

# Seaside Primary School

## Inspection report

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<b>Unique Reference Number</b>	134837
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	333756
<b>Inspection dates</b>	10–11 June 2009
<b>Reporting inspector</b>	Chris Grove

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	316
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Bolton
<b>Headteacher</b>	Simon Mockford
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Freshbrook Road Lancing BN15 8DL
<b>Telephone number</b>	01903 876300
<b>Fax number</b>	01903 876301

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<b>Age group</b>	4–11
<b>Inspection dates</b>	10–11 June 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

The school was formed from the amalgamation of a first and a middle school, and opened in September 2008. Additional building work and renovation of the former middle school resulted in the new school beginning on two sites; the final move of pupils took place in February 2009. As a new school, it does not have a previous inspection report. The school is rather larger than average in size. The great majority of pupils come from White, mainly British, backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The number for whom English is an additional language is below average. The headteacher of the former middle school was appointed as the headteacher of the primary school, and has overseen the transition. The Early Years Foundation Stage provision consists of a Reception class, and the reception-aged children in a mixed Reception/Year 1 class. Since its opening, the school has gained the Activemark award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Seaside Primary is a good school, which has got off to a flying start. This is testimony to the headteacher's outstanding vision and direction, resulting in the smooth and highly effective transition from the former first and middle schools to the new primary school. In successfully preparing for and launching the school, the headteacher has been very well supported by the senior leadership team. Governors speak of the meticulous planning which has taken place, and the effective realisation of those plans, resulting in the warm and very supportive ethos which has quickly been developed. The great majority of parents have a very positive view of the school. One parent spoke for others in the view that 'considering how new the school is, the feel and ethos is already in place'. The partnership with parents is particularly good. Links with other organisations, including other schools, the local church and library, are also good.

Parents refer to the dedication and approachability of all school staff, and are pleased at the high quality of pastoral care. Without exception, those who responded to the Ofsted questionnaire felt that their child was safe and well cared for at school. This leads to pupils' good personal development, which is evident in their enthusiasm for school, as parents overwhelmingly agree. Pupils' enjoyment of lessons and extra-curricular activities influences very positively their learning and personal development. Spiritual, moral, social and cultural development is good. Good moral and social development is particularly evident in the very good relationships between pupils and with staff, and in pupils' confidence with adults.

Pupils achieve well because teaching and learning are good. Lessons are characterised by very good relationships with the result that pupils are well motivated and responsive. Standards in English and mathematics are on track to be broadly average at the end of Years 2 and 6. From generally below average starting points, pupils have made good progress in their learning since September 2008. Teachers build well on their good relationships with pupils to create a positive climate for learning. This is supported by a broad and well balanced curriculum which successfully meets pupils' needs, and provides for clear progression in skills.

Leadership and management and governance are good. A wide range of monitoring activities by school leaders has resulted in a good awareness of strengths and weaknesses in outcomes and provision. This points to rigorous and effective self-evaluation. However, standards are not yet high enough. There are target-setting arrangements for individual pupils in writing and mathematics. However, the use of target-setting does not consistently help pupils to understand the next steps in their learning. The school's good provision is leading to pupils' good personal development and good academic progress. The effectiveness of the school's self-evaluation shows clearly that it has a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The skills of children on entry are below those levels typically expected for their age, particularly in aspects of personal and social development and communication, language and literacy. Good contact with pre-school settings and close links with parents help children to settle quickly into the Reception classes. Effective teaching, and the well-resourced classrooms and outside area, enable children to make good progress in all areas of learning. By the time they enter Year 1, most children reach the goals normally expected for their age. This indicates good achievement.

The friendly, supportive and well-trained team of teachers and nursery nurses care well for the children. As a result, their personal development and well-being are good. They behave well, feel happy and safe, and develop good relationships and levels of self-confidence. For example, children enjoy playing together, taking turns to be the waiter in the role play area and helping each other to write. The curriculum is well planned and includes tasks that children undertake themselves as well as activities which the staff lead.

Observations of children's progress and their interests are recorded consistently by members of staff. They are beginning to link these observations to the individual learning plans and to the overall planning and assessment to ensure that all children make good progress. This approach is yet to be fully implemented but is already having a positive impact on children's learning, and demonstrates good self-evaluation by the Early Years Foundation Stage team. The Early Years Foundation Stage is managed well.

### **What the school should do to improve further**

- Raise standards in reading, writing and mathematics by the end of Year 2, and in English and mathematics by the end of Year 6.
- Make more rigorous use of target-setting in order to provide pupils with a clearer understanding of the next steps in their learning.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Standards in 2009 at the end of Year 2 in reading, writing and mathematics are on course to be broadly average. At Year 6, standards in national tests in English and mathematics are also on track to be broadly average.. School and inspection evidence shows that pupils are clearly making good progress overall in the first year of the new school. In Years 2 and 5, for example, pupils have made very good progress in reading, and good progress in writing and mathematics. As a second instance, pupils' progress in Year 6 has been good in reading and writing, and most especially in mathematics. In other year groups, pupils also make good progress. Those pupils who have learning difficulties and/or disabilities make the same good progress as other pupils, because of the good support provided by teaching assistants.

## **Personal development and well-being**

### **Grade: 2**

Pupils display very positive attitudes to learning. They are friendly and confident, and have good relationships with each other and with school staff. They understand and can describe well the reasons for school rules, sanctions and rewards. Pupils are enthusiastic about their responsibilities and take seriously their roles on the school and eco councils. They are very proud of their achievements, including buying the new basketball equipment and bird feeder.

Pupils feel safe, and their behaviour is good. However, a few pupils show occasional lapses in attentiveness in some classrooms, or in assembly. There have been no exclusions since the school opened. School council members say that 'Teachers are really caring and easy to approach if we have a problem.' Pupils' enthusiasm is infectious, as they talk excitedly about their new school and the charities they support. Eco council members have planted vegetables and fruit, and are involved in composting and recycling. They are seeking external recognition for their

efforts in the form of Eco Schools (Bronze) award. Pupils' understanding of a healthy lifestyle is good and they are aware of the importance of exercise.

Good contributions are made by pupils to their new school community. For example, older pupils take responsibility for the school shop and the 'Huff and Puff' activities for younger children. Pupils' good personal skills and broadly average standards prepare them adequately for their future lives. Attendance is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Clear learning objectives and good links to previous learning set a purposeful atmosphere in lessons. Teachers show good skills in classroom management and organisation, which maintains pupils' interest well. In the best teaching, teachers are adept at finding ways of extending pupils' thinking well. In an outstanding lesson in mathematics in Year 6, for instance, the teacher engaged pupils' interest well in imaginative problem-solving work set in rural Gambia. Pupils applied their arithmetic skills to calculate the scale of a farmer's loss of groundnuts to predatory baboons, before developing a similar problem for themselves. However, on a minority of occasions, teachers miss opportunities to develop pupils' thinking further, sometimes because the use of questioning is not as challenging as it could be. Lesson planning is mostly good, and provides appropriate challenge because tasks are well matched to pupils of different abilities. However, teachers do not regularly clarify for pupils the criteria for good work. The special educational needs co-ordinators and the teaching assistants provide good support for pupils with learning difficulties and/or disabilities.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is well planned to meet pupils' needs. Interesting and purposeful activities make their learning enjoyable. For instance, one teacher arranged for a letter from the headteacher to pupils which offered a real context for their responses through a piece of persuasive writing. Problem-solving activities in mathematics provide good opportunities to apply learning, and practical investigations in science develop pupils' understanding well. Resources in information and communication technology (ICT) are good, but could be further exploited to develop pupils' skills.

Pupils' healthy lifestyles and understanding of safe practices are well supported by work in science and in personal, social, health and citizenship education. The local sports partnership has broadened activities in physical education and sports. The school has gained the Activemark award in recognition of its good work. Provision for French from Year 3, and for tuition in keyboard, violin and flute, is enhanced well by specialist teachers. Good additional arrangements ensure that pupils with learning difficulties and/or disabilities are well supported. Attractive displays around the school encourage pupils in the creative arts. The broad extra-curricular programme includes a Shakespeare club and a choir as well as sports. Extended services, such as family learning in ICT, promote strong links with the local community.

## Care, guidance and support

### Grade: 2

The pastoral care and support of pupils is very good, especially of those who may be vulnerable. The work of the special educational needs co-ordinators, part-time counsellor, and pastoral leaders ensures that pupils' individual needs are met well. Links with outside agencies to support pupils are strong. Pupils at risk are identified early in order to make sure that they make good progress. All safeguarding requirements are in place and are robustly applied. There have been no bullying or racist incidents since the school opened because of the positive approach in tackling such issues. Strategies to promote attendance are having a good impact.

There are clear guidelines that marking should provide pupils with helpful advice about how to improve their work. However, the guidance is not always consistently applied. Although marking is regularly encouraging, guidance about improvement is not always sufficiently clear.

## Leadership and management

### Grade: 2

The headteacher has given the new school strong and principled leadership. All school leaders are closely involved in monitoring the quality of teaching and curricular provision, and analysing teachers' planning and pupils' work to good effect. This is an important factor in pupils' good progress and good personal development. Action has been taken to improve marking. However, marking and the success criteria for the tasks which teachers set do not consistently support pupils in achieving their targets. Nevertheless, the school is on course to meet its challenging statutory targets.

The school's very inclusive ethos is testimony to the impact of the new leadership team. The ethos supports well the promotion of equal opportunities, and demonstrates the positive impact of the new leadership team. Good contributions to community cohesion are made, particularly at the levels of the school and the local community. Pupils take part in the Adur Arts Festival, and participated recently in an 'eco summit' organised by the local Member of Parliament, which took a global perspective on environmental issues. The school celebrates patron saint days to promote cohesion at the national level. The new governing body shows a good understanding of its strategic role. Governors offer warm support and have acted effectively as 'critical friends' to the school.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

12 June 2009

Dear Pupils

Inspection of Seaside Primary School, Lancing BN15 8DL

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you in school and outside. Seaside Primary is a good school and a very happy place for children. Many of your parents wrote to us about how much you enjoy school, and about its many good features. These are some of the important things we found out about your school.

- Your school has had an excellent start because of the outstanding sense of direction that the headteacher and other school leaders have given it.
- You have very good relationships with each other and with the staff, who take very good care of you.
- Your enjoyment of school, and your personal development, are good.
- Pupils behave well, so you all feel safe in school.
- You are making good contributions to school and community life.
- In the school's first year, you have made good progress in your learning, so that those who leave at the end of Year 6 are doing as well as other pupils of the same age.
- The teaching and the curriculum in your school are good.
- The school provides you with a good choice of extra-curricular activities.
- Teachers do a lot of checking up, so they know what is good about your school and how to improve it.

All the staff are working very hard to make the school a good place for you. We have asked them to make things even better in the following ways.

- Raise your standards in reading, writing and mathematics by the end of Year 2, and in English and mathematics by the end of Year 6.
- Improve the use of target-setting so that you have a better understanding of the next steps in your learning.

You can help by continuing to work hard and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours faithfully

Chris Grove

Lead inspector