

# Seaside Primary School

## Inspection report

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<b>Unique reference number</b>	134837
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381749
<b>Inspection dates</b>	23–24 February 2012
<b>Lead inspector</b>	Peter McGregor

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

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<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>	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Bowd
<b>Headteacher</b>	Simon Mockford
<b>Date of previous school inspection</b>	10–11 June 2009
<b>School address</b>	Freshbrook Road Lancing BN15 8DL
<b>Telephone number</b>	01903 876300
<b>Fax number</b>	01903 876301
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 February 2012
<b>Inspection number</b>	381749



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## Introduction

Inspection team

Peter McGregor

Additional inspector

Vanessa Tomlinson

Additional inspector

Stephanie Rogers

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 28 lessons, taught by 13 teachers, of which three were joint observations with the headteacher. They held meetings with groups of members of the governing body, parents and carers, staff and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at development planning, tracking data and safeguarding documentation. They scrutinised the questionnaires completed by staff and pupils and analysed the 126 received from parents and carers.

## Information about the school

Seaside is an above average sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. Most of the pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is low. The proportion of pupils who are disabled or have special educational needs is above average. Their needs mostly relate to moderate learning difficulties, behavioural, emotional and social difficulties and speech, language and communication. The Early Years Foundation Stage comprises two Reception classes. The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress. The school has gained Healthy Schools, Dyslexia Friendly and Eco Schools awards. The governing body has recently started a breakfast club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. The quality of provision in the Early Years Foundation Stage is good, giving children a firm foundation on which to build. The school's overall effectiveness is not better than satisfactory because the quality of teaching is inconsistent across Years 1 to 6, which results in weaknesses in progress and misbehaviour in a minority of classes.
- Pupils enter the Reception class with knowledge and skills slightly below those expected for their age and leave Year 6 with broadly average attainment, having made satisfactory progress overall. Over recent years, attainment in mathematics has improved greatly. Standards in English, after improving, dipped in 2011, particularly in writing.
- The quality of teaching varies between outstanding and inadequate. The most successful teaching can be distinguished from the least effective in areas such as pace of work, how learning tasks are matched to pupils' prior knowledge and abilities, how teachers engage pupils' interest through effective questioning and involvement, and find the right balance between teacher explanation and opportunities for pupils to speak. In some lessons, these are strengths, while in others they are weaknesses which restrict achievement.
- Around the school pupils behave well. They are courteous and polite and know that they are safe. In a minority of classrooms, often as a result of weaknesses in teaching, pupils fidget and use time less productively for learning. In a small minority of lessons, their misbehaviour disrupts the learning of others. Pupils' punctuality is good and attendance is improving steadily; it is now slightly above average.
- The quality of the curriculum and the way in which pupils' spiritual, moral, social and cultural development is promoted are both good. Leadership and management are satisfactory overall as monitoring of the quality of teaching, although accurate and rigorous in the classroom, has not been followed through to bring about sufficient improvement. As a result, progress in different classes is too variable and some pupils underachieve.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching by making better use of monitoring information to inform professional development. This is the key step that will lead to improved achievement, particularly in English but also across a range of subjects in some classes, and better behaviour in some lessons. Aspects of teaching to be improved are:
  - pacing work, so that pupils work hard and learn well throughout each lesson
  - matching the work taught to pupils' prior knowledge and abilities so that all make good progress
  - engaging pupils' interest through effective questioning and participation in activities
  - increasing opportunities for pupils to speak constructively during lessons.

By the end of the current school year, inadequate teaching should be eradicated at Seaside Primary.

## Main report

### Achievement of pupils

Children start in Reception with skills a little below those expected in communication, language and literacy, in problem solving, reasoning and numeracy and in personal, social and emotional development. As a result of the good provision in both the indoor and outdoor environments they make good progress and join Year 1 with knowledge and understanding broadly similar to that expected of children of their age. In a lesson on descriptions of character, children were attentive and interested, improving their spelling as the teacher focused on phonics, the links between sounds and letters. Those children who speak English as an additional language, disabled children and those who have special educational needs play very well with their peers in an inclusive environment where the development of good social skills is a key intention of all sessions.

Progress in Years 1 and 2 is satisfactory overall and attainment by the end of Year 2 is broadly at the expected level, including in reading. School data, however, indicate inconsistency in progress over time, dependent upon the quality of teaching and learning in different classes. At its best, learning is rapid and effective for all groups because work is engaging. Having written poems about 'fire', Year 2 pupils read them to the class with great enjoyment. Higher level vocabulary 'violet words' on the walls had helped with writing and all pupils made substantial progress. Investigating lines of symmetry, the focus on mathematical literacy enabled lower attaining pupils to appreciate and understand terms such as hexagon and rectangle. A small number

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of pupils whose special educational needs relate to behaviour – particularly their concentration – were indistinguishable from their peers when tasks captured their imagination and they experienced success. Progress was no better than satisfactory in other lessons when not all groups were involved appropriately in the activities. In a library session, there was underachievement because a boisterous minority were not engaged in their reading task and time was wasted.

Pupils' progress and attainment in English and mathematics in Years 3 to 6 have varied considerably over the past three years, as the school has tried to respond to its own tracking data on pupils' progress. Variation in the quality of teaching, as for the younger classes, is the principal cause of this inconsistency. Currently, the twin focus on English and mathematics is helping to maintain good progress in mathematics and reading, where attainment is average, and lift achievement in the standard of boys' writing, where attainment has been below average. Progress and attainment are generally better in Years 5 and 6 than in Years 3 and 4. Mathematics work in books and in lessons for the older years shows a good balance of themes and progress over time. The gap between girls' and boys' progress is being narrowed. Work is in hand in English to raise attainment as writing is focused on areas which boys enjoy, such as sport and competition. Work seen in boys' books, and the school's tracking data, indicate that this is having a positive impact on the standard achieved. Parents and carers are very pleased with the progress their children make in developing their literacy and mathematical skills. Inspection evidence confirms this in some classes but not all.

### **Quality of teaching**

Teachers are knowledgeable about the subjects and areas of learning taught; they speak with confidence and clearly enjoy teaching the broad curriculum. Good relationships are established with the pupils, which contribute well to their spiritual, moral, social and cultural development. The good teaching in the Early Years Foundation Stage stems from the calm Reception class environment where the team of staff work well together in an organised manner, with clear learning intentions in mind. Assessment of learning is regular, systematic and recorded, and this informs what is taught next. Phonics is generally taught well as are other key components of literacy, along with numeracy and personal development. Occasionally, higher achievers are not challenged sufficiently.

The quality of teaching is satisfactory overall in Years 1 to 6; in a few lessons, teaching is excellent. In a small minority of lessons, shortcomings result in silliness and unsatisfactory progress. At times staff do not notice inactivity and accept background chatter not associated with the work in hand. When tasks are too difficult or too easy for pupils' abilities, the pace of work falls away as initial enthusiasm for learning wanes. Some teachers tend to speak for too long, asking too few questions which could enable understanding to be identified, and often questions are only directed at confident pupils, requiring simple short answers. Pupils have insufficient opportunities to develop their ideas through speaking and those lacking in oral confidence are insufficiently involved. In an example of outstanding teaching in

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Year 6, excellent progress was made in a session for more able mathematicians, because the work on rotations was both challenging and possible. The teacher's very strong subject knowledge resulted in high quality questioning and explanations. Learning intentions were clear and expectations of what should be completed by pupils of differing backgrounds, prior knowledge and aptitude, were high. Some of these strengths were apparent in a range of lessons. Teaching support staff are generally deployed well and provide effective guidance for pupils. Pupils' books seen were marked well with constructive criticism and next steps identified to help pupils improve. The pupils know their targets in English and mathematics, although not in other subjects, and value the direction these provide. Parents' and carers' very positive views of the teaching their children experience do not reflect the overall inspection evidence.

### **Behaviour and safety of pupils**

Pupils behave well around the school. During assemblies they listen well and celebrate successes of their peers with enthusiasm. At break and lunchtime pupils play well together and appreciate the equipment available for them to use; several of the items such as skipping ropes and hula hoops have been purchased at the request of the school council. When pupils misbehave, or there are occasional incidents of name-calling or play that is too physical, adults are at hand to resolve the situation. Parents and carers say their children are entirely safe at school and the pupils agree. Pupils report that instances of any form of bullying are rare and school documentation supports this. Punctuality to school in the morning is good. Attendance is satisfactory and is now a little above average. It has improved steadily over the past three years. Attendance data are analysed with care to ensure that the individual circumstances of pupils are understood where data indicate a persistent problem. Exclusions are very infrequent but have taken place during the past year. The needs of the individual and those of the school community are considered with care to ensure that, when exclusions are carried out, they are appropriate.

A small minority of parents and carers, and some pupils, are unhappy with the behaviour of a few pupils. Inspection findings support these concerns in relation to some classroom behaviour. During lessons, pupils' behaviour is satisfactory overall. Often conduct is good at the starts of sessions where pupils show a willingness to learn and enjoyment at the prospect of interesting work. In Reception classes, behaviour is good. When teaching is satisfactory, or very occasionally worse, and work does not capture the interests of all pupils in a class, chattering, and occasionally significant misbehaviour, interrupts learning. The whole-school approach to managing pupils' conduct which has such a good impact on behaviour around the school is not used consistently in all classes.

### **Leadership and management**

The vision and direction for a high attaining school with well-behaved pupils are articulated well by senior leaders and clearly stated in development planning. Key subject leaders and other staff are keen to support their school, aware of the

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progress made in recent years. Tracking systems, which identify individual pupils' attainment, give a clear picture of progress over time, enabling support to be provided where gaps are identified. Monitoring the quality of teaching and learning is regular and accurate, as was apparent in joint observations carried out with the headteacher. Actions taken, however, to resolve identified teaching and learning issues have not been sufficiently effective and so some problems remain that restrict pupils' attainment and achievement. The curriculum is good because it covers all expected areas and has added strengths such as the wide range of extra-curricular activities, including sports clubs and fixtures, two residential experiences, and an eco committee of pupils, which decides what green issues to support. Grouping of pupils by prior learning in phonics and mathematics is helpful in meeting pupils' needs, including the least and highest attainers, disabled pupils and those with special educational needs.

The governing body carries out its roles and statutory responsibilities conscientiously and has a good knowledge of the school. Governors know its history, its areas for development and are forthright in their drive for further improvement. They support the senior leaders' commitment to providing equality of opportunity for all pupils and eliminating discrimination of any sort. Safeguarding procedures meet requirements. Links with parents and carers are strong. Parents and carers appreciate the openness of staff when they communicate with them. Partnerships with the agencies which help the school to meet the needs of the most vulnerable pupils are effective. Pupils say they are well prepared for transfer to their secondary schools. Staff work successfully, around school and during assemblies, at helping pupils to value all groups in society, to appreciate the difference between right and wrong and to get on well together. This has a positive impact on pupils' spiritual, moral, social and cultural development. The recent addition of a breakfast club is helpful in promoting social development. A reflective approach in lessons is less successfully promoted.

Significant progress has been made over several years in raising achievement in mathematics and a range of other subjects, such as humanities topics, maintaining a safe environment and improving attendance. Current achievements in English in Year 6 are better than in 2011. These outcomes, notwithstanding the remaining weaknesses in teaching, indicate that the capacity to improve is satisfactory.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 February 2012

Dear Pupils

### **Inspection of Seaside Primary School, Lancing BN15 8DL**

Thank you for the friendly welcome you kindly gave us when we inspected your school. We enjoyed talking to you, hearing some of you read and finding out from your questionnaires how positive you are about the school.

Seaside Primary is a satisfactory school. Reception children make good progress in the Early Years Foundation Stage and are well prepared to enter Year 1. You make satisfactory progress and leave Year 6 with broadly average attainment, although standards in mathematics have been higher than in English. We judge teaching to be satisfactory overall because it varies a lot across classes. Sometimes it is excellent and you do really well and get involved in the interesting activities. In other lessons, where work can be too easy or difficult for some of you, you are not as successful as you should be. You have too few chances to talk about what you are learning at times. Around the school you behave well and you told us how safe you feel. We find that your behaviour is satisfactory overall, and not better, because in a few lessons, there is too much chatter and silliness. You are punctual and your attendance is improving steadily. The school provides a good range of subjects and clubs, which you enjoy.

To make things even better we have asked the school to make sure all the teaching is good. We would like you to work hard in each lesson and always be expected to do your best. To help you do this, teachers will ask you more questions and give you more opportunities to talk about your learning. They will check that each of you is given suitable work that enables you to do as well as you can. It is important that you make the best use of time in all your lessons.

Thank you again for your welcome, keep enjoying your school and I wish you every success in the future.

Yours sincerely

Peter McGregor  
Lead inspector

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