

Sea View Primary School

Northern Road, South Shields, Tyne and Wear, NE34 7TD

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils' achievement is good. They make excellent progress in reading and writing and good progress in mathematics. From often very low starting points, they reach at least average standards in reading, writing and mathematics.
- Teaching is good overall and occasionally outstanding, especially in the Nursery and Year 1. It is outstanding over time in Years 5 and 6 and for pupils with special educational needs.
- Teachers make it clear to pupils what they are learning and how they will know they have been successful.
- Lessons have a measured pace that allows pupils time to think about their work and get on with tasks.
- The teaching offers pupils many stimulating opportunities to see the links between subjects and to develop their skills in reading, writing and mathematics.
- The school offers highly sensitive care and support and provides extremely well for pupils' well-developed spiritual, moral, social and cultural awareness.
- Pupils' behaviour is good. They care very well for one another and say they feel extremely safe. Attendance is average.
- Leadership is good overall. The headteacher offers highly effective leadership. She and the governing body have an exceptionally clear understanding of the school's strengths and weaknesses.
- They have improved teaching, pupils' achievement and the leadership skills of all teachers. They know exactly what needs to be done to make the school better still.

It is not yet an outstanding school because

- In some mathematics lessons, teachers do not plan work which allows pupils to learn new skills as soon as they are ready.
- Not all pupils know how well they are doing, what to aim for in their learning and how to get there.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the Chair of the Governing Body as well as eight other governors. The inspectors also met with a representative from the local authority.
- Inspectors looked at a range of evidence including: the school’s improvement plan; the school’s data relating to pupils’ progress; the work in pupils’ books; and the school’s documentation relating to safeguarding.
- Inspectors observed teaching and learning in 15 lessons taught by 14 teachers. They listened to groups of pupils in Years 1 and 2 read. In addition, the inspectors made a number of short visits to lessons.
- The inspectors conducted three lesson observations jointly with the headteacher and the deputy headteacher. The inspectors also observed the headteacher and deputy headteacher reporting back to the teachers on their findings regarding the quality of teaching, learning and pupils’ achievement in the lesson.
- Too few parents had responded to the online questionnaire (Parent View) for their opinions to be published. However, inspectors spoke to parents informally about their views of the school.
- Twenty staff completed questionnaires and the responses were analysed.
- During the inspection, teachers in Year 4 and Year 6 were unavoidably absent.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Barbara Waugh

Additional Inspector

Steven Horne

Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium 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 that are looked after by the local authority.)
- The proportion of pupils supported at school action is well-above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There are morning, lunchtime and after-school clubs which are run by school staff and external coaches.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school uses alternative provision to support a very small proportion of its pupils in their education.
- The school shares its building with a children's centre and a school for primary and secondary pupils with learning difficulties.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, to further raise standards and rates of pupils' progress, especially in mathematics, by:
 - ensuring teachers plan work in mathematics that provides a good balance between what pupils already know and the new skills they have to learn
 - ensuring pupils know how well they are doing and what they need to aim for and do next.

Inspection judgements

The achievement of pupils is good

- While there is a wide range of ability, most children start school with skills that are well-below those typically expected for their age. Outstanding teaching in the Nursery class and good teaching in the Reception classes help children make good progress in the Early Years Foundation Stage. In 2013, the proportion of pupils who entered Year 1 with a good level of development was in line with the national average.
- Further good, with some outstanding teaching, in Key Stage 1 helps pupils to make good progress. Standards at the end of Year 2 have risen and pupils' attainment in reading, writing and mathematics is broadly average.
- In 2013, attainment at the end of Year 6 in reading and mathematics was average. In writing it was above average. Pupils had made outstanding progress in reading and writing and good progress in mathematics from their starting points at the end of Year 2. In 2012, progress had been outstanding in all three subjects.
- A greater proportion of pupils than is the case nationally achieved standards that were above the expectations for their age in writing. In 2013, the most able pupils achieved well because the school identified their needs early and gave good focus to meeting them. The most able pupils in Year 6 have been clearly identified and work is targeted to help them attain above and well-above average standards.
- Pupils currently in Year 6 are on track to attain standards that are in line with those expected for their age. They are making outstanding progress in reading and writing and good progress in mathematics from below-average starting points at the end of Year 2.
- In 2013, almost all of the pupils who were known to be in receipt of pupil premium funding, including those eligible for free school meals, made the progress expected of them. Indeed, a half of them in reading and writing and a quarter of them in mathematics made better progress than this. This progress has helped these pupils to close the gap in their knowledge between them and other pupils in the school. They were two terms behind other pupils in the school in mathematics, and half a year behind in reading and writing.
- Pupils currently in school that are eligible for pupil premium funding, including those pupils who are known to be eligible for free school meals, make similar excellent progress overall as other pupils in school in English and the same good progress in mathematics.
- Disabled pupils and those with special educational needs make outstanding progress because of the excellent teaching and support that they receive from teachers and teaching assistants.
- The school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is outstanding. There is a consistent focus on reading across the school. Pupils of all ages speak enthusiastically about the books and authors they enjoy when reading in school and at home.

The quality of teaching is good

- Teaching is good overall with some outstanding teaching of writing in the classes for pupils in Year 1, Year 5 and Year 6. Teachers plan interesting activities and question pupils well in both whole-class and small-group settings. Pupils are encouraged to talk through ideas, plan carefully and work creatively together.
- For example, in a lesson for pupils in Year 1, the teacher used pupils' enthusiasm and enjoyment of the book they were reading as a stimulus for writing. She gave the most able pupils clear guidance about how they could make their work better and allowed them to get on with their work immediately. The highly skilled teaching assistant worked with this group encouraging them to improve their vocabulary and extend their sentences. The teacher made it absolutely

clear to the other pupils what skills they had to develop. She offered pupils sufficient time to concentrate on their writing and checked pupils' progress as the lesson moved along.

- Progress in writing is outstanding because, alongside some outstanding teaching, teachers offer pupils sufficient opportunities to write imaginatively and at length in English and other subjects.
- There is good teaching of mathematics. In a Year 5 mathematics lesson, for example, the teacher allowed pupils time to tackle difficult problems regarding nets of 3-D shapes. Pupils enjoyed the challenge and made good progress in their learning. The most able pupils were challenged to extend their understanding of nets of complex shapes.
- Progress is good in mathematics rather than outstanding because, in some lessons, pupils continue to do work they have already covered earlier and new skills and concepts are not introduced quickly enough; on these occasions their progress slows.
- Teachers use marking well. They make it clear to pupils where they have been successful in their work and tell them how they can improve particular aspects of it. However, not all pupils are clear about what they need to do to reach the next level. As a result, progress in some subjects and in some classes is good rather than outstanding.
- A very small proportion of teaching that required improvement was seen during the inspection. However, this has not prevented pupils in these classes from making good progress over time.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There are clear rules and teachers consistently apply the school's system of 'Golden Rules', which offers clear rewards and sanctions. Good behaviour was evident in lessons during the inspection. In lessons where pupils were fully engaged in their work, their behaviour was outstanding. Their behaviour in the playground and in the dinner hall was also excellent.
- Pupils say that there is very little disruption to their lessons, although there can be some silly behaviour at times. Sometimes when the pace of teaching slows, pupils' interest and attitudes wane and they are not fully engaged or on-task. Even so, they take care to ensure that their work is neatly presented.
- The school's records of behaviour confirm that behaviour has been good over the past three years. The extremely few pupils who find it difficult to behave well are very well-managed by the school and their behaviour has improved rapidly. While there have been some fixed-term exclusions, these are very few in number.
- Pupils show maturity and enjoy taking on responsibilities well. They are very polite and very eager to talk about their school. They respect one another and work and play well together. They develop social skills well through involvement in the morning, lunchtime and after-school clubs.
- The elected school council helps to draw up school rules and discusses them and other health and safety issues with the governing body. It offers ideas to improve the playground, including their amphitheatre where they can play, talk and relax.
- The school's work to keep pupils safe and secure is good. Parents and pupils are certain that pupils are safe and happy in school and there are highly effective procedures to ensure that this is indeed the case with all adults offering sensitive care to pupils.
- As a result pupils feel extremely safe. They are very aware of different forms of bullying, including cyber-bullying and racism. They say that there is very little bullying and they are able to solve problems between themselves or by asking school 'buddies' to help them.
- Clear initiatives introduced by the school to encourage pupils to attend regularly and on time have been successful. Attendance has improved and is average. This is because pupils enjoy their lessons and because of the many exciting topics they study. They are very proud of their school.

The leadership and management are good

- The headteacher offers excellent leadership. She has very high expectations and aspirations for her staff and pupils. As a result there is a welcoming, lively, safe and purposeful environment in school which enables teachers and pupils to flourish and give of their best.
- She has an extremely clear understanding of the school's strengths and relative weaknesses. Indeed, the school's work in judging its own performance and its improvement plans are of the highest quality, offering an accurate picture of where the school is and exactly what it needs to do to improve. However, leadership and management are good rather than outstanding because these plans have not yet ensured that achievement, teaching and behaviour are outstanding.
- The headteacher has delegated responsibilities and staff willingly accept responsibility and accountability as phase leaders and for subject areas of learning. She ensures that all leaders have the training and support to develop their leadership skills. As a result leadership across the school is good. The deputy headteacher's work as coordinator for special educational needs is outstanding. The headteacher regularly checks the quality of teaching; she clearly understands what constitutes good teaching and judges it accurately. She is clear in her feedback to teachers and offers clear advice on how to improve.
- The headteacher and other leaders have clear expertise in using data to measure pupils' progress. They are using this knowledge to improve teaching further so that progress can become outstanding in all subjects and all key stages.
- Teachers are very clear that they will only receive a pay reward when their pupils have done as well as, or better than, they should have done. Rigorous targets for teachers have contributed to the good and outstanding progress pupils make.
- Funding to support the learning of those pupils who are known to be eligible for the pupil premium has been used to develop their basic skills and to purchase appropriate equipment and offer pupils cultural opportunities through visits and extra-curricular activities. As a result, they make the same good and outstanding progress as other pupils in the school.
- The new primary school sports funding has been used effectively to develop competitive sports, to use coaches to develop teachers' expertise in teaching tennis and gymnastics and to introduce new sports such as rugby. Indeed, outstanding teaching of physical education was seen during the inspection. Pupils say they enjoy their lessons and teachers welcome the development of their skills alongside the coaches. These are contributing well to pupils' physical development and well-being.
- While the school focuses on developing pupils' basic skills in reading, writing and mathematics, it also provides many opportunities for pupils to see the links between subjects. It offers many opportunities for pupils to write and apply their mathematical skills across different subjects. It builds on pupils' enjoyment of history, art and science, and contributes strongly to their highly-developed spiritual, moral, social and cultural awareness.
- The school welcomes the good support and advice it receives from the local authority and its advisers, especially in helping to improve the quality of teaching and the development of teachers' leadership skills.
- **The governance of the school:**
 - The governing body offers strong support and challenge to the school and governors are regularly involved in school activities. It applies the professional skills of its governors to appropriate roles within school. Governors receive clear information about how the pupil premium funding and the new primary school sports funding are allocated and are knowledgeable about their impact. The budget is extremely well managed. Governors ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from harm. Governors have extremely rigorous systems to check and understand the achievement and progress of pupils, the quality of teaching and what is taught. They monitor arrangements to improve teachers' performance, ensuring that teachers are rewarded for meeting targets for pupils' progress. As a result, teaching and achievement are good, and occasionally outstanding.

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	134230
Local authority	South Tyneside
Inspection number	440432

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	The governing body
Chair	Tim Bird OBE
Headteacher	Jane Cunningham
Date of previous school inspection	2 February 2011
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