

Inspection of Sea View Primary School

Norham Avenue North, Horsley Hill Community Campus, South Shields, Tyne and Wear NE34 7TD

Inspection dates: 12 and 13 June 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?

Pupils thrive here. Strong trusting relationships and exceptional pastoral care support pupils to be safe and happy. The 'relationships team' is pivotal to this. It is especially supportive of those families who face additional challenges.

The school sets high expectations for all its pupils. They want all pupils to be successful, including pupils with special educational needs and/or disabilities (SEND). They do all they can to ensure that this happens.

Pupils behave well. They respond positively to the expectations made of them. Lessons are rarely disrupted by inappropriate behaviour. Any pupils struggling to comply with expectations are managed effectively and sensitively.

Playtimes are lively and there is plenty to do. A range of activities are organised effectively to ensure all pupils can take part. Staff offer timely support to encourage positive play.

Pupils have a mature understanding of bullying. They know the forms it can take and the importance of telling an adult. They are confident that should any issues occur, they will be dealt with effectively.

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

The school has worked hard to create a bespoke curriculum that is ambitious for all pupils. At each stage, the curriculum sets out the essential knowledge and vocabulary pupils must learn. Curriculum pathways provide teachers with information about what pupils should have learned in previous year groups. Teachers design learning activities to engage and excite pupils. This is particularly impressive in science, where pupils can apply their scientific enquiry skills with much sophistication. A variety of visits and visitors enriches pupils' learning further.

Pupils benefit from a well-considered reading curriculum. In all year groups, pupils encounter high-quality texts to encourage a love of reading. Phonics is taught well. In the early years, children quickly learn the letters and sounds they need to be successful early readers. Leaders check on pupils' progress regularly. The vast majority of pupils are fluent readers by the end of Year 2.

Each subject has its own member of the 'curriculum crew'. These are characters designed to help pupils focus on the skills needed to study effectively in lessons. For example, 'Margot Mathematician' reminds pupils to take their time and to work logically. Pupils recall this when they talk about their learning.

Teachers check pupils' understanding in lessons. They adapt their teaching to tackle any misconceptions or gaps in pupils' knowledge that may emerge. In some subjects, leaders are still developing their systems for checking that pupils are making the progress they intend. This makes it difficult for subject leaders to fully

evaluate the effectiveness of their curriculums and to have an accurate understanding of pupils' achievement.

The early years is a vibrant and well-resourced provision. It is organised to promote children's independence and to nurture their curiosity. The school is successful in this aim, with lots for children to see and do. However, some activities in early years lack the precision needed to secure children's foundational knowledge. Occasionally, adult interventions in children's play do not extend and consolidate children's thinking as well as leaders expect.

The school is highly inclusive. Pupils with any SEND needs are quickly and accurately identified. Teachers then make the necessary curriculum adaptations for pupils with SEND to succeed. The 'HUB', a specially resourced provision for pupils with SEND (specially resourced provision), offers a differentiated curriculum that targets support for some of the youngest children.

An effective programme for pupils' personal development is supporting pupils with their understanding of fundamental British values. They understand the importance of respecting others. As one pupil said, 'We don't discriminate here, it's okay to be different.'

The school continues to do all it can to improve pupils' attendance. The school's actions are beginning to reduce the number of pupils who are regularly absent from school. External services are used effectively to support the school in its work.

Governors know the school well. They visit regularly to ensure that they have a good understanding of school priorities. They ensure that there is a strong focus on staff health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, the activities planned for continuous provision and the quality of adult interactions are variable. This means that opportunities to consolidate children's foundational knowledge are less effective than they could be. The school should address this variability so that all opportunities to extend and consolidate children's important foundational knowledge are taken.
- In some foundation curriculum subjects, the assessment procedures are not well established. This means that the school is not clear about how well pupils are learning the intended curriculum. The school needs to embed an effective assessment system so that it has a more accurate view of what pupils know and

can do so that the school can make the necessary curriculum adaptations for pupils to achieve more highly.

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	134230
Local authority	South Tyneside
Inspection number	10342757
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair of governing body	Anthony Newham
Headteacher	Joanne Weightman
Website	www.seaviewprimary.co.uk
Dates of previous inspection	22 and 23 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school offers breakfast club provision each morning and after-school clubs.
- The school does not use alternative provisions.
- The school operates its own specially resourced provision called the 'HUB'.

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 members of the governing body, including the chairperson. Inspectors met with senior leaders and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, science, geography,

and physical education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to pupils about their learning and considered pupils' work.

- To evaluate the effectiveness of safeguarding, 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 considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Diane Buckle, lead inspector Ofsted Inspector

Natalie Fountain Ofsted Inspector

Chris Horn Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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