

The Skegness Seathorne Primary School

Inspection report

Unique reference number	120476
Local authority	Lincolnshire
Inspection number	380037
Inspection dates	9–10 May 2012
Lead inspector	Ann Ashdown

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Peter Tong
Headteacher	Karen Foster (Interim Headteacher)
Date of previous school inspection	29 September 2008
School address	Count Alan Road Skegness PE25 1HB
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Age group	3–11
Inspection date(s)	9–10 May 2012
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Introduction

Inspection team

Ann Ashdown

Additional Inspector

Anne Wesley

Additional Inspector

Andrew Read

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 18 teachers teaching 24 lessons, one of which was a joint observation with the deputy headteacher. In addition, they visited specialist sessions teaching the links between letters and sounds and listened to pupils read. Meetings and discussions were held with groups of pupils, members of the governing body, parents, carers and school staff. Inspectors observed the school's work, and looked at pupils' books, progress data, safeguarding information, and other documentation. They analysed 57 questionnaires from parents and carers and also those from pupils and staff.

Information about the school

This is much larger than average-sized primary school. An above average proportion of pupils are known to be eligible for free school meals. A below average proportion of pupils are from minority ethnic backgrounds and a similar proportion speaks English as an additional language. The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average, and a well above average proportion has a statement of special educational needs. The school meets the current floor standards which are the minimum standards expected by the government for attainment and progress. The proportion of pupils who join and leave the school other than at the usual time is well above average. The school has an interim headteacher provided by the local authority who took up her post in January 2012.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It continues to improve because, during a period of staff turbulence, staff and the governing body have maintained their focus on raising attainment and accelerating pupils' progress. The school is not yet good because teaching is satisfactory rather than good; poor attendance remains a barrier to learning for some pupils; and the roles of senior and middle managers are not yet fully developed. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Children enter the school with skills well below those expected for their age. They make satisfactory progress as they move through the school. By the end of Year 6 attainment, although still below average, is much closer to the national figure.
- Teaching and learning are satisfactory. In some lessons teaching is good, with work that is well-planned, challenging and carefully matched to pupils' needs. However, this good practice is not consistent across the school. In slower paced lessons, tasks are not as challenging and the marking of pupils work does not always give them clear pointers for improvement.
- Behaviour and safety are satisfactory. Pupils' attitudes to learning are typically satisfactory and in some lessons good. Any bullying is firmly dealt with and children say they feel safe in school. Attendance is below average and remains an area for improvement. However, the school's strategies to raise attendance are having a positive impact and it is improving over time.
- Leadership and management are satisfactory. Effective leadership of teaching and the use of performance management are helping to build the school's capacity to improve further. However, leaders and managers do not sufficiently evaluate their areas of responsibility and contribute to forward planning.

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What does the school need to do to improve further?

- Improve the quality of teaching from satisfactory to good by:
 - sharing good practice more widely across the school
 - ensuring a consistent approach to marking which gives pupils high quality advice on how to improve their work
 - ensuring the pace of work is challenging for all pupils.
- Further improve attendance and reduce the numbers of pupils who are persistent absentees by:
 - continuing to work closely with parents and carers to ensure they understand the importance of sending their children to school regularly
 - ensuring that strategies to improve attendance are working as well as they possibly can and are regularly reviewed and revised
 - further raising pupils' awareness of the importance of good attendance through praise and reward.
- Continue to build capacity for the school to improve by developing the roles of senior and middle leaders and managers in monitoring and evaluating the work of their areas and identifying priorities for further improvement.

Main report

Achievement of pupils

Pupil's achievement is satisfactory. Work on display and that seen in pupils' books confirms the satisfactory and sometimes good progress that all groups of pupils are making. In lessons, most pupils are keen to learn, concentrate on the task in hand and work hard. A few are more reluctant learners who need encouragement to answer questions and contribute to the lesson. Disabled pupils and those with special educational needs and pupils who join the school part-way through their education make the same satisfactory progress as their peers because they receive timely and focused additional help from teachers and teaching assistants.

Children join the school with skills which are well below those expected for their age especially in language and communication. They settle well into school routines in the Nursery class and by the end of the Early Years Foundation Stage have made satisfactory progress and become confident learners. In a Reception class, children enjoyed learning and confidently used words such as 'shorter', 'longer', 'thinner' and 'fatter' to describe the large numbers of worms they had dug up in their vegetable patch. Pupils continue to make satisfactory progress in Key Stages 1 and 2. Results in tests and assessments at the end of Year 2 and Year 6 show an upward trend. Test results in 2011, although below average, were closer to the national figure in both English and mathematics than they had been in previous years. The school's detailed data shows that the progress of current pupils is accelerating, gaps between their progress and that of pupils nationally are narrowing and they are on track to

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reach their targets this year. Older pupils were seen making good progress in mathematics as they explored alternative ways of calculating the areas of different shaped sports pitches. This work was made relevant and interesting when they were asked to 'advise the Olympic committee' on how much Astroturf they would need to surface various pitches for Olympic events. Parents and carers rightly feel that the school helps their children to make progress and to develop their skills in reading, writing and mathematics. Attainment in reading is below average at the end of Key Stage 1 but closer to average when pupils leave the school. Pupils' satisfactory progress in reading was confirmed when inspectors talked with pupils about the books they read and listened to pupils in Year 6 and in Year 2 read.

Quality of teaching

Teaching is satisfactory overall and in some lessons it is good. Most parents and carers feel that their children are well taught and that the school helps them to support their children's learning. In the most effective lessons, teachers plan their lessons carefully to make sure that pupils of all abilities are working on tasks which are suited to their needs. Teachers use a range of resources to engage the interest of their pupils so that they enjoy learning. Teachers and teaching assistants work well together to give constructive support to disabled pupils and those with special educational needs so they make satisfactory and sometimes good progress in their learning. Specialist sessions which teach children the links between letters and sounds help to accelerate their progress in reading. In a particularly successful English lesson, the teacher encouraged pupils to use all their senses and 'jump into the picture' being displayed to develop their powers of observation and use of language. In other lessons, activities do not fully challenge all pupils and rates of progress, although satisfactory, are slower. Pupils work is marked regularly. Examples of very helpful marking where pupils were given high quality feedback were seen. However, this good practice is not yet full shared and consistent across the school and, consequently, pupils are not always sure about exactly how to improve their work.

Pupils' spiritual, moral, social and cultural development is promoted effectively in lessons. Pupils share ideas and resources sensibly and most cooperate well in groups and teams. Older pupils express their opinions and engage in a debate about, for example, the pros and cons of home schooling. Displays of work on topics as varied as 'Amazing Africa' in the Nursery class and 'Studies of faith through art' by older pupils indicate pupils' developing awareness of other faiths and cultures. Teachers implement the planned curriculum well and specialist sessions in teaching letters and sounds and numeracy ensure pupils that make satisfactory progress in developing basic skills.

Behaviour and safety of pupils

Pupils' behaviour is typically satisfactory. Examples of good behaviour were seen in lessons where most pupils are keen to succeed and want to learn. A few parents and carers had concerns about lessons being disrupted by bad behaviour. Inspectors

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followed up these concerns and found that any minor incidents of challenging behaviour were well managed by staff and that there was minimal disruption to learning. Pupils said they felt safe in school and parents and carers agreed. Pupils are well informed about how to keep themselves safe in and out of school, and most have a sensible attitude to taking risks. They are suitably informed about different types of bullying, including cyber-bullying. They say that they were confident that any bullying in school would be sorted out by their teachers. Most pupils are polite to staff and to each other, and are friendly and welcoming to visitors. Pupils who join the school part-way through their education and those whose circumstances make them potentially vulnerable are given good support, both to settle into the school and to make the most of the opportunities it offers.

Attendance has previously been low but it is now showing sustained improvement. However, the school is not complacent and recognises that improving attendance remains a priority. Current strategies to reward good attendance and emphasise the importance of regular attendance to both pupils and their parents and carers are having an impact. However, these have yet to be fully refined and developed to raise attendance further and reduce persistent absenteeism.

Leadership and management

Under the confident leadership of the interim headteacher, well supported by the acting deputy headteacher and members of the governing body, the school has an accurate picture of its strengths and weaknesses. Staff feel their views are valued and that they are both challenged and supported in their work. The school's capacity to improve is satisfactory. The interim headteacher's good leadership of teaching, together with effective performance management and well-focused professional development, is enabling staff to improve their teaching skills and accelerate pupils' progress. Senior and middle leaders are making much greater use of assessment data to track pupils' progress and ensure that pupils receive timely extra help if this is needed; however, they have yet to be fully involved in evaluating the work of their areas of responsibility and identifying further priorities for development within these. Members of the governing body monitor the school's work and are fully involved in its strategic development. The school promotes the equal opportunities of all pupils well and gaps in attainment between Seathorne pupils and those nationally are narrowing. All groups of pupils are making satisfactory and, as improvements in teaching start to impact on pupils' learning, sometimes good progress. Discrimination of any kind is not tolerated. Safeguarding policies and procedures meet current government requirements. Staff are well trained in, and are fully aware of, child protection issues.

The curriculum is broad and balanced and meets pupils' needs. It is currently being reviewed and refined, and more links between subjects are making it increasingly relevant and interesting for all pupils. The current focus on linking work to the theme of the Olympic games is increasing pupils' knowledge and their enjoyment of learning. For example, younger pupils enthusiastically described in detail the differences between the modern day Olympics and those of Ancient Greece.

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Thought-provoking assemblies, personal, social, and health education lessons and a variety of extracurricular activities are all effective in promoting students' spiritual, moral, social and cultural development.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



11 May 2012

Dear Pupils

**Inspection of The Skegness Seathorne Primary School, Skegness
PE25 1HB**

Thank you for the warm welcome you gave the inspection team when we inspected your school this week. A particular thank you to those of you who read aloud to us, shared your views with us by filling in the questionnaires, and told us so much about your school. Please thank your parents and carers who also filled in the questionnaires.

This is what we have said about your school in our report.

- Yours is a satisfactory school.
- Your behaviour is satisfactory and sometimes good and we agree with your view that you are kept safe in school.
- Your achievement is satisfactory.
- The way your school is led and managed, the teaching you receive and the curriculum you follow are satisfactory.

This is what we have asked your school to do to help it improve.

- Make your lessons even better by asking your teachers to:
 - share their best ideas for teaching good lessons
 - make sure the marking in your books always gives you clear advice on how to improve your work
 - give you challenging activities in all your lessons which make you think really hard.
- Improve your attendance by checking it carefully and making sure you and your parents and carers understand how important it is that you come to school regularly.
- Asking your teachers to keep checking on how well the school is doing and how they can make it even better.

All of you can help your school become even better by attending regularly and working with your teachers to achieve the very best you can.

Yours sincerely
Ann Ashdown

Lead inspector

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