

Inspection of a good school: Seaford Primary School

Wilkinson Way, Seaford, East Sussex BN25 2JF

Inspection dates:

22 and 23 March 2022

Outcome

Seaford Primary School continues to be a good school.

What is it like to attend this school?

Seaford Primary is a calm and inclusive school where pupils say, 'No one is ever left out.' Pupils are happy in school. They are friendly and respectful towards each other. Leaders and staff build caring relationships with pupils. Staff know pupils well. They understand pupils' needs and ensure that they are met.

Leaders are ambitious for what pupils can achieve. They have made sure the curriculum is well organised so that pupils are interested in what they learn. Pupils work hard in their lessons. Adults encourage pupils to think about their future. For example, during a recent 'careers day', visitors talked about the different jobs that pupils could do when they leave school, and how learning in different subjects can prepare them well for this.

All staff have high expectations for pupils' behaviour. Routines are well established. Behaviour in lessons and during playtimes is positive. This helps pupils to feel safe when they are in school. Pupils benefit from 'playtime buddies', who help others to solve problems and make the right decisions. Pupils know that it is important to be kind to each other. They understand what bullying is and say that it doesn't really happen at their school.

What does the school do well and what does it need to do better?

Subject leaders have designed an ambitious curriculum that develops pupils' knowledge in a systematic way. Staff follow the agreed sequence of learning, helping pupils to build their knowledge and link new ideas to their prior learning. For example, in Reception, children learn how to count objects, and practise counting through play. Children confidently talk about numbers and explain their thinking about patterns and shapes. This knowledge prepares children to recall number facts and helps them to solve problems in key stage 1.

Staff often use assessment well to identify what pupils have understood and to identify any learning that needs a recap. Occasionally, some teachers move pupils on before their

knowledge is secure. This means that pupils do not always secure the knowledge and understanding that they need.

Subject leaders are knowledgeable and enthusiastic. They provide teachers with helpful support in planning and delivering lessons. Teachers focus on vocabulary in the subjects that pupils learn. As a result, pupils can discuss complex topics with ease. In some subjects, teachers are not always clear enough about the essential knowledge that pupils need to know and remember. This is because school leaders have not yet provided sufficient guidance for teachers in these subjects.

Staff are well trained to identify the signs that a pupil may have special educational needs and/or disabilities (SEND). They work closely with the special educational needs coordinator to precisely identify and provide the right support. Pupils with SEND achieve well because staff give them the right help when they need it.

Reading is a priority for staff and leaders. Most staff have received training in phonics teaching and confidently and expertly teach pupils how to read. This starts in Reception, where children learn the link between letters and sounds and blend them together to read simple words. As pupils move through the school, they are challenged to read more complex texts, including Shakespeare in Year 5. Pupils become confident, fluent readers. Leaders regularly check how well pupils are reading. When pupils fall behind, teachers are quick to ensure that pupils receive extra help so that they can catch up.

Leaders ensure that the curriculum includes a wide range of educational trips and experiences that further enhance pupils' learning. For example, as part of their history curriculum, pupils in Year 3 visit Smuggler's Cliff, where they use a range of sources to explore the impact of smugglers on the history of the local area. In Year 6, pupils develop teamwork skills, confidence and self-esteem during their residential trip to Blacklands Farm.

Pupils benefit from carefully planned personal development opportunities. They have a good understanding of the differences between people in modern Britain. Pupils know that others may have different faiths, beliefs and cultures. Pupils understand that families are not all the same. Crucially, pupils show respect and tolerance for these differences.

Safeguarding

The arrangements for safeguarding are effective.

Regular training ensures that all staff can identify signs that pupils may be vulnerable or at risk of harm. Leaders quickly follow up concerns and seek relevant external support when needed. This means that families get the help they need when they need it. Parents value this support.

The curriculum provides many opportunities for pupils to learn how to keep themselves safe, including when online. Leaders have set out clear pathways for pupils to report concerns or seek help if they have any worries. Pupils are confident that staff will listen and take action where required. Pupils say they feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not assess pupils accurately enough, and move them on to the next step in their learning before they are ready. This means that some pupils miss the opportunity to consolidate and embed their learning. Teachers should check that the most important knowledge has been understood by pupils before teaching new content.
- In a small number of subjects, teachers do not know the essential knowledge that pupils should learn. This means that pupils are not always taught the key knowledge they need to make strong progress. Leaders need to refine the curriculum so that it identifies the precise, foundational knowledge that pupils must know and remember.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	114419
Local authority	East Sussex
Inspection number	10211547
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair of governing body	Malcolm Anderson
Headteacher	Chris Davey
Website	www.seafordprimary.co.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders are currently making use of one alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and the extended leadership team, including leaders responsible for SEND, pastoral development and safeguarding.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They then considered wider evidence to explore the quality of education the school provides.
- The inspector observed pupils reading, visited phonics sessions and spoke to older pupils about their reading opportunities in school.

- A wide variety of school documents, including the school improvement plan, were reviewed by the inspector.
- The inspector met with representatives of the local governing body and held a discussion with a local authority representative.
- The inspector took account of parents' responses to Ofsted's survey, Ofsted Parent View, and considered the responses to Ofsted's staff and pupil surveys.
- To inspect safeguarding, the inspector considered the school's relevant policies and records, scrutinised the single central record and checked the school's procedures for the safe recruitment of staff.

Inspection team

Luisa Gould, lead inspector

Ofsted Inspector

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