

# Sea View Primary School

## Inspection report

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<b>Unique Reference Number</b>	134230
<b>Local Authority</b>	South Tyneside
<b>Inspection number</b>	360609
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Kate Pringle

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>	363
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Wells
<b>Headteacher</b>	Mrs Jane Cunningham
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Norham Road South Shields Tyne and Wear NE34 7TD
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## Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and 15 teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 72 parents and carers, 36 staff and 122 pupils.

- How well provision in the Early Years Foundation Stage enables children to make good progress.
- How well teaching and learning challenges the needs of pupils of differing abilities in order to secure good progress for all groups of pupils particularly in boys' writing and those with special educational needs and/or disabilities.
- How well the developing curriculum provides opportunities for pupils to become independent learners and make best use of their basic skills, including skills in information and communication technology (ICT), to support learning.
- How successfully the school makes best use of the individual roles and responsibilities of all leaders and managers to engage all in the challenge to improve outcomes.

## Information about the school

Sea View is a larger than average-sized primary school in which the proportion of pupils known to be eligible for free school meals is over twice the national average. The proportion of pupils from minority ethnic groups and those who speak English as an additional language is lower than the national average. The percentage of pupils with special educational needs and/or disabilities is lower than levels found nationally as is the proportion of pupils with a statement of special educational needs. The school was founded in 2006 as a result of the amalgamation of three schools. It presently holds awards for Activemark, Healthy Schools, Eco School Bronze and Basic Skills.

The school shares a campus with a children's centre and a school for pupils with special educational needs. Although the Children's Centre is managed by the governing body and is led by the headteacher of Sea View Primary, it will be inspected and reported upon separately.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This good school is central to the community that it serves. This is demonstrated in the positive atmosphere in which staff and members of the governing body work together to support pupils and their parents and carers. Warm and positive relationships strongly support the good quality of care, guidance and support which impact well upon all aspects of school life. This is demonstrated by the vast majority of parents and carers whose appreciation is reflected in such comments as: 'The staff value every child for individual reasons and the children are encouraged to develop individual talents.' Pupils feel very safe because behaviour is good. A range of good opportunities enable pupils to develop good personal and social skills and learn to reflect on their own needs and those of others.

Children enter the Early Years Foundation Stage with skills that are overall well below those expected for their age. Pupils' broadly average attainment by the end of Year 6 indicates the good progress they make. However, both boys and girls make slower progress in writing than in reading and mathematics. Good teaching in most lessons motivates pupils challenging them at individual levels and engaging them in the assessment of their learning. However, in some lessons activities are not so well matched to abilities and pupils are less sure what they need to achieve in order to progress. Good relationships with teachers and other staff mean that pupils demonstrate positive attitudes to learning and work hard to complete their tasks. Links with parents, carers and other partners successfully enable the individual needs of those pupils who are vulnerable to be met, particularly those at an early stage in speaking English and those with special educational needs and/or disabilities. This enables them to make good progress in line with other pupils. Overall outcomes are good and the school provides good value for money.

The school's leadership ensures the school has maintained a good momentum for improvement. Clear delegation of responsibilities enables leaders at all levels to support this process effectively. However, current systems for analysing data about pupils' progress do not yet provide all leaders and managers with easy access to a concise overall picture of progress. The school's clear evidence of improvement since the previous inspection confirms its good capacity to improve further. Exclusions are lower, attendance is higher, pupils' progress is better and teaching is now good overall. These improvements reflect appropriate actions arising from accurate self-evaluation and also reflect well-developed procedures for monitoring and evaluating all aspects of the school's work.

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

- Raise attainment, especially in writing, by:

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- providing all pupils with learning tasks which are consistently well matched to their needs
- ensuring all pupils are fully informed about what steps they should take to improve further
- creating opportunities for pupils to use their basic skills across the curriculum.
- Refine the school's analysis of pupil progress data by developing procedures which give leaders at all levels easy access to this data.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school. They say that they learn a lot and talk appreciatively of the positive relationships with adults who support them in their learning and when they are upset. Pupils demonstrate a very good work ethic through their positive attitudes to learning. They are eager to please and are well-motivated to join in lessons to the best of their ability as they enthusiastically respond to new experiences. Overall pupils make good progress to achieve broadly average attainment by the end of Year 6 with outcomes showing an improving trend over recent years. Although there is little difference between the attainment and progress of boys and girls, improvement in writing for all pupils is slower than in reading and mathematics and remains an area to improve. Rapid identification of pupils with special educational needs and/or disabilities and those who are at an early stage of learning English combined with good support means that these groups also make good progress.

Behaviour is good and because of this pupils feel very safe in school. They recognise bad behaviour and tell how it is quickly dealt with by teachers, buddies and other staff. A number of links that include, for example, the police and 'lollipop lady', further supports their understanding of how to keep safe within the wider community. Pupils develop a good understanding of how to lead a healthy lifestyle through a good range of physical activity and healthy school menus. Pupils engage well in a number of responsible roles to promote citizenship and their contribution within the school and the local community. They care for younger children and take part in recycling opportunities. The school council has helped pupils play a lead role in improving the school/community environment by developing the play areas, by planting up the community site and by engaging in a number of activities with the local community, for example, the summer festival. A developing range of opportunities for pupils to engage with other communities and cultures is enabling them to have a wider perspective of those from different backgrounds. The positive ethos of the school contributes well to average attendance which, together with their average attainment, means that the preparation for pupils' future education is satisfactory.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The majority of teaching is good because of the high expectations of pupils' behaviour and their work ethic. Pupils respond well and are well-motivated to learn. In the majority of lessons teachers' good demonstrations of new skills capture the pupils' interest and support their learning well. They ensure challenge through well-targeted questioning and set tasks well-matched to individual needs. Where teaching is less effective the pace and challenge of learning and progress decrease as there are fewer opportunities for pupils to discuss their learning and apply newly-learnt skills. Overall, the use of assessment to support learning is satisfactory. Not all teachers use this information effectively on a daily basis to match tasks to individual needs accurately. Similarly, the sharing of information with pupils regarding their next steps in learning is inconsistent between classes.

An increasing range of experiences is providing pupils with a variety of opportunities to build upon existing skills. Visitors and visits help to excite and engage pupils' curiosity and widen their understanding of the world about them. Well-developed plans provide links with, for example, health and safety when pupils considered appropriate clothing for a mountainous area in a literacy lesson. Although the links between subjects are developing well, opportunities for pupils to apply their skills in reading, writing, number and information and communication technology (ICT) are not established sufficiently. In contrast, the development of personal and social education is a strength, demonstrated by good outcomes in pupils' moral and social development. Pupils' confidence and self-

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esteem is further extended by good-quality residential opportunities in Key Stage 2. A very good range of enrichment activities provides additional opportunities for pupils to extend their physical and creative skills.

Well-organised opportunities for communication with parents and carers ensure high levels of shared information. The work of the relationship manager provides a good link between parents and carers, the school and outside agencies. Determined strategies with parents are impacting well, for instance, on rising attendance and on encouraging parents and carers to play a role in their children's learning. Pupils who are vulnerable, those with special educational needs and/or disabilities and those who are at an early level of learning English are well-supported through a range of extended agencies and other partners. Well-established links with the children's care unit in the children's centre and with the secondary school ensure that pupils transfer easily between different stages in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

There is a strong sense of shared purpose between managers and leaders under the leadership of a highly-motivated headteacher and her dedicated team of senior leaders. Good understanding of the strengths and weaknesses of the school ensures that developments are pertinent and focus strongly upon improving the outcomes of pupils. Leaders are encouraged to take up responsibilities and have a good understanding of the impact of their work on identified priorities. Challenging targets are set. Good systems support the monitoring of teaching and learning and this is clearly and effectively linked to professional development to support individual and school priorities. This is an inclusive school where concerns are quickly identified and tackled. Each pupil is valued and teachers ensure that all are provided with equal opportunity to achieve.

The governing body uses its range of expertise and experience to both support and challenge the school. It has played a considerable role in developing the present school and works closely with the headteacher and her team to secure the best possible provision for pupils, staff, parents and carers. Considerable dedication since amalgamation has been successful and the school has a good standing within the community with which it has very strong links. Links with other communities are developing. Safeguarding arrangements are good and there are particular strengths in the quality of systems and documentations which are supported by regular checks to minimise risk.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children thrive in this warm and caring environment where they feel safe and secure. They settle quickly including those who are vulnerable or who have special educational needs and/or disabilities. Strong links with parents and carers, the Children's Centre and other agencies secure an easy transition into Nursery. These links ensure that those children who need extra support receive it. Children confidently take part in a range of learning experiences that develop their skills, independence and understanding. As part of their celebration of the Chinese New Year, children made red lanterns and tried eating a variety of Chinese food using chop sticks – some very successfully! Children learn to keep safe and healthy. They demonstrate respect for others as they share and take turns. As a result, they play together happily and behave well.

Children make good progress. However, most leave the Reception class with skills below those expected for others of similar age. Good leadership and positive teamwork have led to a well-developed range of strategies to observe and record children's achievements. The use of these observations to help plan the next steps of learning for each child is at an earlier stage of development. Leaders correctly identify areas for improvement and are able to demonstrate their improvements to assessment, the extension of the outdoor provision and links with parents, carers and other partners. Effective monitoring and evaluation is seeking to build upon present good practice.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Although the level of response was lower than the average for primary schools, the vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children's needs well. The issues that were raised by a few parents and carers were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sea View Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 72 completed questionnaires by the end of the on-site inspection. In total, there are 363 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	71	20	28	0	0	0	0
The school keeps my child safe	44	61	28	39	0	0	0	0
My school informs me about my child's progress	37	51	30	42	4	6	1	1
My child is making enough progress at this school	37	51	31	43	3	4	0	0
The teaching is good at this school	41	57	27	38	3	4	0	0
The school helps me to support my child's learning	38	53	26	36	4	6	0	0
The school helps my child to have a healthy lifestyle	39	54	31	43	0	0	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	54	24	33	2	3	0	0
The school meets my child's particular needs	39	54	29	40	2	3	0	0
The school deals effectively with unacceptable behaviour	29	40	37	51	1	1	1	1
The school takes account of my suggestions and concerns	37	51	31	43	3	4	0	0
The school is led and managed effectively	38	53	31	43	1	1	1	1
Overall, I am happy with my child's experience at this school	49	68	21	29	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



4 February 2011

Dear Pupils

**Inspection of Sea View Primary School, South Shields, NE34 7TD**

It was lovely to meet you all when I, and other inspectors, visited your school. We enjoyed talking to you and were pleased to find how much you enjoy school and the many opportunities it gives you. You understand well how to keep safe and it was good to see how well you looked after each other. Your behaviour is good and this showed really well in lessons where you worked hard and tried to do your very best.

You go to a good school. We know that you like it because you talk so warmly of the teachers and the other adults who look after you every day. It is clear that staff work hard to make sure that you and your families have the help needed to get through difficult periods. Your parents and carers tell us that they feel that you are well looked after and they help by making sure that you attend school regularly.

We feel that your school could be even better by making a few changes. We would like teachers to help you achieve higher standards, especially in your writing. They can do this by making sure that your work is well-matched to what you each need to learn and by involving you more in what you need to learn next. We have asked them to give you more activities in other subjects for you to use your skills in reading, writing, mathematics and ICT. We would also like them to devise a quicker way of checking all the information they have about how well you are doing in your work.

We wish you every success for the future and hope that you will help your school to become even more successful than it is now.

Yours sincerely,

Mrs Kate Pringle

Lead Inspector

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