

Inspection of a good school: Seamer and Irton Community Primary School

Denison Avenue, Seamer, Scarborough, North Yorkshire YO12 4QX

Inspection dates:

27 and 28 September 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy attending Seamer and Irton Community Primary School. The school's staff care for the pupils well. Parents and carers, as well as pupils, value the friendly and welcoming atmosphere. One pupil, who represented the views of many, told the inspector that the school is a 'lovely place' and that 'if someone is sad, there is always somebody there for them'.

Staff have high expectations of pupils' behaviour. Pupils know and understand what is expected of them. Poor behaviour is rare. Pupils move around school calmly and sensibly. They are polite to other pupils and visitors. Positive relationships between adults and pupils are frequently evident across the school. Staff know pupils well and support their pastoral needs effectively. Pupils are safe in school. They know that a trusted adult will help them if they have a concern or worry.

Pupils benefit from visits to local places of interest. They look forward to residential visits to an outdoor adventure centre and to London when they are in the older year groups. These opportunities enrich pupils' learning. They help them to grow into being confident individuals. The school has high expectations for pupils' academic achievements. However, the school's curriculum requires further refinement. Curriculum expectations lack the clarity required so that teachers know precisely what they should teach. Some pupils are given work that does not accurately meet their needs.

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

The school has designed an ambitious curriculum. It has introduced knowledge organisers for each subject from Years 1 to 6. These organisers broadly set out what will be taught in each unit of work. Teachers use these to guide their teaching. However, some of the knowledge organisers contain generic statements from the national curriculum. There is a

lack of clarity about what important knowledge pupils need to learn in the subjects that they study. This lack of clarity extends to how the school checks what pupils have remembered and can do. Systems are in place to check on pupils' learning, but they do not directly align to the school's curriculum expectations. This means that gaps in pupils' learning are not swiftly identified.

The school has well-established systems in place to support pupils' mental health and well-being. Pupils with special educational needs and/or disabilities (SEND) are supported in their learning, where necessary, by adults. However, the curriculum is not adapted sufficiently to meet the needs of pupils with SEND. Some pupils with SEND are given work that is not challenging enough. Effective processes are in place to identify pupils with SEND. However, the school has not broken down the small steps of progress that individual pupils with SEND need to make. Precise information about what individual pupils with SEND need to learn is not communicated clearly to staff. This makes it difficult for the school to check the progress of pupils with SEND accurately.

In phonics, lessons are mostly taught with consistency. Leaders are aware of some teaching strategies that require further refinement, such as checking that pupils pronounce individual sounds correctly. Some adults do not support pupils' reading as effectively as they might. They do not consistently use the school's methodology for teaching reading. The school is currently establishing a programme of coaching and development for all staff involved in the teaching of phonics. Most pupils read books that are matched to their phonics knowledge. In key stage 1, they begin to read with increasing fluency and accuracy. Pupils who are at risk of falling behind in reading are supported effectively through additional, timely intervention. As pupils progress through the school, they develop a love of reading. Older pupils enjoy reading books from a range of genres that challenge and interest them. Pupils told the inspector that they like being able to visit the school library regularly during lessons and social times.

Well-established routines in Reception have enabled children to settle quickly into school life. They participate in class activities and listen to what adults and other children say. There are many opportunities to develop children's skills in early mathematics. Resources are easily accessible to help children to count objects. They begin to learn to make comparisons between objects by using vocabulary such as 'bigger than' and 'smaller than'. Staff are knowledgeable about the ways to develop children's learning within early years. This helps to build on children's interests. While the early years curriculum has been clearly established, the school has not made sure that the key stage 1 curriculum builds on this learning effectively.

Pupils participate in a range of opportunities to support their broader personal development. Pupils learn new skills at the extra-curricular clubs on offer to them. There are opportunities to carry out leadership roles, such as being a school councillor. Some pupils take the initiative to lead clubs in school. For example, some pupils run a basketball club and others have established an activity club for younger pupils at lunchtime.

Staff are confident that leaders manage their workload effectively. They are supported to carry out their roles and are given time to complete tasks.

Safeguarding

The arrangements for safeguarding are effective.

The school provides a safe and caring environment for pupils to learn and develop. Staff know the procedures to report concerns about pupils' welfare. They are vigilant to potential signs of abuse and adopt a view that 'it could happen here'. While leaders' actions ensure that pupils are safe, they recognise that the current system in place to record concerns about pupils has its limitations. Leaders have rightly taken action to address this.

Systems to record the checks that are made to ensure that adults are appropriate to work with children have not been rigorously followed. During the inspection, the school completed and accurately recorded these outstanding checks. Leaders are aware of the need to ensure that checks are completed in a timely manner, and recorded accurately in line with statutory guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not clearly identified the important knowledge and skills that pupils need to learn. Pupils do not consistently learn the most important knowledge that they need in future learning. The school should identify the important knowledge and skills that pupils need to learn, building on learning in the early years foundation stage.
- The school's checks on pupils' knowledge and understanding of topics and concepts do not clearly align with its curriculum. The checks do not precisely identify gaps in pupils' learning. The school should refine methods for checking what pupils know and remember over time.
- The school has not clearly identified the small steps of progress that pupils with SEND need to make. Some pupils with SEND complete work that does not consistently meet their needs. The school should ensure that the small steps that pupils with SEND need to take are known to teachers, and regularly reviewed, to effectively support pupils in their learning.
- The school has not made sure that some checks to ensure that adults are appropriate to work with children have been carried out. Inconsistencies about checks on adults prior to their employment were found, but rectified, during the inspection. The school must make sure that checks are made and recorded as required by statutory guidance.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121357
Local authority	North Yorkshire
Inspection number	10290077
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Local authority
Chair of governing body	Helen Mallory
Headteacher	Robert Webb
Website	www.seamerirtonprimary.co.uk
Date of previous inspection	23 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a larger-than-average size primary school.
- The proportion of pupils with an education, health and care plan (EHCP) is above the national average.
- The proportion of pupils eligible for pupil premium funding is below the national average.
- The headteacher started in post at the beginning of the current academic year. Prior to this, he was the deputy headteacher at the school.
- A new deputy headteacher joined the school at the beginning of the academic year.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. The inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with representatives from the governing body.
- The inspector also spoke to two representatives from the local authority.
- Pupils' behaviour was observed during lesson visits as well as playtime and lunchtimes.
- The inspector considered the views of parents through Ofsted's questionnaire, Ofsted Parent View. Responses to Ofsted's staff survey were also reviewed by the inspector.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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