

Seaburn Dene Primary School

Torver Crescent, Seaburn Dene, Sunderland, Tyne and Wear, SR6 8LG

Inspection dates

24–25 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and the governing body have high aspirations for pupils. They are driving improvements in the quality teaching so that an increasing number of aspects are outstanding. As a result, achievement is rising.
- Pupils make good progress throughout the school as a result of carefully planned, well-structured teaching. In reading and writing, progress is particularly strong and the standards reached throughout the school are above average
- The impact of teaching on learning over time is good. Teaching is both well considered and thoughtful, so capturing the imagination and interest of pupils.
- Pupils' behaviour is good and at times outstanding. They readily help each other and work well together. They are friendly, polite and respectful both to each other and to adults.
- Pupils feel very safe and secure. They say bullying is very rare and that they are fully supported by adults when any problems do occur.
- Pupils enjoy a rich curriculum, enhanced through many local trips and visits, which result in their good spiritual, moral, social and cultural development.
- Pupils of all ages enjoy coming to school and work hard. They enjoy learning and are proud of their work. They want to succeed, are very self-motivated and are able to work well both independently and with other groups of pupils.

It is not yet an outstanding school because

- Achievement in mathematics is not yet as strong as in reading and writing.
- In mathematics, pupils do not have enough opportunities to develop their skills securely, the deep and strong mathematical techniques needed in order for them to make outstanding progress and for the most able to reach higher standards.

Information about this inspection

- Inspectors observed 20 lessons for different lengths of time and four were observed jointly with senior leaders.
- Inspectors looked closely at pupils' work, including their work from the last school year. This helped them to evaluate the progress pupils have made over time and the effectiveness of teachers' marking.
- Inspectors listened to pupils read and talked with them in meetings and during break times.
- Meetings were held with the headteacher, the Chair of the Governing Body and other governors and a representative from the local authority.
- Inspectors talked with parents when they brought their children to school and also analysed the 45 responses to the Ofsted on-line questionnaire (Parent View). Eight staff questionnaires were also taken into account.
- Inspectors scrutinised many documents and records relating to achievement, the quality of teaching, attendance, behaviour and safeguarding. They examined the school's own evaluation of its performance, developmental action plans and minutes of governing body meetings.

Inspection team

Janice Gorch, Lead inspector

Additional Inspector

Christine Cottam

Additional Inspector

Full report

Information about this school

- Seaburn Dene is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is below the national average for those supported by school action, school action plus and for those with statements of special educational needs.
- The proportion of disadvantaged pupils eligible for the pupil premium is very low and well below national averages. The pupil premium provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- Most pupils are from White British backgrounds.
- The school achieved the School Games award, Gold, in July 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Key Stage 2.

What does the school need to do to improve further?

- Improve the teaching of mathematics and the mathematics curriculum so that pupils' achievement is outstanding by :
 - giving enough time for pupils to develop and deepen their skills, before moving on to a different area of learning in mathematics
 - ensuring that pupils are given opportunities to learn from and respond thoroughly to the feedback given by their teachers
 - ensuring that the most able pupils experience a high level of challenge and learn to solve problems with a higher level of complexity
 - embedding the application of mathematics across the whole curriculum, so that pupils have the opportunity to apply their learning in a wider variety of contexts.

Inspection judgements

The leadership and management are good

- The headteacher leads with determination and clarity of purpose. She knows the school well and where further improvements are still needed in order to secure equal, sustainable and outstanding achievement for all pupils in the school.
- Experienced subject leaders have driven significant improvements in English and the wider curriculum. There are also a number of new leaders who are developing specific areas of teaching in order to improve learning. The impact of these actions has not yet had a significant impact in raising the quality of teaching and pupils' achievement from good to outstanding, particularly in mathematics. The headteacher takes a very active part in supporting and encouraging all her staff in their pursuit of excellence.
- The monitoring of teaching is accurate and supports the development of staff. Performance management is rigorous, thorough and uncompromisingly focussed on the achievement of pupils and teachers' professional development.
- As a result of the significant improvements in reading, writing and mathematics last year, the differences in the standards reached by pupils supported by the pupil premium and their peers is small.
- School leaders are accurate in their evaluation of the school and the priorities needed. They have developed detailed plans to bring about further improvements.
- The headteacher is proactive in seeking additional expertise for the school through links with other schools both secondary and primary.
- The school curriculum is broad and balanced with science, humanities, arts, languages, physical education and religious education being developed securely alongside mathematics and English. There are many opportunities for pupils to develop their skills in reading and writing across the curriculum, but very few in mathematics. Spiritual, moral, social and cultural development occurs in almost every part of the school day. Pupils learn of their heritage through many visits to interesting local sites, for example, Beamish Museum, Durham Cathedral and Lindisfarne.
- The primary school sports funding has been used effectively to increase participation in sports through a coaching programme reaching across a wide range of sports from archery to gymnastics. Pupils talk enthusiastically about the sports clubs they attend after school and appreciate the impact this has on their health and well-being.
- **The governance of the school:**
 - Governors share with the headteacher high aspirations and expectations for the school. They understand the school's data that is presented to them and how this compares with other schools. Importantly, this informs their understanding of what needs to be done to move the school forward.
 - Governors have a clear view of the quality of teaching and how performance management systems are used to both reward the best teaching and manage under-performance. They ensure that funding to support disadvantaged pupils is used to good effect.
 - Governors are very involved with the school, making themselves available to parents and providing significant additional expertise in specialist areas.
 - Governors both challenge and support the school leadership, asking many questions and offering help in finding solutions to problems. They have undertaken additional training to support their roles.
 - Governors are astute, and highly aware of what the school needs to do to improve. They know the school well and visit the school regularly. Recently they have been able to provide additional specialist expertise in science, computing and religious education and also in financial matters.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are respectful and courteous. They enjoy school and thrive in its positive, constructive atmosphere.
- Pupils enthusiastically take opportunities to be responsible for themselves and others, for example, in the playground, where at lunchtime, older pupils organise small play equipment. In all classrooms, pupils were observed readily helping each other, sharing information and working responsibly together in groups.
- Parents are overwhelmingly positive about behaviour. Pupils see bullying as predominantly 'name calling'. They say this is rare and that teachers deal quickly with any problems when they do arise. They have some understanding of other forms of bullying.
- Pupils show great pride in their school and also in their books where their presentation is frequently

outstanding. They are obedient and follow the teachers' instructions so that learning flows smoothly. This was the case even amongst the youngest pupils.

- On occasions, when the pace of learning slows, some pupils allow their attention to wander and they are then not always as productive as they might be.
- The school's work to keep pupils safe and secure is good. Pupils themselves, behave sensibly in the playground and around the school.
- Risk assessments for the many trips and visits into the local area are carried out thoroughly. Year 2 pupils, who were visiting Castle Eden Dene during the inspection, even produced their own risk assessments showing that they are learning to identify potential dangers to themselves and others and learning how they should keep themselves safe.
- Pupils have had many and varied opportunities to learn how to stay safe.

The quality of teaching

is good

- Teachers build extremely positive, respectful relationships with pupils so creating a purposeful culture in which pupils thrive. They have high expectations of their pupils who in turn, respond with high levels of concentration and a strong work ethic. They tackle their work with determination and resilience.
- The teaching of reading and writing is especially strong in all year groups and pupils make excellent progress because teachers are extremely knowledgeable. Writing across the whole curriculum is impressive and as strong as that seen in English lessons.
- Marking and feedback are particularly effective in English books. Pupils know exactly what to do to improve their work and have many opportunities to do so. They readily and confidently take responsibility for improving their own work.
- Marking and feedback in mathematics is less effective than in English and pupils' responses to marking are too often superficial, because the topic causing difficulty is often not continued in subsequent lessons.
- Interesting activities are planned which capture pupils' imagination. Boys and girls are enthusiastic about these lessons and their love of both reading and writing is tangible. They have many opportunities to work in groups, plan their work together and also take responsibility within the classroom. In Year 4, pupils worked in groups in their study of 'Charlotte's Web'. They enjoyed developing their vocabulary to describe 'Wilbur' the pig's feelings and mood as he learned of his impending doom and they happily shared key vocabulary they thought helpful with other groups.
- Teaching in mathematics is good, although there is some variability in quality. Pupils clearly enjoy mathematics and are keen to improve. In one mixed-age group, pupils were learning about different types of angles using straws which helped them to visualise angles as turns. Skilful questioning revealed any misunderstandings quickly and as a result, pupils gained confidence in identification of angle types and enjoyed their achievements.
- Over time in mathematics, pupils are given too few opportunities to deepen and consolidate their learning. They rapidly move onto the next topic before concepts and skills are embedded and secure. This, together with too little written practise in books, prevents more pupils reaching the higher levels of attainment at the end of Key Stage 2.
- Teachers monitor the progress of pupils carefully and ensure they give needed attention to those who would benefit from greater challenge and to any who are struggling to keep up. This has resulted in increasing proportions across the school reaching high standards in many areas of the curriculum and in a closure of the gaps between disadvantaged pupils and their peers last year.
- Homework is used well and if pupils are not able to complete this at home, they are given valuable support to complete this within school time, so that they do not fall behind.

The achievement of pupils

is good

- The vast majority of pupils now enter Key Stage 1 with skills broadly typical for their age.
- Daily teaching of phonics and writing provides pupils with a secure framework from which they rapidly develop skills in reading and writing. Impact is seen not only through the high proportions of pupils reaching the expected standard in the phonics screening checks at the end of Year 1, but also in the very high standards then reached in both reading and writing by the end of Year 2.
- Pupils very clearly enjoy reading. They readily and confidently discuss the books they are reading. In the library, Year 2 pupils were inquisitive and excited about the stories they might read and the new learning they might discover.

- Progress during Key Stage 1 is good and improving rapidly. Standards reached in the 2014 national assessments in reading, writing and mathematics were above average. The proportion reaching levels of attainment above those expected for their age increased markedly in both reading and mathematics.
- The proportions reaching nationally expected standards at the end of Key Stage 2 is also above average and rising, with many doing better than this in both reading and writing. At the end of Year 6 in the last school year, almost all pupils made the progress expected of them in reading, writing and mathematics. A very high proportion did better than this in reading and writing and a somewhat smaller proportion in mathematics.
- Across the whole school, disabled pupils and those with special educational needs are helped sensitively by adults, so that they make good progress. Where any pupil begins to fall behind for any reason, the school identifies this quickly through its rigorous monitoring of each individual pupils' progress. Additional support is put in place with all speed, to restore good progress.
- At the end of Key Stage 2 in the 2013 national assessments, the attainment of disadvantaged pupils was similar to that of non-disadvantaged pupils both in the school and nationally in reading and writing. However, in mathematics the attainment of disadvantage pupils was approximately two years behind non-disadvantaged pupils both in the school and nationally. Effective use of pupil premium funding has resulted in these gaps narrowing rapidly with the standards reached and progress made by the small number of disadvantaged pupils currently in the school being very similar to that of other pupils.
- The most able pupils achieve very well at the end of Key Stage 1. An increasing high proportion reach the level above that expected for their age in reading, writing and mathematics. A similar picture is seen at the end of Key Stage 2. In both reading and writing, nearly half of all pupils make progress greater than that expected in reading, and more than two-thirds do the same in writing. As a result, the standards reached are above average and rising. In mathematics, the proportion reaching the higher levels is not as strong as they do not have enough opportunities to tackle complex mathematical problems.

The early years provision

is good

- New leadership in the early years has resulted in an improvement in the rates of progress made by the children. Most enter nursery with skills that are typical for their age and they are now making at least good progress. This is because there is an improving focus on skills development across all areas of development and also, children are enthusiastic and interested in learning.
- In the last school year, every child achieved the expected standards across many areas of learning, including in mathematics and a significant minority of children attained standards beyond this level.
- The new leader has an in-depth and accurate understanding of the children's stages of development. As a result, the learning activities needed to stretch the children and move them forwards at a good pace, are well planned and effective. Many changes and developments are underway as provision is improved, overcoming turbulence due to staffing difficulties in the past.
- Children in the nursery clearly benefit from a range of interesting learning activities. They greatly enjoyed mixing different coloured icing for cakes and talking with their teacher about the activity. Another group were totally engrossed in writing 'colour' words and learning to recognise letters and blend sounds to form words. In the Reception class, children's behaviour whilst learning new letter sounds was outstanding. They listened with rapt attention to their teacher and her toy frog puppet. They enthusiastically answered questions and there was a sense of delight and anticipation amongst the children about the new learning that was coming next.
- Parents are involved with their children's learning in school across the early years and have regular opportunities to talk to staff about their children's progress.
- The full impact of change is yet to embed, however, children are already benefiting from good provision in the early years and there is a determination and a drive to make this outstanding over time.

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	108786
Local authority	Sunderland
Inspection number	448731

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	193
Appropriate authority	The governing body
Chair	Julie Chalk
Headteacher	Maxine Purdy
Date of previous school inspection	4 May 2010
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