reading and mathematics. Too many basic spelling and grammatical errors go uncorrected and there are insufficient opportunities for extended writing.

- The teaching of phonics is good. Staff teach pupils to blend letters together to make words of increasing difficulty. The teaching of reading skills is effective and pupils demonstrate an accurate understanding of what they have read.
- Teachers have benefited from training and support in reading and mathematics. This has resulted in increasing standards in pupils' work.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a good understanding of how to keep themselves and each other safe. They know who they can speak to if worried or concerned. Pupils trust adults to take prompt and effective action to address their concerns.
- Pupils say that bullying is rare. This is supported by the views of parents and the school's own records. Any incident of bullying is recorded and appropriate action taken.
- Pupils appreciate and value the opportunities that they have to be involved in the local community and become good citizens. They participate in a vast array of artistic, sporting, musical and dramatic events. This makes a positive contribution to their personal development and well-being.
- Pupils get on well with their teachers and each other. They recognise that people come from different backgrounds and faiths that may be different from their own. Pupils are respectful and tolerant and have good role models in their teachers and other adults. Leaders acknowledge that very little work has been done on matters relating to sexual orientation and gender identity.

### Behaviour

- The behaviour of pupils requires improvement.
- The attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities is too low. Poor attendance is having a negative impact on the learning of these pupils.
- Overall attendance continues to improve and is close to the national average. This is as a result of focused actions and initiatives.
- Pupils behave well in class and around the school. The majority of pupils are very keen to learn. On a few occasions, pupils become fidgety and lose concentration when teaching fails to hold their interest or does not challenge them. This slows pupils' learning.
- Pupils are friendly and engaging. Their manners are impeccable. Pupils are confident in engaging in discussions with visitors and are eager to share their positive views about the school.

## Outcomes for pupils

## Requires improvement

- Provisional results for 2017 indicate rapid improvement since 2016. Attainment in reading and mathematics at key stage 1 is close to the national average. At key stage 2, the proportion of pupils who reach the expected standard in reading, writing and mathematics is above the indicative national average. This is commendable but leaders know they cannot be complacent. Disadvantaged pupils still underachieve at key stage 2, the most able do not achieve as well as they should and writing is a persistent weakness in most year groups.
- Pupils make variable progress across the school. The progress they make is dependent on the quality of teaching that they receive. This is most notable for pupils who have special educational needs and/or disabilities.
- The most able pupils are not achieving as well as they should. Teaching is too often pitched at the same level for all pupils across all subjects. Consequently, the most able pupils are given the same level of challenge as the least able. The number of pupils working at greater depth should be much higher given pupils' starting points.
- The proportion of pupils who pass the phonics screening check is much higher than the national average. This gives pupils a strong foundation to their reading skills. Achievement in reading and the reading that inspectors listened to indicate that these strong foundations are built upon as pupils move through the school. This is not so for writing.
- Pupils are making better progress in mathematics as a result of the training that teachers have received. Pupils' ability to solve problems is less secure and this is preventing pupils from excelling.

## Early years provision

## Good

- Leadership of the early years is determined and focused on raising the quality of teaching, learning and children's progress in Reception Year. Provision in the early years is continuously improving.
- Leaders have established a curriculum that is interesting and makes effective use of children's interests. It makes good use of talk, group learning, exploration and indoor and outdoor learning.
- The early years leader has a sound understanding of what is working well and what needs to improve. This is because arrangements to review practice are systematic and well considered. However, while priorities set for improvement are the right ones, targets for the work of staff are not precise and measurable enough.
- The leader's assessments of children are accurate and track progress carefully over time. From broadly typical starting points, children are now making good progress and are ready for Year 1. The proportion of children achieving a good level of development is similar to the national average. Disadvantaged children achieve as well as their classmates. However, given their starting points, more should be achieving better than they do.
- Teachers and other adults make effective use of opportunities to develop children's

learning and understanding. While this helps to accelerate their progress, there are not enough occasions for children to extend their writing.

- Children are keen learners, self-confident, well behaved and cooperative. They look after themselves, each other and their classroom with care. The early years is a safe environment and all welfare requirements are met.
- Parents comment very positively about the work of staff to help children settle and to keep parents informed and updated on how their children are learning. A number of parental workshops have positively assisted parents in helping their children to learn at home.

## School details

Unique reference number	104888
Local authority	Sefton
Inspection number	10039118

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	John Billing
Headteacher	David Thomas
Telephone number	01704 576040
Website	<a href="http://www.shoresideprimary.org">www.shoresideprimary.org</a>
Email address	<a href="mailto:head@shoreside.sefton.org.uk">head@shoreside.sefton.org.uk</a>
Date of previous inspection	8–9 February 2017

## Information about this school

- The school is a smaller-than-average-sized primary school.
- The school meets requirements on the publication of specified information on its website.
- The school met the government's floor standards for pupils' attainment and progress by the end of Year 6 in 2016.
- The proportion of pupils eligible for free school meals is below average.
- The great majority of pupils are of White British heritage and speak English as their first language.
- The proportion of pupils who have special educational needs and/or disabilities is lower than average.
- The school has received extensive support from the local authority, national and local leaders of education and nearby schools.



## Information about this inspection

- The inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in classes and looked at examples of pupils' work.
- The inspectors talked to parents as they brought their children to school. They also considered the school's questionnaires for parents and pupils.
- The lead inspector met the chair of the governing body and three governors. He also spoke to a representative of the local authority and the school improvement partner.
- The external reviews of governance and the pupil premium funding were scrutinised.
- The inspectors met with three groups of pupils chosen at random from Years 2, 4 and 5 and listened to a number of pupils read.
- The inspectors also spoke to pupils in lessons, the corridors and the playground.
- The inspectors examined a range of documents, including the school's self-evaluation and the school's development plan.
- The inspectors also scrutinised documents relating to standards, behaviour, attendance and safeguarding, the post-Ofsted action plan and statement of action.

## Inspection team

Jonathan Jones, lead inspector

Her Majesty's Inspector

Tim Vaughan

Her Majesty's Inspector

Christine Birchall

Ofsted Inspector

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