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20 May 2010

Mrs Y Ryle
Headteacher
Seascape Primary School
Robson Avenue
Peterlee
County Durham
SR8 5DN

Dear Mrs Ryle

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 19 May 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass on my thanks to the children who met with me, your chair of governors and your School Improvement Partner.

Since the last inspection, there have been some significant changes within the school. The name of the school has changed from Eden Community Primary School to Seascape Primary School to coincide with the move to new premises shared with a children's centre. A deputy headteacher is no longer in post and 2 assistant headteachers have taken up post as deputy headteachers. A new assistant headteacher has been appointed and was in school for a class visit, prior to taking up the role in June 2010. There have also been several changes to teaching staff since the last inspection.

As a result of the inspection on 21 and 22 May 2008, the school was asked to:

- raise standards of attainment, particularly in writing and science
- improve the quality of teaching and learning
- develop subject leadership
- improve the consistency of marking and guidance so pupils understand how they can improve.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Over the past few years senior leaders have rightly focused on ensuring a solid foundation for improvement exists. This is based on the ideal that excellent resources, an interesting and enriched curriculum, strong pastoral care and good quality teaching will lead to greater achievement. The new school building and facilities are excellent. The accommodation is well resourced, calming and well designed. Pupils and staff are rightfully proud of their new premises. Teaching has improved since the last inspection. All teaching seen during the monitoring visit was good and pupils' work seen in books suggests that this is usually the case in most classes. The improvements in the quality of teaching are slowly beginning to improve outcomes in reading, science and mathematics. The previous underachievement in writing is proving more difficult to overcome. The school has rightly focused its efforts on raising standards in writing by:

- ensuring high quality writing opportunities in the Early Years Foundation Stage lead to fewer pupils entering Year 1 with below average literacy skills
- ensuring that pupils practice basics such as spelling and handwriting in regular short sessions.
- improving the quality of marking and guidance pupils receive when writing so that they know what they need to do to improve their work
- ensuring a good range of activities, visitors and visits so pupils can draw inspiration from a stronger base of experience.

These strategies are beginning to improve the standards of attainment in writing with pupils in Year 6 and Year 2 on target to reach standards of attainment that are higher than those achieved by the school in recent years.

Marking and academic guidance is now more consistent throughout the school. It is clear to see the school's marking policies being implemented in each classroom. Academic guidance is particularly useful in Key Stage 2. In these classes pupils develop an understanding of what makes particular styles of writing successful. Teachers' marking refers to pupils' individual targets and success criteria for that particular activity. Pupils regularly use the feedback they receive to improve the quality of their writing.

Leadership is developing. Senior leaders, supported by the local authority through the Improving Schools Programme, have been relentless in their pursuit of improvement. They have driven up the quality of provision and, most importantly, secured more consistency in the quality of teaching and academic guidance. While most responsibilities still remain with the senior leadership team, other teaching staff have started to develop their leadership skills by shadowing experienced leaders and sharing responsibility. Leaders and managers realise it is important that this work

continues so leadership functions can be dispersed more fully and senior leaders do not become overwhelmed with their extensive responsibilities.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Sheridan
Her Majesty's Inspector