

Seaview Primary School

Inspection report

Unique Reference Number	129823
Local Authority	Durham
Inspection number	341009
Inspection dates	15–16 March 2010
Reporting inspector	Allan Lacey HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Mr Stephen Turns
Headteacher	Mrs Karen Field
Date of previous school inspection	Not previously inspected
School address	The Avenue Deneside Seaham SR7 8PD
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw ten teachers, observed twelve lessons and undertook a detailed scrutiny of pupils' work. They held meetings with staff, governors, parents and groups of pupils. Inspectors looked in detail at the following: the school's development plan and safeguarding policies; the school's data on pupils' progress; assessment records and case studies and minutes of various meetings, including those of the governing body. The inspectors also analysed the 55 questionnaires returned by parents and carers of pupils at the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups in the school, especially with regard to English
- the quality of teaching and how well assessment information is used by teachers in enabling pupils to do as well as they are able
- the effectiveness of measures taken to improve attendance
- the effectiveness of leaders and managers at all levels including the governing body in driving improvement.

Information about the school

This is a larger than average size primary school. Free school meal entitlement is above the national average. The proportion of pupils identified as having special educational needs and/or disabilities is above the national average. The number of pupils with a statement of special educational needs is above the national average. Almost all of the pupils are of White British heritage. The remaining pupils are from a diverse range of minority ethnic backgrounds. The number of pupils with English as an additional language is also below the national average. The school holds a number of awards including the Healthy Schools award and the Activemark 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils thrive in a caring environment where every pupil is valued as an individual. Pupils say that they enjoy coming to school and feel safe and secure. Parents and carers are supportive of the school, typical comments include 'My son loves it here and is doing really well; every child is given the best start possible'.

Children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age. By the time they leave the Reception Year, their attainment is below average. Pupils' progress continues as they move through the school and attainment at the end of Key Stage 2 in science and mathematics, is at the national average. Pupils' attainment in English is below average, however, pupils' progress in this area is improving strongly and rapidly.

The school has gone through a time of considerable change since the last inspection and there is a renewed sense of drive and energy which is focused on improving rates of pupils' progress. Central to the school's success is a new structure of school leadership, spearheaded by the headteacher and deputy headteacher. Senior and middle leaders are driving improvement rapidly, the results of which are apparent in the improving outcomes for pupils.

There are good opportunities for pupils to make valuable and positive contributions to the school community, such as being part of the very active school council. Pupils have a good understanding and care about the issues facing their local area, however, their actions to help to improve the wider community are limited. The school community is highly cohesive and harmonious, however, the pupils' appreciation and celebration of the diverse cultures that characterise contemporary Britain is limited. The school works well with outside agencies in the support and care of vulnerable pupils. Similarly, the school engages with parents and carers effectively, with them valuing the 'open door policy of the school' where parents and carers are free to visit the school at any time without appointment.

The improvements made in Key Stage 1 and 2 have not yet been mirrored in the Early Years Foundation Stage. Staffing difficulties and accommodation problems have resulted in overall outcomes for children that are satisfactory rather than good. The school has taken action to remedy this situation with effective changes to the staffing and leadership of the department and impressive plans to improve the accommodation.

Pupils' punctuality has improved significantly over the last year and is now good. Pupils' attendance is below the national average, however, it is improving rapidly. The school has worked hard at addressing this issue and has had success in improving the attendance of some pupils whose attendance is low. The relatively recent school's

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multi-agency plan for tackling low attendance is beginning to have significant impact upon overall attendance.

Accurate self-evaluation is undertaken by all school leaders and governors. Driving up standards of teaching and the quality of assessment has been a central priority. The dedicated teaching staff, many of whom are new to the school, have responded very well to the changes that were needed to bring about improvements and there is a palpable sense of team spirit among all staff. This demonstrates the school's good capacity to improve further.

What does the school need to do to improve further?

- Raise standards of attainment in English in all key stages.
- Improve the rate of attendance and reduce the number of pupils who are persistently absent from school.
- Further develop the promotion of community cohesion, by:
 - carrying out a comprehensive audit of the school's own religious, ethnic and socio-economic context
 - planning appropriate steps to promote community cohesion in the local and wider contexts
 - evaluating the impact of the school's work to promote community cohesion.

Outcomes for individuals and groups of pupils

2

The majority of children enter the Nursery with levels of skills and abilities that are very low in comparison with those expected, particularly in their communication and personal development. Due to these low levels on entry and the satisfactory provision within the Early Years Foundation Stage, only a small minority reach the expected goals in key areas such as literacy skills, mathematics and communication. Inspection evidence and national comparative data show that pupils are making good progress overall at Key Stage 1 and 2. Current Year 6 pupils are making particularly strong progress attaining standards that are at the national averages in mathematics and above that average in science. In English, although standards are below national averages, pupils' progress is good and strongly improving. Progress in writing is strengthening and is good. This is because the school-wide focus on accelerating progress in writing is having a significant impact and the gap between pupils' attainment in reading and writing is closing.

The pupils' positive attitudes and behaviour are strengths of their learning. One older pupil described the feelings of many when he said, 'This school is great! It's like being in a big family where everyone respects each other.' The pupils express great confidence in the adults around them and say they could 'go to any of the staff' with a concern and feel confident they will be treated fairly. There are many opportunities for the pupils to contribute to the school community. Older pupils, for example, take on responsibilities to help out younger pupils in the playground, acting as 'playground buddies'. Older pupils provide excellent role models for younger pupils to look up to and emulate. Assemblies

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provide uplifting opportunities for the pupils to sing and play music together, and reflect on important messages. Pupils demonstrate a good level of understanding about the need to eat healthily and take plenty of exercise. Older pupils show a good awareness of the possible dangers of drugs and alcohol. By the time that they leave the school, pupils have become mature and responsible young people who are confident and have high self-esteem. Pupils' moral and social understanding is strong and their spiritual and cultural development is satisfactory.

The excellent support that pupils with special educational needs and/or disabilities receive ensures that their learning and progress is good and they are happy and secure. Parents and carers of pupils with special educational needs and/or disabilities were extremely complimentary in their comments about how well their children were progressing and the level of support provided by the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In the majority of lessons where teaching is of a good quality, high expectations secure pupils' commitment to their work and progress and behaviour are good. In these

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lessons, detailed planning provides challenging work for all groups of pupils as it is based on an accurate assessment of pupils' prior learning. Pupils are encouraged to discuss their work with adults and their peers, and the use of specific targets using 'child friendly language' promotes learning and progress. In some of the satisfactory lessons, teachers' introductions are too long and limit the time available for pupils to work on their own. Despite the school's clear intentions, there are some remaining inconsistencies in marking and in the use of targets for improving achievement.

The good curriculum ensures basic skills are practised and used well in a broad range of subjects and experiences for pupils. Information and communication technology is used effectively by teachers and pupils to raise interest, enhance learning and promote basic skills through a range of subjects. The curriculum is adjusted well for pupils identified as having special educational needs and/or disabilities, with activities planned at a variety of levels in lessons and effectively delivered in small groups.

The good pastoral care provided supports pupils' good personal development. They are given a clear moral framework and understand and follow the school and class rules which are supported with rewards rather than sanctions. They are encouraged to consider the needs of others and do so. The good relationships they have with staff mean they are confident in going to them if they are worried about their work or more personal matters. The care provided for pupils who have difficulties behaving appropriately is particularly strong. It and enables some who might otherwise struggle to cope with school to make good progress both academically and personally.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since her appointment, the new headteacher has provided outstandingly strong and creative leadership, building well on earlier improvements. She is very ably supported by the deputy headteacher and the new senior leadership team. The senior management team and the governing body, with strong support from the local authority, have effectively steered the school through a time of considerable change. At the centre of the school development has been a shared vision and a drive to achieve the best for the pupils at the school. The school has put in place a number of important procedures and practices that are driving the school forward. The procedures to improve the quality of teaching and learning are especially robust. There is effective monitoring of classroom practice, which securely establishes the features of good teaching expected in every

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lesson and the next steps needed to raise the overall quality. Equally, the school is supported by an effective and creative governing body, which has established very strong procedures for evaluating and improving its own work and for using and enriching governors' individual expertise.

The school promotes equality of opportunity and diversity well, for example, by rigorous analysis of pupils' needs and achievements. The procedures for safeguarding are extremely robust and all staff receive regular and relevant training.

The school community is highly cohesive and harmonious. However, both global links and opportunities to engage with the diverse cultures that characterise contemporary Britain are limited. The procedures for safeguarding are extremely robust and all staff receive regular and relevant training. Resources are deployed well. The school manages its finances well and ensures good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The majority of children enter the Early Years Foundation Stage with lower than expected starting points, particularly the case in their personal and communication skills. They make satisfactory progress, however, standards remain lower than average by the end of the Reception Year in reading, communication, creative development and in writing. However, development of personal skills, such as cooperating with others is good and their emotional development is in line with national expectations. This supports the children's next step in learning well and is a result of a successful emphasis on providing a high level of care, support and guidance.

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Children enjoy a suitable range of activities, but opportunities are missed to extend their learning according to their various abilities. There are too few opportunities for outdoor learning as the physical space limits the opportunities severely. The school is aware of these inadequacies and plans are well underway to improve the outside area and the accommodation generally. Although improving, there are too few opportunities to involve parents and carers fully in their children's learning and partnerships between the Early Years Foundation Stage department and the rest of school are underdeveloped. The recently appointed Early Years Foundation Stage leader has a good understanding of the strengths and weaknesses of the setting and is beginning to bring about important improvements in provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents and carers that responded to the inspection questionnaire are happy with the provision for their children. All parents and carers believe that their children enjoy school. The large majority feel their children are making sufficient progress and that teaching is good; the inspectors agree. Many parents and carers commented specifically on the role of the headteacher in bringing about positive changes to the school. One summed up such views by commenting 'I think this school has improved so much – they make you feel involved.' A small minority expressed a specific concern regarding a specific health and safety issue. This concern was investigated and the inspectors were reassured that the school was acting appropriately to minimise any potential safety risk.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Seaview Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	74	13	24	0	0	0	0
The school keeps my child safe	32	59	19	35	2	4	0	0
The school informs me about my child's progress	34	63	17	31	3	6	0	0
My child is making enough progress at this school	32	59	19	35	2	4	0	0
The teaching is good at this school	36	67	15	28	3	6	0	0
The school helps me to support my child's learning	29	54	23	43	2	4	0	0
The school helps my child to have a healthy lifestyle	32	59	20	37	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	61	17	31	2	4	0	0
The school meets my child's particular needs	31	57	20	37	2	4	0	0
The school deals effectively with unacceptable behaviour	29	54	22	41	2	4	0	0
The school takes account of my suggestions and concerns	32	59	20	37	2	4	0	0
The school is led and managed effectively	31	57	21	39	2	4	0	0
Overall, I am happy with my child's experience at this school	40	74	12	22	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 March 2010

Dear Pupils,

Inspection of Seaview Primary School, Seaham, SR7 8PD

On behalf of the other inspectors and myself, thank you for being so friendly and welcoming when we inspected your school recently. We very much enjoyed talking with you about your school. You should be very proud because you are very polite and your behaviour is good. You have a good knowledge of how to live healthily and how to stay safe. You say you feel very safe and appreciate the care that all adults show to you. You told us that lessons were fun and we agree with you.

Your headteacher leads your school well, with the support of all her staff. They make sure you are happy and you learn well. Your school provides you with a good education. You make a satisfactory start to your learning in the Nursery and Reception classes. You make good progress in lessons in Key Stages 1 and 2, and reach standards in mathematics and science that are at least typical for your age at the end of Year 6. This is because you are taught well and you work hard. You are making good progress in English, but do not do quite so well as in you do in other subjects.

Your school is a fun place to be and you are making good progress, so you need to come to school as many times as possible and only stay away if you are not well or there is some other special reason.

We have asked your headteacher and other teachers to help you make progress more quickly in English and to improve your attendance at the school.

You can help the teachers by continuing to follow their advice on improving your own work, always trying hard and having fun.

Yours sincerely,

Mr Allan Lacey

Lead Inspector

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