

# Inspection of Shoreside Primary School

Westminster Drive, Ainsdale, Southport PR8 2QZ

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Inspection dates: 25 and 26 April 2023

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| <b>Overall effectiveness</b> | <b>Good</b>  |
| The quality of education     | <b>Good</b>  |
| Behaviour and attitudes      | <b>Outstanding</b>   |
| Personal development         | <b>Outstanding</b>   |
| Leadership and management    | <b>Outstanding</b>   |
| Early years provision        | <b>Good</b>  |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

## **What is it like to attend this school?**

Pupils know exactly how leaders expect them to behave. They benefit from leaders' high expectations and the clear and consistent routines in place. These help pupils to behave exceptionally well across the school.

Pupils, including pupils with special educational needs and/or disabilities (SEND), also know that leaders expect them to thrive academically. Pupils are confident and articulate when expressing their thoughts and ideas to others. By the end of Year 6, they are ready to embrace all that their next schools have to offer.

Pupils take pride in their various roles of responsibility. They are keen to make a positive contribution and know that they have a voice in school. Pupils who act as well-being ambassadors help to make the school a greener and healthier place to learn. For example, leaders welcomed their suggestion that potted plants feature across the school environment.

Pupils think of others. For instance, they engage in regular fundraising and charity work. This includes supporting local charities that are close to their hearts, such as the lifeboat appeal and foodbank.

Pupils trust staff to support them fully with any worries they may have. If bullying is reported, staff are quick to address it. This helps pupils to feel safe and happy in school. Parents and carers also appreciate how well staff care for their children.

## **What does the school do well and what does it need to do better?**

Leaders make sure that staff are highly trained to carry out their roles successfully. Staff's ongoing professional development underpins the high-quality education that pupils receive. Leaders at all levels, including within the multi-academy trust, have used their combined curriculum expertise to design a bespoke and ambitious curriculum for pupils. The curriculum aligns fully to the national curriculum and meets the requirements of the early years foundation stage.

Leaders' curriculums are well established in most subjects. Teachers have strong subject knowledge and well-understood approaches to assessment. They use this expertise to skilfully introduce, revisit and check pupils' learning. This means that pupils have secure foundations on which to build in these subjects. In a small number of other subjects, leaders' curriculum improvements are in the earlier stages. In these subjects, pupils remember their recent learning well. However, some pupils do not recall their learning as well as they should over time.

Staff in the early years immerse children in a world of beloved books and rhymes. They introduce children to lots of new words through stories and play. Two-year-old children join in with well-known songs and stories gleefully. Occasionally, some early years staff miss opportunities to reinforce or extend children's knowledge across

other areas of learning. As a result, some children do not deepen their learning as quickly as they should.

Leaders have created a strong reading culture across the school. Staff are expert storytellers. Their well-considered choice of reading materials encourages pupils' love of reading. Older pupils discuss their reading preferences enthusiastically. They leave the school as confident and insightful readers.

Leaders ensure that all staff deliver the established phonics curriculum with fidelity. Staff identify pupils who have fallen behind with their reading knowledge swiftly. These pupils receive well-focused support to address the gaps in their knowledge. As a result, they catch up quickly. Staff make sure that pupils practise reading using books that closely match the sounds they know. Pupils quickly learn to read with accuracy and fluency.

Leaders ensure that staff know how to identify pupils' additional learning needs accurately. Teachers ensure that pupils with SEND receive effective support. This means that these pupils experience the same ambitious and carefully designed curriculum as their peers.

Leaders and staff act as strong role models. Pupils emulate their polite and respectful conduct. Pupils' behaviour in lessons and around school is exemplary. They focus wholly on learning.

Leaders make sure that pupils' wider development is a strength of this school. All pupils have access to a wide variety of high-quality enrichment activities. They are keen to benefit from these. Leaders prepare pupils well for success in the wider, diverse world. Pupils develop a strong understanding and respect for differences between people. They show sensitivity when discussing issues such as racism and disability.

There is an unmistakable sense of teamwork among staff. Staff, including those at the start of their careers, were overwhelmingly positive about the support and consideration they receive from school leaders. This includes how well leaders manage their workload and well-being.

Leaders' unerring commitment to school development has brought about considerable improvement. Those in positions of governance, including trustees, have clear moral purpose. They are passionately aspirational for all pupils. Governors and trustees check robustly on leaders' work to enable 'each and every child' to succeed.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that keeping pupils safe remains a high priority for all staff. Staff are well trained and understand the need to be vigilant. They report any

safeguarding concerns quickly and appropriately. Leaders' records show that they take timely actions to keep pupils safe. Leaders work effectively with a range of agencies to provide suitable support for vulnerable pupils and their families when necessary.

Leaders make sure that pupils understand how to stay safe in their community. This includes when they are close to railway lines and water. Pupils understand the benefits and potential risks of using the internet to learn and to play.

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

### **(Information for the school and appropriate authority)**

- Leaders' revised curriculums are relatively new in some subjects. Over time, some pupils have not learned and remembered key knowledge as well as they should in these subjects. Leaders should ensure that, as they fully implement their ambitious curriculums, teachers are equipped to support pupils to build their knowledge well.
- Some staff in the early years miss opportunities to deepen children's knowledge in some areas of learning. This means that some children do not build on their learning as quickly as they should. Leaders should make sure that staff in the early years know how to build on what children know and can do in readiness for key stage 1.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 146313   |
| <b>Local authority</b>                     | Sefton   |
| <b>Inspection number</b>                   | 10255930   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy sponsor-led  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 208  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | David Cadwallader  |
| <b>Headteacher</b>                         | Sarah Knipe  |
| <b>Website</b>                             | <a href="http://shoresideprimary.co.uk">shoresideprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

- Shoreside Primary School converted to become an academy school in November 2018. When its predecessor school, Shoreside Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The leadership team has been restructured since the school converted to become an academy. This includes the appointment of a new head of school.
- The executive headteacher is also responsible for leading another school within the multi-academy trust.
- Since becoming an academy, leaders have opened their own nursery provision. This includes provision for two-year-old children.
- Leaders do not make use of alternative provision for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the executive headteacher, the head of school, other school leaders and members of staff.
- An inspector met with the interim chief executive officer from the Rainbow Education Multi-Academy Trust. She also spoke with the chair of the local academy council.
- An inspector spoke with a representative of the local authority.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the single central record. Inspectors also spoke to pupils about whether they feel safe in school.
- Inspectors conducted deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders and teachers. Inspectors also visited lessons, looked at samples of pupils' and children's work and spoke with groups of pupils about their learning.
- An inspector observed pupils read to a familiar adult.
- Inspectors also met with the leaders of some other subjects. They spoke with pupils about their learning and evaluated their work in these subjects.
- Inspectors spoke with staff about their workload and well-being. Inspectors also took account of the responses to Ofsted's online survey for staff. There were no responses to the online survey for pupils.
- Inspectors met with parents and carers at the start of the school day. They took account of the responses to Ofsted's parent questionnaire, Parent View, including the free-text responses.

### **Inspection team**

Jackie Stillings, lead inspector

His Majesty's Inspector

Rebecca Gough

Ofsted inspector

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