

# Seascape Primary School

## Inspection report

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<b>Unique Reference Number</b>	133701
<b>Local Authority</b>	Durham
<b>Inspection number</b>	360573
<b>Inspection dates</b>	7–8 February 2011
<b>Reporting inspector</b>	Linda Buller

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Freda Maddison
<b>Headteacher</b>	Mrs Yvonne Ryle
<b>Date of previous school inspection</b>	21 May 2008
<b>School address</b>	Ellison Road Peterlee County Durham SR8 5NJ
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 22 lessons, observed 13 teachers and had discussions with members of the governing body, staff, pupils, partners of the school and parents and carers. They observed the school's work, looked at the school's self-evaluation documentation, monitoring and assessment information, lesson plans and school policies. Inspectors analysed 55 questionnaires from parents and carers. The school's safeguarding procedures were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of pupils in each key stage, to determine whether the school's capacity to sustain improvement, is satisfactory.
- The impact of low attendance and low attainment on pupils' ability to develop the knowledge and skills needed for their future economic well-being.
- The quality of teaching and learning, particularly the use of assessment information to support learning, to determine the success of leadership and management, in driving improvement.

## Information about the school

This is a larger-than-average sized primary school. The majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average, and includes a well-above-average proportion of pupils with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is well above average. Since the last inspection the school has undergone a number of staffing changes and has moved to a new school building.

**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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. It has strengths in the good care, guidance and support it provides for pupils and the effective partnerships developed with other agencies. Each pupil is treated as an individual and this is shown in the well-placed support that pupils receive. Pupils' emotional well-being thrives on this caring support. As a result, a strong ethos of respect and mutual understanding pervades the school; pupils behave well and work together in harmony.

Pupils' achievement is satisfactory. An increasing proportion of pupils is now learning well and making good progress, however, this is not yet fully consistent across the school. Consequently, although levels of attainment have improved strongly since the last inspection, with the gap between the standards attained by the oldest pupils in the school and those nationally narrowing well, overall, attainment remains low. Despite the school's very best efforts pupils' attendance also remains low. While this has a negative impact on the academic attainment of those pupils who do not attend regularly, all pupils make good progress in acquiring good personal and social skills. This, together with good progress in the acquisition of basic information and communication technology (ICT) skills, prepares pupils soundly for the next stage of their education.

Good and outstanding teaching in the Early Years Foundation Stage is resulting in improved levels of attainment on entry to Key Stage 1. In most lessons this is built on well in Years 1 and 2, leading to at least satisfactory and often good progress. Occasionally, however, teachers' expectations in ensuring pupils apply their basic skills are not high enough. For example, pupils are not consistently reminded of the need to use their knowledge of the sounds which letters make when engaged in writing tasks and spelling remains a weakness. Throughout the school teachers' assessments of pupils' knowledge and skill is generally accurate. In some lessons, particularly in Key Stage 2, learning slows for the least-able, when teachers do not use ongoing checks of how well pupils are doing to identify when they are not making the progress expected and to take action accordingly. Therefore, although improving well, teaching remains satisfactory overall.

Curriculum provision is satisfactory and is generally adapted well to meet the needs of higher-attaining pupils. Less attention is given to ensuring that the curriculum planned for lower-attaining pupils or those with special educational needs and/or disabilities builds consistently on their knowledge and skills.

Systems of self-evaluation are accurate and are used appropriately to provide a clear and well-coordinated drive towards improvement. The monitoring of teaching is undertaken regularly, and provides useful guidance for teachers to further improve the impact that teaching has on pupils' progress. Senior leaders are not, however, using the information gained from tracking pupil performance rigorously to identify if sufficient action has been taken to make an impact on the outcomes for pupils. Nevertheless a greater proportion of

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pupils are making good progress and standards are rising, confirming the school's satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure all pupils make consistently good or better progress in Key Stage 2 by:
  - making sure teachers continually check how well all pupils are doing in lessons and by providing effective intervention when needed
  - adjusting the curriculum provision so that it builds systematically on the prior knowledge and skills of less-able pupils and those with special educational needs and/or disabilities
  - further improving pupils' rates of attendance
  - making sure leaders and managers use tracking information on pupil performance to drive forward the quality of teaching and learning.
- Ensure all pupils make consistently good or better progress in Key Stage 1 by:
  - making sure teachers have consistently high expectations of pupils in applying their basic skills in all of their work
  - further improving pupils' rates of attendance.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils are rightly proud of their new school building and fully appreciate the excellent climate for learning which it provides. They willingly play their part in ensuring that this is maintained by treating resources with respect and care. They say they enjoy school and this can be seen in how well they form positive attitudes to learning. In lessons, they listen carefully to instructions given by the teacher and are keen to do well. For example, in a mathematics lesson pupils effectively spurred each other on to rise to the teacher's challenge to solve problems. Pupils behave sensibly, which helps them to feel safe and get along with each other well. Through school routines and curriculum activities, pupils show that they have a good understanding of healthy lifestyles and most eat healthily and enthusiastically engage in physical activity. Visits to places of interest and a range of visitors to school help pupils to develop a good understanding of their own and different cultures and religions.

Overall, children enter the school, with levels of skill that are much lower than is usually expected for their age. Despite good progress in the Early Years Foundation Stage, pupils' attainment on entry to Year 1 remains below average in the key skills of reading, writing and mathematics. The proportion of pupils who make good progress is continuing to improve across the school. Attainment is rising as a result of teachers beginning to focus more effectively on the progress of individual pupils and of different groups, such as higher-attaining pupils. For example, in 2009 and 2010 the attainment of pupils at the end of Year 6 in mathematics rose to broadly average levels as a result of more pupils than previously reaching the higher levels. The attainment of those pupils currently in Year 6 continues however, to be below average overall as a result of past underachievement.

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This is particularly the case for lower-attaining pupils and for those with special educational needs and/or disabilities whose needs have not always been met as effectively as their peers. As a result, pupils with special educational needs and/or disabilities make satisfactory progress.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>	4
<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?

Following a period of staffing instability, the quality of teaching is improving, with almost all teaching being at least satisfactory and much that is good. Consistent strengths of lessons are the good relationships between pupils and adults. Throughout the school the very best lessons move forward at a fast pace and all pupils quickly become engrossed in the challenging work they have been set. This is not yet consistent in all lessons for all pupils. Teachers use good-quality marking to set further challenges and to identify the next steps in learning. For the most part this is successful in the contribution it makes to pupils' future progress.

Curriculum provision includes an appropriate emphasis on the development of basic skills. Opportunities for pupils to put these skills into practice across a range of subjects are improving and this is beginning to have a positive impact on their progress. The school is particularly successful at providing enrichment activities and in adapting curriculum provision to meet the needs of higher-attaining pupils. For example, school records indicate that the percentage of Year 6 pupils making good progress in mathematics to

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reach levels higher than those expected for their age rose to 50% in 2010. The school is less successful in adapting the curriculum for those who are less able or who have special educational needs and/or disabilities. Although these pupils receive targeted support through intervention strategies, the curriculum is not well enough adapted to meet their needs in all lessons. As a result, although some tasks are simplified, these pupils usually follow a curriculum which is planned at the level expected for pupils of this age rather than there being work which builds systematically on their current knowledge and skills.

The quality of care, guidance and support is good. Staff know pupils and families well and this enables prompt and effective support to be given sympathetically when issues arise. The work undertaken by adults to develop confidence and raise self-esteem, particularly with those pupils with special educational needs and/or disabilities, or those who are vulnerable is consistent and successful. Effective partnerships with other agencies to provide counselling and especially to encourage better attendance, by those who are persistently absent, contributes well to the school's calm and welcoming ethos. Attendance levels are improving strongly because of the school's very strenuous efforts and the number of pupils who are persistently absent is reducing well. The attendance of some pupils has improved very rapidly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school is improving steadily with the establishment of a skilled senior leadership team, clearly focused on raising standards, with ambition and drive at all levels of management. They share responsibility for identifying the correct priorities for improvement. For example, the school identified that boys generally enter the school with lower attainment than that of girls, particularly in literacy. It introduced strategies which have accelerated boys' progress so that by the end of Year 6 there is no significant difference in the levels attained by boys and girls. The school works diligently to ensure that there is no discrimination or harassment. However, despite the school's success in closing the gap between the attainment of girls and boys, it has not yet ensured that less-able pupils and those with special educational needs and/or disabilities are doing as well as they could. The school promotes equal opportunity satisfactorily.

The governing body is supportive and understands the school's strengths and areas for development, but has not yet developed systems to hold staff to account for pupils' progress. The school's effectiveness in forging strong partnerships with external agencies to promote pupils' welfare is a strength. The school is able to point to many striking examples where it has taken effective action to ensure pupils' well-being by supporting

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children and their families in accessing additional provision. Safeguarding procedures are good, with examples of outstanding practice being evident in the quality of the school's work with outside agencies to safeguard and promote the well-being of vulnerable pupils. Community cohesion is satisfactory. A plan and clear actions are in place for promoting pupils' understanding of the part they play in ensuring their school and local community operate harmoniously. Actions to extend work this to include national and international dimensions are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children get off to a lively and exciting start to education in the Nursery class. They make rapid progress in all aspects of learning from exceptionally low starting points on entry. Staff and children beam with pleasure and applaud when the few children who enter the Nursery with virtually no speech volunteer their first words and begin to make independent choices. The ratio of staff to children is generous. Highly-skilled key workers use their in-depth knowledge of each child to follow the children's interests and engage in dialogue which results in learning moving on at a fast pace. Throughout the Early Years Foundation Stage excellent use is made of very well- resourced and attractive areas for learning both indoors and out. Well-planned activities are matched carefully to each child's individual needs. Children have good opportunities to follow their own investigations. Good-quality teaching during adult-led activities ensures that mostly good progress is maintained in the Reception class. However, staffing ratios are not as generous. As a result, opportunities for high-quality intervention when children are engaged in play are occasionally missed and so progress across the Early Years Foundation Stage is good and not yet outstanding.



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Good leadership and management ensure that staff work well as a team with a shared commitment to helping all children do as well as they can. The careful analysis of how well children are learning is used well to plan future improvements. The part parents and carers play in their children's learning is fully recognised. Staff work hard to build good relationships and provide parents and carers with the information and skills needed to contribute to their children's good progress. For example, the school has identified that progress in children's calculation skills is slower than other aspects of their learning in the Reception class. The school has invited parents and carers to observe adult-led numeracy sessions in order to gain an understanding of how they can provide further support at home. Parental response to this opportunity has been good and is greatly appreciated by the school. Systems and procedures to ensure children's welfare and safety are rigorous and followed meticulously by staff. As a result, children thrive and make excellent progress in their personal, social and emotional development.

*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**

A smaller-than-average percentage of parents and carers responded to the inspection questionnaire. The majority who did so were supportive of the school. Parents and carers commented positively about the good start which their children get to their education in the Early Years Foundation Stage. A few parents and carers raised concerns about the school keeping their children safe. During the inspection safeguarding systems and procedures were found to be good. The school is aware of incidents which have led to some parental concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Seascope 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 55 completed questionnaires by the end of the on-site inspection. In total, there are 309 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	45	25	45	4	7	0	0
The school keeps my child safe	28	51	17	31	7	13	2	4
My school informs me about my child's progress	19	35	29	53	6	11	1	2
My child is making enough progress at this school	21	38	28	51	3	5	2	4
The teaching is good at this school	25	45	22	40	5	9	1	2
The school helps me to support my child's learning	16	29	28	51	11	20	0	0
The school helps my child to have a healthy lifestyle	19	35	34	62	2	4	0	0
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)	16	29	30	55	3	5	0	0
The school meets my child's particular needs	19	35	25	45	8	15	0	0
The school deals effectively with unacceptable behaviour	16	29	27	49	10	18	1	2
The school takes account of my suggestions and concerns	14	25	27	49	11	20	2	4
The school is led and managed effectively	18	33	21	38	9	16	5	9
Overall, I am happy with my child's experience at this school	21	38	25	45	6	11	3	5

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.**



10 February 2011

Dear Pupils

**Inspection of Seascape Primary School, Peterlee, SR8 5NJ**

On behalf of the inspection team I would like to thank you very much for being so well-mannered and friendly to us when we inspected your school recently. We really enjoyed seeing your new school building and hearing how proud you are of the facilities which are provided for you.

Seascape is a satisfactory school. It has some good features and is steadily improving. You get a good start to your learning in the Early Years Foundation Stage and make good progress because of the good teaching, care and leadership and management. Most of you say you enjoy school and feel valued and safe, as a result of how well you are looked after. Your behaviour is good and you all get along well with each other. Your attendance is improving although there are still too many pupils who do not attend sufficiently regularly. Although the number of you who make good progress in Years 1-6 is improving, the progress you make in your learning is satisfactory overall. By the time you reach Year 6 the standards attained in your school are lower than in most other schools.

I have asked the school to make sure that you are all helped to make good progress in all of your lessons by:

- ensuring teachers check in lessons that you are doing as well as you can
- making sure the work given to those of you who find learning more difficult is at the right level for you
- ensuring school leaders keeping a careful check that teaching is helping you to improve
- making sure that younger pupils use their letter sounds to improve their spelling
- making sure the school helps those of you with poor attendance to come to school more regularly.

You can help with this by continuing to behave well and always doing your best.

Yours sincerely

Linda Buller

Lead inspector

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