

# Seaton Primary School

## Inspection report

---

<b>Unique reference number</b>	113108
<b>Local authority</b>	Devon
<b>Inspection number</b>	325754
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	David Edwards HMI

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

---

<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 of pupils on the school roll</b>	333
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Knight
<b>Headteacher</b>	Alan Simpson
<b>Date of previous school inspection</b>	19 May 2009
<b>School address</b>	Valley View Seaton EX12 2HF
<b>Telephone number</b>	01297 20922
<b>Fax number</b>	01297 625194
<b>Email address</b>	asimpson@seaton-primary.devon.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	7–8 March 2012
<b>Inspection number</b>	378641



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

David Edwards

Her Majesty's Inspector

Joy Donaldson

Additional inspector

Mary Usher-Clark

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 12 class teachers and observed teaching and learning in 19 lessons. In addition, discussions were held with two groups of pupils, the headteacher, the senior leaders, teachers, representatives from the governing body and in a telephone conversation with the deputy headteacher who was absent at the time of the inspection. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at information about pupils' performance, the school development plan, including minutes of meetings and reports, school policies, and curriculum planning documents. In addition, questionnaires were scrutinised from 104 parents and carers, 29 staff and 106 pupils.

## Information about the school

This is a large school that serves the seaside town of Seaton and the surrounding area. Most pupils are White British and speak English as their first language. A few are at the early stage of learning English. The proportions of pupils eligible for free school meals and of disabled pupils and those with special educational needs are below average. Pupils with moderate learning and speech, language and communication difficulties form the largest groups with additional needs. The school has a below average proportion of pupils with a statement of special educational needs. Pupils in Key Stage 2 are taught in ability sets for English and mathematics. The school is currently consulting with parents and carers regarding the proposal to become the lead school in a federation with three other nearby primary schools. The school meets the government's current floor standards, which set out minimum requirements for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. It has maintained high standards in English and mathematics since the previous inspection and has successfully identified and addressed areas identified for improvement. Consequently, the teaching pupils receive over time is outstanding and pupils’ attendance has similarly improved and is now above average.
- Pupils’ achievement is outstanding. Almost all sustain excellent progress in English and mathematics. They apply their developing skills to great effect, including reading, writing, communication and mathematical skills across the curriculum.
- Pupils are typically considerate, respectful and courteous to each other, staff and visitors. They behave well in lessons and show good attitudes to learning. Pupils say they feel safe in school because of the effective care and support they receive. Incidents of poor behaviour are managed well and the school works closely with partner agencies to meet the needs of pupils whose circumstances may make them vulnerable.
- Teaching is outstanding because teachers possess excellent subject knowledge which allows them to plan astutely and set challenging tasks based on their systematic and accurate assessment of pupils’ learning needs. Teaching generates high levels of enthusiasm among pupils for learning. However, the promotion of pupils’ independence in learning, especially in understanding how well they are doing and in next steps for improvement, is inconsistently implemented within the school.
- Leaders and managers, including the governing body, are highly ambitious for the school and lead by example. They base their actions on a well-informed and accurate understanding of the school’s performance. The quality of teaching is managed by senior leaders very carefully in order to sustain pupils’ excellent learning. This also secures an outstanding curriculum that provides pupils with highly positive and memorable experiences which promote pupils’ strong

**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

spiritual, moral, social and cultural development. They have very good strategies for engaging with parents and carers.

## What does the school need to do to improve further?

- Create opportunities for pupils to demonstrate outstanding behaviour in lessons by:
  - ensuring that planned activities provide pupils with frequent opportunities to exercise self-responsibility
  - giving time in lessons for pupils to reflect on their work and their teacher's marking
  - giving pupils more responsibility for setting and reviewing their own targets for improvement in English, mathematics and throughout the curriculum.

## Main report

### Achievement of pupils

Children make a strong start in the Early Years Foundation Stage as a result of high-quality care and good teaching. Most children begin school with knowledge and skills levels that are in line with age-related expectations. Many demonstrate particular strengths in personal dispositions and attitudes, counting and linking letters and sounds. Children's interest and enthusiasm for learning are evident in the way they take turns and play cooperatively together in the well-resourced learning environment. Most parents and carers spoke positively in their questionnaires about the excellent communications with the school and the regular opportunities to come into school to learn with their children. One response captured the findings of this inspection and reflected the comments of many parents: 'My child has flourished in this caring, happy, organised and positive environment.'

Observations of pupils' learning in lessons and their work in books confirm that the school continues to ensure all pupils and groups make outstanding progress. Pupils' attainment by the end of Key Stage 1 in reading, writing and mathematics is well above the average. Pupils continue to build on their very good attainment throughout Key Stage 2 so that most achieve highly in reading, writing and mathematics by the end of Year 6. This success is due to the very careful monitoring of pupils' individual progress that provides teachers with an accurate understanding of the skills pupils need to develop and the knowledge they need to acquire in order to maintain their excellent all-round progress. Pupils' attitudes towards their learning are very good and they say they enjoy lessons, especially when given opportunities to take an active part in lessons. For example, this was evident in a Year 5 English lesson where pupils confidently demonstrated their developing language skills through the opportunity to 'role-play' characters from a well-known fairy tale and answer well-thought-out questions from their peers.

**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

Any variance in attainment between groups identified by the school as potentially vulnerable to underachievement is carefully monitored. As a result, all pupils, including disabled pupils and those with special educational needs, receive appropriate support and remain on track to achieve their challenging end-of-year targets.

## **Quality of teaching**

The school's investment in the training and support for all staff continues to pay dividends. Time is used exceedingly well throughout the school day to provide pupils with every opportunity to learn new skills or consolidate their knowledge and understanding. This is because teachers and support staff plan extremely well and work very closely together to provide child-centred learning within a curriculum that meets pupils' needs exceedingly well. Pupils say they appreciate the effort teachers put into planning their lessons and especially when they are allowed to take an active part in lessons. For example, in a Key Stage 2 English lesson, the teacher's excellent subject knowledge, combined with a carefully planned lesson ensured all pupils engaged with the task and produced high quality writing of good length. Teaching also develops pupils' sense of enjoyment and fascination in learning about themselves, others, and the world around them. As a result, pupils say they appreciate the efforts teachers put into making lessons fun. One pupil summed up the views of many by saying, 'We really like science because we have lots of opportunity to do experiments. It's fun!' The regular monitoring of pupils' progress provides teachers with reliable data that allow them to target interventions specifically at those pupils who need it most as well as to maintain an accurate picture of pupils' overall achievements. The majority of parents' and carers' questionnaires indicate that they are pleased with the progress their children are making and acknowledge the 'imaginative and varied' teaching methods employed by the school.

Teachers' marking in books is supportive and mostly provides pupils with guidance on how to improve their work. Inspectors found that the best examples of marking, which also guided pupils in what they need to do next to improve, were for writing. Marking in other subjects is not always as thorough and, although regular and supportive, misses opportunities to encourage pupils to reflect on their learning and guide them on how they might improve their work.

In the Early Years Foundation Stage, adults are confident in the delivery of daily phonics sessions (linking letters with the sounds they make) that provide children with regular opportunities to develop secure reading and writing skills. Children's attitudes to learning are excellent, they are frequently excited by the activities provided for them, and they therefore develop very good attitudes to learning. For example, children made excellent use of story maps in their enthusiastic re-telling of Jack and the Beanstalk.

## **Behaviour and safety of pupils**

The behaviour of pupils in class and around the school is good. A scrutiny of

**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

behavioural records, discussions with pupils, and responses by parents and carers show that this is also the case over time. The inclusive culture within the school is evidenced through its effective commitment to pupils' spiritual, social, and moral development. Pupils' behaviour is not outstanding because pupils sometimes lack opportunities in lessons to take responsibility for their learning. The school is not complacent and fully aware of the need to encourage this in lessons and to further strengthen pupils' understanding and experiences of the cultural diversity of the United Kingdom. Pupils' very positive attitudes are promoted well through their regular assemblies. For example, when learning about David and Goliath, pupils were allowed time to discuss, reflect and respond, which contributed well to their personal development.

The school works successfully with other agencies where necessary to support pupils whose circumstances or learning needs may make them vulnerable and in so doing have maintained the full confidence of staff, pupils, and the vast majority of the parents and carers. These parents and carers reported that standards of behaviour are typically good in the school and believe that all reasonable steps are taken to keep their children safe. Pupils report that bullying in any form is rare and say that adults take any reported incidents very seriously. They are confident that the school keeps them safe and ensures that they understand what constitutes unsafe situations such as having a good awareness of internet safety.

Adults work effectively together in the Early Years Foundation Stage to provide a stimulating learning environment for children, both indoors and outside, so that children develop their skills successfully across all areas of learning. Throughout the day, staff are vigilant for the safety and well-being of pupils and take every opportunity to support and reinforce expectations of good play and behaviour. Similarly, in lessons, teachers plan creative activities that grasp and maintain pupils' good concentration.

### **Leadership and management**

The headteacher has successfully built up a cohesive team of enthusiastic and highly aspirational professionals who demonstrate the ability to provide an outstanding learning experience for all pupils. All adults are appropriately trained and regularly updated in the procedures for safeguarding pupils. The school is exceptionally vigilant in keeping records, and so cares and provides very well for the safety of pupils. Rigorous and extensive monitoring of all aspects of the school's work promotes a culture of searching analysis and self-challenge that enables leaders to devise exceptionally well-focused plans for further improvement. The school's actions have a markedly beneficial impact on community cohesion within its local community and beyond. Consequently, there is excellent access to equal opportunities for all pupils and any possible barriers to achievement are swiftly identified and removed.

The governing body plays a significant role in the life of the school. Members know the school well, carry out their responsibilities efficiently and rigorously hold the school to account. Self-evaluation is accurate and, with effective communication systems, enables the school to channel its energies strategically, and with growing

**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

success through which pupils develop their spiritual, moral, social and cultural awareness. The school makes very good use of the outstanding local environment and close proximity to the coastline to augment the outstanding curriculum and ensure pupils have excellent opportunities to play an active part in the wider community. The secure track record, high academic performance and excellent provision that have been sustained since the previous inspection demonstrate that the school's capacity for further improvement is similarly secured.

The school's commitment to equality is evident, for example in the incisive actions taken to improve attendance since the previous inspection and reduce the achievement gap for boys and pupils identified as requiring additional support. The vast majority of parents' and carers' questionnaire responses confirm they hold positive views on the school. A few parents and carers raised concerns regarding the management of inappropriate behaviour and disappointment in not providing for their children's individual needs. Overall, the few negative responses received were shared with the school and, where appropriate, are commented on in this report.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



24 January 2012

Dear Pupils

### **Inspection of Seaton Primary School, Seaton EX12 2HF**

Thank you for making us welcome when we came to inspect your school recently. In particular, thank you to those of you who completed the questionnaire, shared your work and spoke with us about what you think about your school. It was all very helpful. We have decided your school is outstanding! That means your teachers and all those who work in the school support you in your learning exceptionally well. For example, younger children settle quickly to learning and make very good progress because adults help them to learn even while playing. Your attitude to learning is very positive, so we saw you play very well together and behave well in lessons and around the school. You make outstanding progress and you achieve above average standards in English and mathematics by the time you leave school at the end of Year 6. This is because all staff and the governing body work very closely together to provide you with fantastic learning experiences and you clearly enjoy learning. I was not surprised therefore to find that your attendance has improved and is now above average. Well done, keep it up!

Even in an outstanding school like yours, there will always be things to improve upon. We think your good behaviour could become outstanding. To achieve this, we have asked your headteacher to make sure that all of you have regular opportunities to work more closely with your teachers in reviewing your work and creating targets that will help you to focus closely on the things you each need to do to improve your work further. In this way, you will take on a growing responsibility for your learning that will lead to you becoming even more successful learners. Of course, you all have a part to play yourselves by continuing to work hard and encouraging everybody to always do their best.

I wish you every success in the future.

Yours sincerely

David Edwards  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**