

# Seaham Trinity Primary School

Princess Road, Seaham, County Durham, SR7 7SP

**Inspection dates** 1–2 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Standards are improving and are now above average in all subjects. This is because the progress pupils are making is good and sometimes outstanding.
- Pupils entitled to pupil premium funding now reach standards which are as high as other pupils. They also make good progress, as do pupils who have a special educational need.
- Pupils enjoy learning and behave well in class. They want to do well. They are polite and courteous in school and play together harmoniously. They say they feel safe in school.
- Lessons are well planned and interesting so that pupils are engaged in their learning. Teachers help pupils to clearly understand how they can improve their work so that they make good progress.
- Teaching assistants provide skilled support to pupils. They are well briefed by teachers and give small groups of pupils the confidence to succeed.
- The headteacher, very ably supported by the deputy headteacher, has been uncompromising in the drive to improve the quality of teaching and the rise in standards.
- The governing body has a good understanding of the school's strengths and areas for development. Governors hold school leaders to account effectively and check the work of the school closely.
- The curriculum is good. It has been carefully adapted to ensure that pupils learn basic skills effectively. They also have many opportunities to learn through exploration of the local area and further afield.

### It is not yet an outstanding school because

- Some teaching requires improvement. The more able pupils are not always sufficiently stretched in Years 1 and 2. Pupils have too few opportunities to solve problems and investigate for themselves.
- Sometimes, pupils' progress slows when teachers' explanations are unclear.
- Marking is not consistently good. It does not always help pupils extend their learning. Standards in some subjects are not as high as in reading, writing and mathematics because subject leaders have not yet made an impact in adapting the curriculum to support pupils' learning effectively.

## Information about this inspection

- Inspectors observed 23 lessons taught by 16 teachers and made several short visits to observe small groups of pupils being taught separately from the class.
- Inspectors talked to groups of pupils and heard others read in Year 2 and Year 6.
- The views of 41 parents who responded to the online questionnaire (Parent View), as well as informal conversations with parents at the start of the day and the school's own survey of parents' views, were taken into account.
- Inspectors held meetings with senior and middle leaders and members of the governing body, as well as speaking to a representative of the local authority.
- The school's improvement plan and records of achievement, teaching, behaviour and safeguarding were examined.
- Inspectors scrutinised pupils' work in books and as part of displays around the school.
- Inspectors observed behaviour in and out of lessons; a group of older pupils also discussed behaviour, bullying and safety with an inspector

## Inspection team

Susan Waugh, Lead inspector	Additional Inspector
Jane Beckett	Additional Inspector
Moira Fitzpatrick	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- Nearly all pupils are of White British heritage and all speak English as their home language.
- The proportion of pupils known to be eligible for pupil premium funding is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils who need extra help with their learning and are supported through school action is below the national average.
- The proportion of pupils who need extra help with their learning and are supported at school action plus or with a statement of special educational needs is below average.
- Since the previous inspection, six new teachers have been appointed to the school.
- The school meets the government's current floor standards, which set the minimum expectation for attainment and progress.

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

- Increase the proportion of good and outstanding teaching by:
  - more effectively challenging those pupils with the ability to achieve more highly in Years 1 and 2
  - ensuring teachers always explain learning fully so that pupils' knowledge and understanding is developed
  - providing more opportunities for pupils to investigate and solve problems by themselves
  - consistently ensuring that marking in books helps pupils to improve their learning.
- Enable all subject leaders to develop their leadership skills so they can help raise standards in all subjects.

## Inspection judgements

### The achievement of pupils is good

- A larger majority of children begin Nursery with skills which are below those typical for their age. They are well supported to settle quickly by adults who get to know them well. Adults' good knowledge of the children, combined with well thought out tasks and opportunities to explore and learn, result in children making good progress so that most enter Year 1 with skills and knowledge which are expected for their age.
- Pupils continue to make good progress throughout Key Stage 1 so that standards are in line with the national average in all subjects. However, the proportions reaching higher standards within Key Stage 1 are consistently lower than the national average.
- Good progress continues throughout Key Stage 2 so that nearly all pupils reach the standard which is expected of them in reading, writing and mathematics. More than average attains standards which are higher than expected and a third reached a standard in mathematics normally expected in secondary school last year.
- In the past, pupils entitled to pupil premium funding did not do as well. However, governors' carefully targeted expenditure to employ extra expertise has boosted the performance of these pupils so that they progress equally well and achieve standards in all subjects which match those of other pupils.
- Pupils who have a special educational need also make good progress. They are well supported in class and receive extra sessions specially tailored to help them overcome any barriers which prevent them from learning.
- Pupils enjoy reading and build confidence to tackle increasingly different texts quickly. They are encouraged to read often and events such as World Book Day, where pupils and staff dress as book characters, helps to develop their interest. Older pupils read well-known authors such as Michael Morpurgo and become gripped and keen to read on.
- The school offers a good selection of additional sporting activities such as cross country and tag rugby which aim to engage all pupils in developing a healthier lifestyle. Additional funding will allow the school to further develop the range of activities on offer and support staff to develop their expertise.
- In some subjects such as science, history and geography, standards are not as high.

### The quality of teaching is good

- Relationships between pupils and adults are strong. Adults are respectful and enthusiastic and, as a result, pupils are eager to do well in lessons. They settle quickly and time is used well to support learning. Pupils appreciate the good teaching they receive and are aware of how well their learning is developing. One boy remarked, 'I feel like Einstein by the end of the day because I've learned so much.'
- Adults have good subject knowledge. As a result their teaching is precise and expectations of pupils are high. For example, in one lesson, where pupils were writing a diary extract about the life of Tudor cabin boy, the teacher insisted on the correct use of spoken English during a discussion.
- During lessons, teachers skilfully help pupils to understand how to improve their work and recognise what they need to do next to extend their learning. In a mathematics lesson, the teacher prompted a pupil with a reminder about their target so they could complete a calculation successfully and independently without being told how to find the answer.
- In the best lessons, teachers and teaching assistants work extremely well together complementing the support they give to pupils by asking questions which are tailored to individuals to help them develop their knowledge.
- Where pupils are in danger of falling behind or require an extra boost to consolidate their understanding they receive additional support promptly. The good, very-focused teaching in

these small group sessions helps to develop pupils' confidence.

- Lessons are well-planned and clearly structured with activities which are at the right level to help pupils make good progress. However, pupils have too few opportunities to think for themselves, investigate and solve problems.
- Work in pupils' books is marked thoroughly and regularly. They are clear about what they have done well and what needs to be done next. They respond to these comments but they do not always deepen or extend pupils' learning effectively.
- A small proportion of teaching requires improvement. In these lessons, pupils' progress is slowed because teachers' explanations are not clear enough. In Years 1 and 2, pupils who are capable of achieving more highly are not always sufficiently challenged to extend their learning further.

### **The behaviour and safety of pupils are good**

- Nearly all parents and pupils agree that pupils behave well in school. School records confirm that incidents of poor behaviour are rare and that behaviour is typically good.
- The school is a calm and purposeful place to be. Most pupils arrive at school on time ready and eager to learn. They move around school in an orderly manner, holding open doors for each other, smiling and greeting visitors politely. In the playground, they play together purposefully. Older pupils are keen to help younger pupils by playing with them and helping them if they are hurt. Disputes, if they arise, are usually resolved quickly.
- Pupils show respect to all adults because they know they are valued and expected to do their best. Consequently, their good attitudes to learning contribute to the good progress they make. Pupils work together well in lessons. They are enthusiastic and willing to engage in any challenge, such as in a lesson about writing a newspaper report where they were keen to improve on their first attempt at writing a paragraph.
- Pupils say they feel safe in school because of the strong relationships which exist. Pupils who are new to the school report that they are warmly welcomed and 'fit in' quickly because other pupils are friendly and helpful.
- There are a good range of opportunities for pupils to learn about keeping themselves safe. They demonstrate a good understanding of the dangers presented when using the internet. For example, they know what cyber bullying is and how to stay safe. They also understand about bullying and know who they would go to if they needed help.
- A few pupils struggle to behave appropriately but the procedures the school has in place, including a very well used counselling service, support those pupils to achieve effectively.
- The procedures the school has in place to encourage good attendance are thorough and nearly all pupils come to school regularly. Where attendance is poor, the school uses all the powers that it has available to encourage a better attitude to regular attendance.

### **The leadership and management are good**

- All leaders and managers want the school to be a happy, caring place with high achieving children. The headteacher and deputy headteacher are a strong and highly effective team who have an uncompromising drive for excellence. They are ably supported by other senior leaders. Thorough and regular procedures to check the work of the school means they have an accurate picture of strengths and weaknesses. As a result of this and improvements already made they are very well placed to make further improvements.
- All leaders and managers have a commitment to equality of opportunity. This is demonstrated in their effective use of pupil premium funding to boost pupils' performance and in their support for the on-site counselling service which helps to support pupils who find learning a struggle at times.
- The curriculum is good. It has been carefully adapted so that pupils achieve well in reading, writing and mathematics. For example, opportunities to practise writing skills in other subjects

have helped raise standards. Pupils are given a rich range of opportunities to broaden their understanding and knowledge, notably through visits to the local area and beyond but standards reached in some subjects are not as high because the curriculum is not sufficiently tailored to help accelerate progress.

- Some subject leaders' roles are still underdeveloped. As a consequence, they have not yet had the chance to have an impact on raising standards in their area of responsibility.
- Safeguarding procedures meet statutory requirements. Policies and procedures are followed and regularly checked.
- Procedures to manage the performance of staff are rigorous and have made a positive difference to the quality of teaching. Each member of staff has an individual programme to help them improve and those who require additional training and help receive prompt support. Poor performance is not tolerated.
- The local authority provides appropriate and valued support to this good school.
- Relationships with parents are very positive. They appreciate the welcoming atmosphere the school offers. Regular invitations into their child's class, allied with a range of information they receive, helps them to support their child's learning.
- **The governance of the school:**
  - Governors care deeply about the school and, consequently, make sure that the quality of education provided does not diminish. Their regular visits to the school, coupled with the detailed information they receive, means that they can check the work of the school effectively and offer challenge where it is needed, including the management of the headteacher's performance. They manage funds, including the pupil premium, carefully and make sure it is making a difference to the education of pupils in the school.

## 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

<b>Unique reference number</b>	134657
<b>Local authority</b>	Durham
<b>Inspection number</b>	425858

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

<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>	398
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Wilkinson
<b>Headteacher</b>	Ray Bushby
<b>Date of previous school inspection</b>	30 January 2012
<b>Telephone number</b>	0191 5813047
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