

# Inspection of Shiremoor Primary School

Stanton Road, Shiremoor, Newcastle-upon-Tyne, Tyne and Wear NE27 0PW

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Inspection dates: 29 and 30 November 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 15 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Shiremoor School sets high expectations for all pupils. Staff encourage pupils to think about future careers. This inspires pupils to do their best so that they can achieve their ambitions. Pupils enjoy coming to school and are enthusiastic learners.

Pupils' behaviour is exemplary. Positive learning behaviours begin to be taught from children's first days in Nursery class. Throughout school, staff ensure that pupils new to school settle into routines quickly. Pupils learn how to take turns and respect one another. There is a working buzz in classrooms as pupils focus on their work. Throughout school, pupils are kind and considerate. All pupils spoken to say that they feel safe and happy in school.

Pupils access a rich curriculum that celebrates the heritage and the people of the region. The educational visits, linked to the subjects being studied, help in bringing the topics to life for pupils. For example, visiting Lindisfarne gives pupils an understanding of the Anglo-Saxons and how they lived. The visits contribute strongly to pupils knowing more and remembering more about history.

Pupils enjoy contributing to community events, such as Shiremoor Treat. They relish performing songs and dance to pupils from other schools.

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

The school curriculum is ambitious and well planned. There are clear end-points for each year group in each subject. Teachers recap important knowledge and skills to help pupils remember their learning over time. Staff constantly check pupils' understanding and they correct any misconceptions that pupils have. This helps to ensure that pupils learn well.

Staff are well trained in the highly structured phonics programme. Children in Reception are highly engaged in learning phonics and achieve well. However, some older pupils are not fully ready for the key stage 2 curriculum because they have gaps in their phonics knowledge. Leaders attribute this to the disruption caused by the COVID-19 pandemic. The way in which phonics is organised leads to some older pupils missing English lessons. As a result, for some pupils, the gap is widening further between them and their peers.

Reading for pleasure is promoted well. Throughout school, teachers introduce pupils to a rich variety of books. These challenge the most able readers.

In early years, staff create an environment that supports the delivery of an ambitious curriculum. Adults choose resources that meet the children's needs and promote learning. 'Woodlands Wednesday' gives the Nursery children the opportunity to explore the natural environment. There are some inconsistencies in the delivery of the curriculum. Some children have a much richer language

experience than others. Where this is most effective, staff carefully draw the children into conversation. They model language really well.

The school works closely with external agencies to support pupils with special educational needs and/or disabilities (SEND). Staff are effective in teaching pupils with SEND. They are adept in adapting learning activities so that all pupils learn well. Pupils with SEND access the full curriculum. They also take part in the wider life of the school. Those pupils who need emotional and/or academic support get the help they need.

Pupils enjoy their leadership roles. They are proud of their contribution to school life. All pupils learn to play a musical instrument and have the experience of performing to an audience. Pupils enjoy representing their school at sporting tournaments. Carefully planned visits enrich the curriculum, and all pupils take part in a residential trip. The school's focus on educating pupils about careers is impressive. Pupils visit local employers. This inspires them to do well in school to gain future employment. Some pupils are unclear about fundamental British values and protected characteristics, such as age and disability.

High expectations and established routines ensure excellent behaviour. Pupils are courteous and polite. Leaders work with families to highlight the importance of coming to school. Pupils enjoy school life, and attendance rates are high.

The school goes to considerable efforts to invite parents and carers into school. These include curriculum-based workshops alongside their child. The after-school cookery sessions are very popular. These activities are helping to form positive home-school relationships.

The governing body and leaders strive for continual improvement. Governors know the school well. Leaders ensure that staff have regular training to fulfil their responsibilities. Staff are proud to work at the school and appreciate the support they receive from leaders, including for their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There are some differences in how rapidly pupils in certain cohorts are learning phonics. This means that some pupils in key stage 2 do not read fluently. The school should further develop its existing strategies to ensure that pupils who need to catch up quickly with their peers in phonics do so.
- The school does not ensure that the pupils' understanding of fundamental British values and the protected characteristics is sufficiently well developed. Some pupils

have a limited understanding of British values and the protected characteristics and why these make a difference to everyday life. Leaders should ensure that the curriculum provides pupils with the necessary opportunities to further develop their understanding of British values and the protected characteristics.

- There is variation between the early years classes in the delivery of language-rich activities. This means that some children are not having exposure to high-quality language interactions. The school should ensure that all children in early years have well-planned, language-rich learning opportunities.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	108579
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10228907
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Graham Hill
<b>Headteacher</b>	Barbara Middleton
<b>Website</b>	<a href="http://www.shiremoor-primary.co.uk">www.shiremoor-primary.co.uk</a>
<b>Date of previous inspection</b>	31 January 2008

## Information about this school

- The school uses one alternative education provider.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with the early years leader, subject leaders, class teachers and pupils. Further meetings were held with early career teachers and some support staff.
- The lead inspector met also with representatives of the local governing body.

- The inspectors carried out deep dives into early reading, English, mathematics, history and art. For each deep dive, the inspector looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- As well as speaking with parents at the school gate, inspectors considered responses to the online survey, Ofsted Parent View. The inspectors took the views of staff into account through a number of meetings as well as their responses to Ofsted's staff survey.

### **Inspection team**

Mary Cook, lead inspector

His Majesty's Inspector

Jacqueline Mowat

Ofsted Inspector

Chris Mitchinson

Ofsted Inspector

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