

Inspection of Seaview Primary School

The Avenue, Deneside, Seaham, County Durham SR7 8PD

Inspection dates: 21 and 22 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

From the moment pupils join Seaview Primary School they are taught the school's ethos of 'do more, know more and be more'. This captures the school's high expectations of all pupils. Through this ethos, pupils know that having ambition for their future is important. Many pupils discuss their ambitions, such as to study architecture or become a police officer.

Pupils are calm as they walk around the school, and adults model expected behaviours. Staff support pupils to manage their feelings if they do become upset or have minor disagreements with each other. In classrooms, pupils are keen to contribute.

The school has a nurturing environment, as a result, pupils feel safe. The school promotes inclusivity. Pupils are very accepting of the differences between them. The needs of pupils with special educational needs and/or disabilities (SEND) are identified quickly. The school has its own learning resource base for some pupils with SEND called 'The Beacon'. This is bespoke provision that enables pupils to access the curriculum, with additional staff to provide support. Pupils in The Beacon are helped to thrive.

The school plans trips, educational visits and a range of experiences to broaden pupils' horizons. There are a number of visits to local museums and attractions which pupils discuss enthusiastically. Pupils contribute positively to their community, for example by taking part in beach cleans. Older pupils enjoy their roles as 'Wellbeing Warriors' and school ambassadors. Pupils are proud of their school and contribute to its positive atmosphere.

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

Since the last inspection, the school has continued to improve and refine the curriculum. There has been a sharp focus on refining English and mathematics. Pupils now make good progress in the core curriculum across key stage 2. There is also a highly consistent approach to curriculum sequencing in the foundation curriculum and this gives all pupils a good quality of education.

Teachers regularly check pupils' knowledge of what they have learned previously. At the beginning of lessons, pupils routinely recall prior learning. This is helping pupils to know more in all of their subjects. There is a continued focus on assessment in the foundation curriculum subjects. The school is working to ensure that assessment is focused on the most important knowledge that pupils need. Staff have begun this work, but there is more to do to ensure that what is being assessed is carefully considered, so that what pupils know and can do is accurately measured.

The school has made reading a priority. Children develop a love of language in the early years, where they are very familiar with a number of songs and rhymes. Children enjoy selecting the next song that they will sing, and join in with great

enthusiasm! Phonics is taught well. Pupils learn the sounds they need to become fluent readers. Those who struggle get the focused support they need to succeed. As pupils move through the school, they retain a love of reading. Pupils choose from a selection of high-quality texts in their class library corners.

In early years, there is focus on teaching early mathematics. Staff take every opportunity to interact with children to build their understanding of number. The environment has been carefully considered to regularly expose children to counting and numeral recognition. Staff support children with SEND to develop their language and communication skills. This includes some nonverbal children who develop well in the early years indoor and outdoor environments. The curriculum prepares children well for key stage 1.

Teachers adapt their teaching and design activities so that pupils with SEND can access the same curriculum as their peers across the school. These pupils progress well due to the support they receive.

The school supports pupils to behave well, through clear routines and consistent modelling of positive behaviours from adults. The majority of pupils have positive attitudes to learning. Most pupils attend school regularly. If a pupil's attendance causes concern, the school acts quickly to support families and secure improvements in attendance.

Pupils are prepared for life in modern Britain, they understand to be tolerant and respectful of others. In personal, social, health and economic education, pupils learn about healthy lifestyles, and there is a sharp focus on learning about what constitutes healthy relationships. This is a particular strength. The youngest children learn about the importance of asking for permission before cuddling somebody, for example. Staff model this for pupils so that pupils are routinely exposed to the importance of consent.

Staff are proud to work at the school. They value the professional training opportunities provided by the school and local authority. School leaders are mindful of staff workload and well-being. The school works tirelessly on community and parental engagement. Careful thought is given to use of rewards, such as those for attendance, which can be used for family trips.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some curriculum subjects, the school's systems for assessment are not fully developed. For some pupils, in some subjects, gaps in knowledge are not precisely identified to inform future work. The school must ensure clarity and

precision in its approach to assessment across all curriculum subjects, so that it can identify gaps in pupils' knowledge, adapt curriculum plans and support all pupils to achieve well.

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	129823
Local authority	Durham
Inspection number	10320371
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair of governing body	Stephen Turns
Headteacher	Alexis Wilkinson
Website	https://www.seaviewprimary.com/
Date of previous inspection	19 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with a range of leaders, including senior leaders, the special educational needs coordinator and governors. The lead inspector met with the local authority's school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors discussed the

curriculum with subject leaders, visited a sample of lessons, spoke with teachers and spoke with some pupils about their learning. Inspectors looked at samples of pupils' work. The lead inspector listened to several pupils read to a familiar adult. Inspectors also discussed the writing curriculum and looked at samples of pupils' work for writing.

- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors reviewed a range of school documentation and policies. These included the school development plan and minutes of governor board meetings.
- Inspectors reviewed the responses to Ofsted's parent, staff and pupil questionnaires. They also spoke with pupils, parents and staff to gather their views of the school.

Inspection team

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His Majesty's Inspector

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