

Seaford Primary School

Wilkinson Way, Seaford, BN25 2JF

Inspection dates 15–16 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, governors and senior leaders have been successful in improving the quality of teaching and helping pupils to make faster progress,
- Overall, teaching is good. Pupils are encouraged to be curious and creative. They enjoy learning and most achieve well.
- The school provides very good support and care for pupils. Pupils have a strong sense of belonging. Most love their school and are conscientious about making a positive contribution to it.
- Pupils' behaviour is good. Pupils feel absolutely safe in school. They are kind to each other and respectful to staff. Their spiritual, moral, social and cultural development is outstanding and a strength of the school.
- Staff are proud to be part of the school. They recognise their accountability and make the most of the good opportunities for training that are available.
- Governors know the school well and are deeply committed to its continuous improvement. They support and challenge senior leaders well.

It is not yet an outstanding school because

- A few lessons require improvement, particularly in Key Stage 1 where pupils' progress can be hindered because activities are not always well matched to their needs.
- Opportunities for pupils to show initiative and be actively involved in learning are sometimes missed.
- Not all teachers use computers and other technologies routinely to support learning in lessons.
- Mathematics is taught well as a separate subject, but the development of numeracy is not fully embedded in other work.
- Points for improvement in marking do not always help pupils to understand how to achieve their longer-term targets.

Information about this inspection

- Inspectors observed teaching and learning in 25 lessons and examined pupils’ work in depth. Some observations were joint visits with a member of the leadership team. Inspectors also observed and talked with pupils at break and lunch times.
- The inspection team held meetings with staff, pupils and three members of the school’s governing body. One meeting with pupils was dedicated to a discussion of reading, with an opportunity for some pupils to read to an inspector. There was also a telephone conversation with a representative of the local authority.
- Inspectors took account of the 57 responses to the on-line questionnaire (Parent View) and discussed parents’ involvement in school life with senior leaders. They also analysed 41 staff questionnaires.
- The inspection team looked at a range of documentation, including records relating to pupils’ progress, behaviour, attendance and safeguarding.

Inspection team

Jacqueline White, Lead inspector

Additional Inspector

Melanie Clapton

Additional Inspector

Fiona Robinson

Additional Inspector

Barbara Saltmarsh

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- Most pupils are White British. Of the few from minority ethnic groups, some speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and pupils known to be eligible for free school meals.)
- The proportion of disabled pupils and those with special educational needs is below that found nationally. The number supported through school action, school action plus and with a statement of special educational needs is also below average.
- The school meets the current floor standards, the minimum standards set by the government for pupils' attainment and progress.
- The school holds the Healthy Schools, Activemark, Artsmark Gold and the Basic Skills Agency Quality Mark 3 awards.

What does the school need to do to improve further?

- Improve the quality of teaching so that all lessons are good, and more are outstanding, by:
 - ensuring activities challenge pupils appropriately and allow them to move on to more demanding work as they are ready
 - increasing opportunities for pupils to show initiative and be actively involved in their learning
 - further embedding the development of numeracy across subjects
 - making better use of computers and other technologies to support learning
 - ensuring pupils understand how points for improvement in marking will help them to achieve their longer-term targets.

Inspection judgements

The achievement of pupils is good

- Children enter the school with the skills and knowledge expected for their age. In the Reception classes, they learn quickly and make good progress in their early reading, writing and mathematics skills.
- Attainment at the end of Key Stages 1 and 2 has been broadly average. However, the school's reliable data, pupils' work and lesson observations show attainment rising and pupils making good progress.
- Standards and progress have been better in writing and mathematics than in reading. The school has taken effective action to tackle this. Year 1 pupils achieved well in recent phonics (the sounds that letters make) checks and Year 6 pupils are on track to achieve well in national tests.
- Reading is given high priority in all classes. From the youngest to the oldest, pupils say how much they enjoy reading. An inspector met with some pupils who have found reading difficult. They had benefited from extra support and happily read aloud and talked with pleasure about the books they were currently reading.
- Through closely monitoring the progress and well-being of pupils, the school ensures that everyone has an equal chance of success and is well prepared for secondary school. This includes pupils from different ethnic backgrounds and those for whom English is an additional language.
- The school uses its small amount of pupil premium funding to provide additional teaching support for pupils who need it. The very few pupils who qualify for additional funding make the same good progress as their peers and the gaps between their attainment (as measured by their test scores at the end of Year 6) and that of their classmates is narrowing.
- The progress of disabled pupils and those with special educational needs is checked thoroughly and shows that most make good progress. Well-constructed, specific learning activities are provided for these pupils and teaching assistants give sensitive, skilful support in lessons.
- In lessons, most pupils were seen to be working diligently and concentrating on the tasks in hand. Usually, they work well together, strive to do their best and are not afraid to make mistakes.
- Parents who completed the on-line questionnaire were unanimous in their view that children make good progress during their time at the school.

The quality of teaching is good

- Teaching is mostly good and sometimes outstanding. Lessons seen during the inspection and the school's accurate records confirm that, while there are a few lessons that require improvement, good teaching occurs in all classes.
- The youngest children are given a wide variety of interesting and exciting activities to choose from, both indoors and out. There is a good balance of learning led by teachers and opportunities for children to learn by themselves.
- In the most effective lessons, teachers use their good understanding of the strengths and weaknesses in pupils' learning expertly to match activities closely to pupils' individual needs. Questioning is used very well to probe understanding, reinforce key points and pick up on any gaps in learning. The pace is brisk and expectations are very high. In a Year 6 lesson observed, the precision of questioning during guided reading helped pupils to improve their reading skills rapidly so they made excellent progress.
- When teaching falls below good, it is because pupils are not learning fast enough or the work that they do is not at exactly the right level for them. Sometimes pupils are not clear enough about the purpose of their work and what they need to do to succeed.
- There is some variation in the quality of marking. Mostly, it is good and gives pupils clear

guidance about how to improve their classwork. However, teachers do not always link this feedback to pupils' longer-term targets for improvement. This means that some pupils do not grasp the 'big picture' of the steps they must take in learning to reach a higher level.

- English and mathematics lessons develop pupils' skills well and teachers demonstrate good subject knowledge. The development of literacy is embedded in activities across subjects, but there is further work to do in integrating the development of numeracy in the same way.
- Teachers sometimes overlook opportunities to incorporate the use of computers and other technologies in learning. In addition, occasionally chances are missed to get pupils more actively involved in their learning through, for example, using mini-whiteboards, interactive whiteboards or talk partners.
- Clear expectations, trusting relationships, constructive encouragement and very good support ensure most pupils are confident learners. Teachers do not always capitalise on this strength by letting pupils take the initiative in learning, for instance by making presentations or finding things out for themselves.

The behaviour and safety of pupils are good

- Pupils typically behave well and most parents and pupils agree with this.
- The very good role models provided by members of staff in the Reception classes help the youngest children to develop positive personal and social skills.
- Pupils from all backgrounds get on well together. They are respectful and have a clear sense of right and wrong. Behaviour records show that exclusions are rare and any incidents of poor behaviour are dealt with promptly.
- Attendance is broadly average, but it is improving strongly. The school keeps a close check on the attendance of individual pupils and follows up any incidents of prolonged or unexpected absence.
- The school has a clear policy for managing behaviour that is used well by teaching and non-teaching staff.
- Pupils say they feel very safe in school. They understand that there are different sorts of bullying and are confident that, if they have any worries or concerns about being bullied themselves, staff will quickly sort these out. Pupils are knowledgeable about how to keep themselves safe and have a sensible attitude to taking risks.
- Pupils enjoy the school's varied extra-curricular programme. There is a very wide range of sports and impressive musical and drama productions. Pupils are keen to make a positive contribution to the school and wider community. They participate in, and often lead, the many clubs and fundraising events with enthusiasm.
- There are excellent opportunities for pupils to think about their place within the global community and their responsibility to make the world a better place. They appreciate that people are different and demonstrate tolerance and compassion in their day-to-day relationships.

The leadership and management are good

- Under the determined and insightful leadership of the headteacher, governors, leaders and managers and all staff have successfully worked together to improve the school. The focus has rightly been on improving the quality of teaching. There is more that is good or outstanding and, consequently, the rate of pupils' progress has accelerated and standards are rising.
- Lessons are observed routinely and pupils' work is scrutinised closely. Teachers receive detailed feedback and are given clear steps for improvement. Decisions about rates of pay are based on the quality of teaching.
- The views expressed by staff in discussions and through their questionnaires indicate clearly that

staff members value the effective support and training they receive.

- Leaders have an accurate understanding of how well the school is performing, and the priorities for improvement are identified in the current school improvement plan. Pupils' progress is tracked systematically through the collection of data and meetings are held each term with staff to discuss teachers' assessments and to check if pupils are doing well enough.
 - The range of subjects and activities is reviewed regularly and meets pupils' needs well. Most mature into well-rounded, thoughtful individuals with a breadth of interests and aptitudes. The rich variety of visits, speakers, social and cultural events encourages pupils to consider issues carefully, exercise judgement and develop balanced opinions.
 - The school fosters good relations with parents who are kept well informed. The parent council meets regularly and influences decision making in the school.
 - As the school has improved, support from the local authority has reduced but a positive and helpful relationship has been maintained.
 - Parents express confidence in the leadership of the school and most of those who responded to the on-line questionnaire would recommend the school to others.
 - **The governance of the school:**
 - Governors have an accurate view of the quality of teaching and the school's strengths and areas for improvement. They understand performance data and how the school compares with others and the overall national picture. Governors adopt a fair and rigorous approach to managing the appraisal of the headteacher and other staff. They keep a close check on the school's finances, including how the school spends the money it gets for those pupils eligible for additional funding. The safeguarding, health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors work closely with school leaders and staff to ensure that all pupils are treated equally and that there is no discrimination. Governors are keen to improve their practice further and regularly attend professional training to help them do this.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114419
Local authority	East Sussex
Inspection number	405510

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Andy Steer
Headteacher	Jon Reynard
Date of previous school inspection	30 November 2010–1 December 2010
Telephone number	01323 893450
Fax number	01323 898594
Email address	office@seafordprimary,e-sussex.sch.uk

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