

Seaford Primary School

Inspection report

Unique Reference Number	114419
Local Authority	East Sussex
Inspection number	357534
Inspection dates	30 November 2010–1 December 2010
Reporting inspector	David Shepherd

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Andy Steer
Headteacher	Jon Reynard
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 14 lessons and 14 teachers were seen. Meetings were held with senior staff, all staff in the Early Years Foundation Stage, a group of pupils and the Chair of the Governing Body and Vice Chair. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its latest data. Questionnaires from 107 parents and carers, 101 pupils and 19 staff were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The reason why pupils do not make expected progress in Key Stage 2.
- The reason why girls in Year 6 do not reach similar levels to boys as well as their peers in other schools.
- The consistency of teaching and assessment practices throughout the school, especially in Key Stage 2.
- The impact of the senior and middle leaders on accelerating progress and on raising levels of attainment.

Information about the school

This is a large primary school. Most pupils are White British. Relatively few pupils are from minority ethnic backgrounds, some of whom speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. The needs of these pupils relate mainly to moderate learning difficulties and specific learning difficulties. A lower than average number of pupils have a statement of special educational needs. The Early Years Foundation Stage is made up of two Reception classes. The school provides breakfast and after-school clubs which are managed by the governing body and are therefore inspected with the school. The school has achieved a Healthy Schools award and Activemark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Seaford Primary is a satisfactory school which is rapidly improving under the guidance of the newly formed senior leadership team. The new leadership team has energy and drive and is beginning to make an impact on accelerating progress, particularly in Key Stage 2. Self-evaluation is accurate and incisive. Senior staff and governors have a good understanding of how the school is doing and what needs to be done next. The headteacher provides a clear sense of purpose for staff and governors. Most senior staff have only taken up their posts recently. However, the evident improvements in pupils' learning and progress this term indicate that the schools' capacity to improve and build upon these significant positive changes is satisfactory. However, senior and middle managers have not had the opportunities to be involved in monitoring and evaluating the impact of their work on pupils' progress and attainment. Parents are supportive of the school. As one parent wrote, 'I am extremely happy with all aspects of Seaford Primary School. My children enjoy school and feel safe.' This view was typical of many others.

Children in the Early Years Foundation Stage get off to a good start making good progress from broadly average starting points and this continues in Key Stage 1. For a number of years progress in Key Stage 2 has been significantly below average because teaching has not always focused enough on pupils' outcomes. This is being addressed now and ways of accelerating progress in reading, writing and mathematics are being implemented to good effect. Current work reflects an improving picture. Pupils' progress is now satisfactory overall and their accelerated progress is contributing to improving attainment. Attainment has been significantly above average for the past few years at the end of Key Stage 1 and average at the end of Key Stage 2 in national tests. The attainment of boys and girls is similar. Pupils, including those with special educational needs and/or disabilities and those with English as an additional language make satisfactory progress. Teaching is satisfactory overall and has a number of strengths. Occasionally, more-able pupils are given work that is too easy for them and teachers do not always give pupils enough guidance about how well they are doing in their work. Where this good practice does occur pupils are sometimes not given enough time to act on teachers' suggestions. Pupils' books show that there is insufficient attention given to encouraging them to present their work tidily.

This is a friendly school where pupils are happy. Their enjoyment of school is reflected in their above average attendance. Pupils make a good contribution to the smooth running of the school and speak enthusiastically about their participation in events, including singing in the choir at the O2 Arena. The satisfactory curriculum is enriched by a wide range of additional activities. Music is a particular strength of the school. However, there are not enough problem solving and investigative activities provided in mathematics and science, and opportunities to write at length throughout the curriculum are at times limited. The breakfast and after-school clubs provide pupils with good opportunities to develop their social skills.

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What does the school need to do to improve further?

- Accelerate progress and raise attainment in reading, writing and mathematics in Key Stage 2 by July 2011 by:
 - increasing the amount of problem solving and investigative activities in mathematics and science
 - providing more opportunities for extended writing in literacy and across the curriculum.
- Improve the consistency of teaching through the school in the coming academic year so that at least 80% is at least good by:
 - indicating to pupils how they might improve their work in all subjects and providing time for pupils to act on these suggestions
 - ensuring pupils' work is well presented.
 - providing more challenging work for more-able pupils.
- Develop the role of senior and middle managers to enable them to monitor and evaluate the impact of their work on pupils' progress and attainment.

Outcomes for individuals and groups of pupils

3

Pupils respond readily to their teachers and settle down quickly to their work. For example, pupils in Year 6 were enthusiastic and fully committed to developing their ideas before they began writing their play scripts. They discussed what they were planning to do with each other and adults. More-able pupils included the appropriate stage directions that preceded what characters said. Pupils in Year 3 worked eagerly and methodically through problems as they learnt to partition numbers when multiplying by tens and units. Pupils with special educational needs and/or disabilities and those with English as an additional language receive well-targeted support and they make satisfactory progress in line with their different abilities. There are no significant differences between the achievement of different minority ethnic groups. However, sometimes more-able pupils do not always make the progress of which they are capable because the work set for them is not sufficiently challenging.

Pupils know about healthy foods. Pupils enjoy physical activities in lessons as well as at playtimes and lunchtimes. Many take part in a range of out of school sports clubs and inter-school competitions. This is reflective of the school being awarded the Activemark. Pupils make a good contribution to the school. For example, Year 6 pupils run a dance club for younger pupils and Year 5 pupils assist younger ones during lunchtimes. They are proud that some of their ideas were acted on in relation to the trim trail and computer suite. Behaviour is satisfactory. It was good during the inspection, but evidence suggests that this is not always the case. Pupils learn about aspects of other cultures and this helps them to understand the world around them. They do much to raise funds for a range of charities.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Strong relationships and respect between pupils and adults are a significant feature in all classes and these help create a busy and positive learning environment. A strength of teaching is the use of practical apparatus and materials to enable pupils to understand what is being taught. Teachers draw groups of pupils together to clarify their understanding on particular aspects of their work. This additional teaching helps them to make progress in their learning. Pupils share their ideas with each other in a responsible manner. They are used to formulating their ideas and discussing them with each other. This helps them develop their ideas further. Teachers ask searching questions that identify what pupils already know and what they need to do next to improve. Support by teaching assistants encourages pupils to think for themselves and become independent. In the best lessons, teachers provide good guidance to pupils. In marking pupils' books, teachers sometimes include a comment about what pupils could do to improve although pupils are not always given enough time to practise what they need to do next to improve. The good practice of supporting pupils in understanding how to improve their work is not yet consistent across the school. On occasions teachers do not challenge work that is not well presented and as a result pupils' work is sometimes untidy.

Recent improvements are enabling the curriculum to be more relevant to the needs of the pupils. However the school recognises that there are still not enough opportunities to solve problems or investigate in mathematics and science. The school is taking action to

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improve opportunities for pupils to write at length in literacy lessons and across the curriculum in order to extend their skills in writing further. Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and include a wide variety of visits, visitors to the school and extra-curricular music and sports clubs. Both pupils and their parents comment about how they value the many opportunities pupils have to be involved in sports activities.

Care, guidance and support are satisfactory. There are a number of strengths particularly in the care provided by staff. However the behaviour of pupils, while often good, has been an area for concern. The new senior management team has taken quick action to address this and systems are now in place to promote the good behaviour of pupils. There are good strategies to help pupils joining the school settle quickly. As one parent wrote, 'My son is extremely happy and making superb progress. He was reluctant before but is now very keen. All the staff are welcoming and friendly.' Intervention groups are held for those with both learning and physical needs. Nearly all pupils comment in their questionnaire that they receive good support and care from the staff and this helps them in their work. Procedures for maintaining attendance are effective. Transition arrangements between Reception and Year 1 and on transfer to secondary education are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The leadership and management of the school are satisfactory. The senior leadership team knows the school's strengths and weaknesses well and has diagnosed where improvements are needed. School data are analysed well and the resulting information is now being used to help pupils in their learning. However, some of the senior and middle managers have recently taken up their roles and have not yet had time to be trained in monitoring the impact of their work on accelerating pupils' progress and raising attainment. The governing body is supportive and encouraging to the school. It is involved in evaluating the school's work and is becoming more challenging in holding the school to account. Assessment and tracking systems are now enabling staff to identify quickly any pupil or groups of pupils that need additional support or help. However, this has not yet ensured that more-able pupils are sufficiently challenged. For this reason, the promotion of equality of opportunity is satisfactory rather than good. School leaders and governors monitor safeguarding arrangements appropriately, and at the time of the inspection these were satisfactory. Procedures for checking the suitability of staff are rigorous.

The school's engagement with parents is satisfactory. There is a strong parents' association that makes a good contribution to the school. Good partnerships that enrich

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the curriculum, especially in sporting events, have been forged with local schools and contribute well to pupils' learning experiences. Good links are established with agencies that provide guidance for pupils with special educational needs and/or disabilities. Good links have been forged with local churches and other organisations. Visitors from these organisations come into school and help in assemblies and classrooms. The school's promotion of community cohesion is satisfactory. Good links exist within the local community. Wider links are developed through educational visits, as are cultural links and experiences. Pupils' understanding of the different backgrounds represented in areas much further from the school, while increasing, is not always secure.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children receive a good start to their schooling. When they start in the Reception classes, children's attainment is at expected levels in all areas of learning except in communication, language and literacy where it is below those levels. Children make good progress. In 2010, they left Reception with attainment in all areas above those levels expected for their age. Children are looked after well although they are sometimes left for too long during child-initiated activities when some lose their concentration on what they are doing. Overall, they are given good opportunities to chat to adults about what they are doing, practise the sounds letters make, count, sing nursery rhymes and play with toys and other equipment. They develop their keyboard skills on computers effectively. Behaviour is good and children get on well with each other and adults. The learning environment is very well organised indoors and outdoors. It provides children with an enjoyable range of activities. The Early Years Foundation Stage leader is working well with her team and ensuring that new staff are developing their skills effectively. Staff plan together effectively to provide a good balance between the different areas of learning. Links with parents and carers are good. Induction procedures are effective and children quickly settle into school routines.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Although the response rate was low, about half of the questionnaires returned included written comments, most of which were supportive of the school. In these comments, parents and carers pointed out their children are very happy at the school and that teachers care about them. They reported that individual issues are handled well. They praised the after-school club, sports clubs and music clubs. One parent wrote, 'I am very pleased with the education and care my children receive and would like to express my appreciation of the caring and dedicated teaching.'

The main concerns parents and carers expressed were in relation to bullying and the management of bad behaviour. These concerns were also reflected in the pupils' questionnaire and in conversations with pupils during the inspection. Behaviour during the inspection was good. However, evidence shows that is not always the case and behaviour overall was judged satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Seaford 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	70	28	26	2	2	2	2
The school keeps my child safe	84	79	19	18	1	1	3	3
My school informs me about my child's progress	70	65	30	28	7	7	0	0
My child is making enough progress at this school	63	59	38	36	3	3	3	3
The teaching is good at this school	71	66	31	29	4	4	1	1
The school helps me to support my child's learning	61	57	34	32	9	8	1	1
The school helps my child to have a healthy lifestyle	54	50	52	49	1	1	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)	60	56	34	32	5	5	1	1
The school meets my child's particular needs	64	61	31	24	6	6	2	2
The school deals effectively with unacceptable behaviour	65	61	26	24	5	5	9	8
The school takes account of my suggestions and concerns	57	53	34	32	11	10	2	2
The school is led and managed effectively	70	65	24	22	10	9	1	1
Overall, I am happy with my child's experience at this school	73	68	27	25	4	4	3	3

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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



2 December 2010

Dear Pupils

Inspection of Seaford Primary School, Seaford BN25 2JF

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting and talking to you about how you feel the school is preparing you for the future. You go to a satisfactory school. There are a number of good things about your school which we liked.

- You enjoy school and get on well with each other.
- Your Year 5 pupils do a good job at lunchtimes helping younger pupils with their lunches.
- You are working hard now and making satisfactory progress.
- You like the way adults in school look after you and you think they are doing a good job.
- You like your teachers and teaching assistants and try your best to please them.

We have asked your headteacher, teachers and the governing body to do three things to make your school better. These are to:

- help you to read, write and calculate better by making sure you write more than you do and work out more problems in your mathematics and science lessons
- improve teaching by letting you know how to improve your work and giving you time to carry out your corrections
- help all the leaders in the school check on the progress you are making in all lessons.

All of you can help by continuing to work hard and keeping your work tidy.

Yours sincerely

David Shepherd

Lead inspector

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