

Seaside Primary School

Freshbrook Road, Lancing, BN15 8DL

Inspection dates 10–11 October 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Pupils' progress overall is too uneven between years as they move through the school. Consequently, too few pupils make good progress over time.
- Teaching has not been good enough over time, particularly in Years 3 and 4, to enable all pupils to achieve as well as they should.
- Teachers do not routinely challenge the most-able pupils and as a result, they do not make the progress of which they are capable.
- Teaching assistants are not always well deployed and their expertise is not maximised which impedes the progress of pupils.
- Not all teachers adjust tasks appropriately to take account of the different learning needs of the pupils. Consequently, the progress of some pupils is inconsistent.

The school has the following strengths:

- The recently appointed senior leadership team, well supported by governors, has been relentless in eradicating inadequate teaching. As a result, the quality of teaching and pupils' rates of progress are improving.
- Relationships within the school are very positive. The school takes care of its pupils, who are polite, courteous and happy. They enjoy learning and behave well.
- Parents and carers are overwhelmingly supportive of the school. They value the commitment demonstrated by the whole staff. Parents and carers are appreciative of the way the school involves them in their children's learning.
- The teaching and provision in the Early Years Foundation Stage is good. Consequently children make good progress.

Information about this inspection

- Inspectors observed 20 lessons, plus two intervention groups. Two observations were joint observations with the headteacher.
- Inspectors looked at the school's documents, including those relating to school improvement, the school's checks on how well it is doing, records of pupils' progress, governing body minutes and information relating to the performance management of the teachers. Inspectors also scrutinised policies and procedures relating to behaviour, safeguarding and attendance. They looked at the school website.
- Inspectors looked at pupils' work and listened to pupils read.
- Inspectors held meetings with the headteacher, the deputy headteacher and assistant headteacher, other staff with key leadership responsibilities, a group of pupils and governors. A further meeting was held with a representative of the local authority to establish the nature and impact of the support the school has received.
- Inspectors took account of 47 responses to the online Parent View survey, six letters received from parents and carers, and spoke to some parents and carers at the end of the school day. They also took into account 27 responses to the staff questionnaire.

Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Margaret Coussins

Additional Inspector

Crystal Gail Robertson

Additional Inspector

Full report

Information about this school

- Seaside is larger than the average-sized primary school. There are two single-aged classes in each year group with the exception of the Early Years Foundation Stage and Year 1 where there are three classes. Plans are well developed to expand the school into a three-form entry primary school.
- A new headteacher and deputy headteacher have been recently appointed. The majority of the teaching staff are new to the school.
- Most pupils are of White British heritage.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils who are eligible for pupil premium, which is additional funding provided to support pupils in receipt of free school meals, those in the care of the local authority or those from a service family, is in line with the national average.
- The school provides a daily breakfast club, which is managed by the governing body.

What does the school need to do to improve further?

- Improve teaching, particularly in Years 3 and 4, so that it is consistently good or better in all year groups by:
 - using assessment information more effectively within lessons to adapt teaching to meet the needs of learners of all abilities
 - utilising teaching assistants more effectively to ensure that all pupils have the correct support which will enable them to make good progress
 - ensuring that all teachers have consistently high expectations of what the most-able pupils can achieve and set them tasks which are challenging.
- Accelerate progress, so that all pupils make consistently good progress by:
 - ensuring that the most-able pupils are appropriately challenged in every session to enable them to make good progress.

Inspection judgements

The achievement of pupils

requires improvement

- Since the previous inspection, achievement has not been consistently good enough. Too few pupils, especially the most able, have made enough progress from their starting points because of historic inconsistencies in the quality of teaching, especially in Year 3 and Year 4. As a result, attainment remains broadly average overall at the end of Year 6. Although reading and writing showed improvement in 2013, mathematics declined. However, mathematics was still above the national average.
- The school's tracking information indicates that pupils currently in Year 3 and Year 4 are making better progress but not yet consistently good. Lesson observations, scrutiny of pupils' work and hearing pupils read confirm progress is accelerating but not for the most-able pupils.
- Disabled pupils and those with special educational needs make similar progress to others. In the past, interventions and support have not been well targeted which resulted in inconsistent progress. However, the newly appointed inclusion manager has a more focused approach to the identification and support of pupils with special educational needs.
- In the 2012 national tests, the attainment of pupils at the end of Year 6 who were eligible for the pupil premium was six months behind in English and approximately four months behind in mathematics when compared to others in the school. Information provided by the school indicates that in 2013 pupils are six months ahead in English, which is good progress, and in line in mathematics. The progress of these pupils across other year groups is too variable.
- Compared to the national picture, attainment at Key Stage 1 in 2013 has shown significant improvement in all subjects and is slightly above the national average at all levels, including the higher Level 3. Attainment at the end of Key Stage 2 in 2013 showed improvement in reading and writing as a result of the increased focus on these areas and the dedicated approach of senior leaders in implementing changes. In mathematics, attainment fell in 2013, but more pupils than the national average made good progress, compared to 2012 figures.
- Children enter the Reception class with skills and abilities significantly below the levels typical for their age. As a result of good teaching, these children make good progress and enter Year 1 closer to expected levels.
- In the most recent phonics (linking sounds and letters) screening check, fewer pupils than nationally achieved the expected standard. Those pupils who were rechecked at the end of Year 2 performed better than those nationally.

The quality of teaching

requires improvement

- Teaching over time has not promoted good achievement because it has not been consistently good enough. Teachers do not always have high enough expectations of what pupils, especially the most-able, can achieve.
- In the past, weaker teaching has had a negative impact on pupils' achievement and the overall quality of teaching. Many of these issues have now been resolved, and much of the teaching seen during the inspection was good. However, there is a legacy of underachievement and not enough good teaching to overcome this fully.
- Pupils sometimes become disengaged in lessons because some teachers spend too much time talking at the beginning of the lesson. Teachers sometimes miss opportunities to reinforce learning, for example, when asking what an adverb was, a child said it was a describing word and the teacher said that was an adjective.
- Teachers know their individual pupils well. However, in a few classes they do not always assess progress during lessons, and tasks are not always adjusted to extend learning. In some lessons, teachers give too little attention to the different abilities of pupils and so, for the most-able in particular, work is not always demanding enough for them. This means they do not always make the progress of which they are capable.

- Mathematics lessons usually start with a mental mathematics session to develop pupils' recall of number facts. These are sometimes too long and teaching assistants do not always support pupils adequately. Pupils in Key Stage 2 are taught in different ability groups and this is helping them to make better progress.
- Teaching assistants are not always well utilised to support pupils, to help them maximise their progress. As a result, some pupils do not make good progress.
- In the best lessons, teaching was brisk and imaginative. Teachers use assessment information well to reinforce the concepts being taught and to move learning forward.
- Marking of pupils' work is thorough and pupils recognise that this helps them to improve. Pupils in Years 4, 5 and 6 use coloured pens to edit their work. Some of the younger pupils could not read the comments teachers had written, hence this marking was not as effective.
- The swift and decisive actions to improve the teaching of English have resulted in better progress being made. There are many opportunities for pupils to apply their writing skills across the curriculum, thus giving a purpose to writing.
- Pupils enjoy reading and are able to read words by using the sounds made by the different letters and groups of letters. Due to the good teaching of reading, all pupils make expected progress and outcomes at the end of both Key Stages 1 and 2 have shown improvement.

The behaviour and safety of pupils are good

- Pupils play well together. All pupils are treated equally and the school ensures that there is no discrimination. Pupils are polite, courteous and proud of their school.
- Behaviour is not outstanding because in some lessons, a few teachers occasionally do not engage the pupils fully and as a consequence, a small minority of pupils lose interest.
- Pupils are aware of all forms of bullying, including cyber bullying and name calling. They say that there is no bullying in the school and that poor behaviour is dealt with effectively: 'We have little arguments to do with friendship, but definitely no bullying.' School records show that good behaviour is typical over time and that incidents of inappropriate behaviour have reduced since the introduction of a new behaviour policy.
- Pupils feel safe and well cared for in school.
- Parents and carers are very positive about the school. They believe that any inappropriate behaviour is dealt with promptly and that their children are happy. As one parent or carer said, 'Seaside is a gem of a school' while another said, 'I hope the happiness of the children shines through for you to see.'
- Attendance is average. It is improving due to the rigorous action by the headteacher to promote regular attendance.
- Pupils enjoy school. They value the fact that their opinions are listened to. Pupils say teachers help them and that marking 'tells us what to do next time'.

The leadership and management are good

- The headteacher and his deputy are recently appointed and lead the school effectively. They have not fully addressed all the issues from the previous inspection but have made a good start. They have been uncompromising in eradicating inadequate teaching. However, the improvements so far, allied to the strengthening of the governing body, mean the school is demonstrating that it can improve further.
- The headteacher has ensured that key leadership posts within the school have been filled with experienced members of staff so that the school can make the required improvements to teaching and thus accelerate the progress of pupils.

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- The appointment of a new inclusion manager has led to a more robust identification of pupils with special educational needs. Consequently, only pupils with clear, specific needs will be registered as having special educational needs and not those who have fallen behind due to previous weak teaching.
- The local authority has provided appropriate support for the school, particularly in supporting governors' understanding of how to challenge the school.
- The headteacher tracks the progress of pupils efficiently. Targets are set for teachers which link with the progress pupils make. Teachers know they are accountable for pupils' progress and that this is linked to pay and salary progression.
- Checks on the performance of teachers by the headteacher and senior leaders are regular and are focused on the quality of pupils' learning. Where there are weaknesses, effective support and training are provided.
- The school meets safeguarding requirements. Safeguarding procedures are well established and are consistently applied by all staff. There is a named governor who reports on safeguarding to the governing body.
- Pupils' social, moral, spiritual and cultural development is promoted well through a broad and balanced curriculum that offers a range of enrichment activities to enhance learning. The residential trips in Year 4 and Year 6 are particularly valued by parents, carers and pupils.
- The school has reviewed its physical education provision and has drawn up plans with appropriate goals to increase participation rates across the school. The additional funding that is available through the primary school sports funding is going to be used to improve the skills of staff to deliver high-quality physical education lessons. Systems are in place to review the success of the provision and outcomes will be monitored by both senior leaders and governors.

■ **The governance of the school:**

- Governors are clear about the strengths and weaknesses of the school. They are aware of the school's performance compared to all schools nationally, through, for example, the data dashboard. They are committed to ensuring that good teaching is the norm within the school and they have been fully supportive of the headteacher in his quest to eliminate inadequate teaching. As a result of the support from the local authority and the training they have undertaken, governors are now able to appropriately challenge the school. The information they receive is clear and accurate. Performance management is well defined and governors understand the link between the quality of teaching, pupils' progress and salary progression. The governors meet the safeguarding requirements and they ensure that the school's finances are well managed, including the use of the pupil premium funding and the new primary sports funding.

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	134837
Local authority	West Sussex
Inspection number	426529
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	394
Appropriate authority	The governing body
Chair	John Bowd
Headteacher	Lee Murley
Date of previous school inspection	23–24 February 2012
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