

Shoreside Primary School

Inspection report

Unique Reference Number	104888
Local Authority	Sefton
Inspection number	287055
Inspection date	21 March 2007
Reporting inspector	Margaret Lewis

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	268
Appropriate authority	The governing body
Chair	Mr S Ratcliffe
Headteacher	Mr David Thomas
Date of previous school inspection	8 October 2001
School address	Westminster Drive Southport Merseyside PR8 2QZ
Telephone number	01704 576040
Fax number	01704 573877

Age group	5–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Shoreside School is a larger than average school situated in Ainsdale close to Southport. Most pupils come from an advantaged socio-economic background and very few pupils are eligible for free school meals. The number of pupils with learning difficulties and/or disabilities is around the national average. Almost all pupils have English as their first language and the vast majority come from a White British background.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding areas. Pupils' personal development and well-being and care, support and guidance are outstanding. This is because pupils are supported very well and helped to understand what they need to do to improve their work and the school provides extremely well for their moral, social and cultural development. Pupils are very happy, show a high level of enthusiasm for school, and behave very well. It is a welcoming, bright and attractive school where attendance is above average and punctuality is good. Pupils grow into mature, well mannered and articulate individuals.

Parents are very supportive of the school and speak highly of what it provides. Financial management is good and the school gives good value for money. The headteacher provides very good leadership and everyone works well together to offer high quality care and education to help every pupil thrive and succeed. Teaching is good overall with some that is outstanding. Provision in the Foundation Stage is good. Children settle quickly to learning and all pupils are well motivated and want to do well. They and their parents appreciate all that the school does to help them, and the additional activities it provides to make their learning interesting. Pupils' behaviour in lessons is very good and they are keen to learn and work at a good rate. They make good progress overall and by the time they leave the school standards are generally above average. Standards are generally higher in science and mathematics than in English.

Results in Key Stage 1 show that writing results have dropped to be significantly lower than the national average in 2006. As a result, writing development has become a recent priority for improvement.

The school offers a good curriculum and links between subjects are developed well. There is a very wide range of activities beyond lessons, especially in art, music and sports, for which the school is well known. Accurate school self-evaluation is in place although in some areas it is too modest. The key issues from the previous inspection have been dealt with and the provision in information and communication technology (ICT) is now good. The school's approach to raising standards in writing is proving successful. These good improvements show that the school is in a good position to continue to progress.

What the school should do to improve further

- Ensure that pupils make better progress in writing in Key Stage 1.

Achievement and standards

Grade: 2

Achievement is good. Pupils make good progress throughout the school as they build well on their previous learning. By the end of Year 6 standards are above average in English and significantly above average in mathematics and science. Over the past four years the school has maintained above average standards. It narrowly missed the challenging targets it set in 2006 in both English and mathematics at the expected level, although high flyers exceeded their targets. The school expects to meet the challenging standards it has set for 2007. Children start in the Reception class with a wide range of attainment, which varies considerably from year to year but overall is broadly average. The children make a good start in the Foundation Stage and make good progress in Key Stage 1 so that by the end of Year 2 standards are in line with national averages in reading and mathematics although they are below average in

writing. Results in Year 2 have varied over recent years, especially in writing. As a result, writing development has been a whole-school priority for improvement and the emphasis on writing skills is beginning to bear fruit, especially in Key Stage 1 where standards are now rising.

Personal development and well-being

Grade: 1

By the time they leave the school, pupils are confident, responsible young people with a very strong sense of right and wrong, a sound awareness of cultural differences and social awareness, because provision for their spiritual, moral, social and cultural development is outstanding. Close links with the nearby special school provide excellent opportunities for pupils to develop an understanding of children with learning difficulties and/or disabilities. The older pupils in Key Stage 2 are very proud of their school, especially the successes it has in sports and in the latest local arts festival. They say that Shoreside 'is probably the best school in Ainsdale'. Pupils take their responsibilities on the school council and as play leaders very seriously, ensuring that everyone has friends and equipment to play with. They are pleased with their idea of a 'friendship post' which works well to make sure everyone has someone to play with. Pupils have good attitudes to their work and want to do well. They know their individual targets and can explain them. Pupils know about healthy lifestyles and how to keep safe, and put this into practice, for instance by choosing healthy options at lunchtime and taking part in sport.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good overall. As a result, pupils are well motivated and make good progress. Teachers in the mixed age classes work together very closely and consistently so that learning activities are well planned and structured to meet pupils' different needs. However, in some lessons in Key Stage 1 tasks for higher-attaining pupils could be more challenging. Support staff give good support for targeted groups and individuals, including those with learning difficulties and/or disabilities. These pupils are identified quickly in the Reception class and in Key Stage 1 so that appropriate support is put in place. High flyers extend their learning effectively and well chosen booster groups give pupils the extra help they need. Relationships with pupils are good and pupils respond well. Teachers have high expectations of pupils' behaviour and rate of work in both key stages so that pupils rise to this and are proud of their work and how much they achieve. Homework is a strong feature in Key Stage 2 and prepares pupils well for the next stage of their education. Teachers make good use of information from assessments. Very thorough marking informs pupils of what they have done and how they can improve their work so that pupils are able to achieve their individual targets and move on.

Curriculum and other activities

Grade: 2

The school provides a wide range of interesting activities within an attractive learning environment. It covers all that is required in ways that pupils find interesting and enjoyable. The curriculum makes very good use of the local coastal features. Basic skills of literacy and numeracy are well in place and the curriculum is adapted well to changes in class organisation and to mixed age groups. The Foundation Stage curriculum is good with a good mix of structured and free choice activities. Good use is made of the outdoor learning areas. Provision for ICT

has improved considerably since the last inspection and the school is beginning to develop ICT across subjects of the curriculum. Art and design and physical education and sport are outstanding areas and the school holds a Silver Arts Mark award and an Activemark award. The school is currently working successfully towards a Healthy Schools award. It is involved in the local community, particularly in its links with the local library and local clubs such as for tennis, cricket, fencing and drama.

The curriculum offers pupils an excellent range of extra-curricular activities. This wealth of interesting things on offer ensures that school life is enjoyable.

Care, guidance and support

Grade: 1

The school takes excellent care of pupils and all the required procedures are in place. Staff are vigilant about child protection and risk assessment. Pupils say that they feel safe and secure in school and that they are looked after very well. They are confident that they can rely on teachers and other staff to be very helpful, fair and encouraging and that there is always at least one person they can talk to. Academic guidance and support through thorough and regular assessment, marking and target setting is good overall. It is excellent in Key Stage 2 in English and mathematics, where all pupils have personal targets and a good understanding of what they need to do to improve.

Leadership and management

Grade: 2

Since his appointment two years ago the headteacher with the support of the deputy headteacher and governors has moved the school forward. The school has undergone some extensive refurbishment and due to falling rolls in the area staffing has been restructured and classes reorganised. The budget is well managed. The school is outward going and has good partnerships with other schools such as its feeder nursery and the nearby special school. The school takes full account of the views of parents, pupils and governors and acts upon them. Consequently, priorities for improvements are agreed. Senior staff monitor the effectiveness of teaching effectively and analyse pupils' test results and teacher assessments thoroughly. Individual pupil's progress is tracked from year to year. As a result, the school knows exactly what needs to be done to raise standards and plans effectively in these areas.

Governance is good. Governors take an active role in the management of the school. They know about the school through involvement in its life and work and hold frequent governing body and committee meetings. The headteacher keeps them well informed about the school's performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Shoreside Primary School, Westminster Drive, Southport, Merseyside, PR8 2QZ

Thank you for making me so welcome in your school when I visited recently. I enjoyed seeing your lessons, looking at your work and talking to you. I would like to say a special thank you to members of the school council who came to tell me about school life, and to those of you who talked to me at lunchtime and as I went around the school.

All the adults in your school look after you and work exceptionally well to help you grow into such responsible and mature young people. You learn to care for others and how to keep yourselves fit, healthy and safe.

You enjoy lessons, behave very well and do a lot of work so that you make good progress. You are very enthusiastic and enjoy learning. The regular homework you have helps prepare you for secondary school. You are doing better than last time the inspectors came to your school in information and communication technology because the teachers have all worked hard to improve this.

The teachers teach you well and in some lessons the teaching is excellent. They tell you how well you are doing and how you could do even better. There are masses of interesting things for you to do and heaps of clubs and visits to interesting places.

Your headteacher leads the school very well. He is proud of you all and encourages hard work but also wants you to enjoy school life, especially in sports and arts.

All the adults want to make the school even better. I'm sure they will. In the infant tests writing scores were not as good as they could have been but you and the teachers are working hard to make writing better. I have asked them to help you to improve writing even more so that by age seven you do as well as other pupils across the country.

I hope you keep on working hard and enjoying school.