

School Self Evaluation



2021-2022

Context

Seascope Primary School is an average sized, one and a half form entry primary school with 280 pupils currently on roll across Nursery—Year 6. Seascope Primary School offers Nursery provision for children from 2-4 years old, currently there are approximately 50 pupils within our EYFS provision.

The percentage of free school meals at 66% is more than double the national average (25.2%). Seascope is an inclusive school, serving one of the most deprived wards in County Durham, in terms of need and demand for social care services, mortality rate, deprivation and educational attainment. Eden Hill Estate is in the top 5% most deprived for overall deprivation in England. [English Indices of Deprivation, 2015]

The percentage of pupils with SEN support is 29% and is more than double the national average. (12.1%) This is rising year-on-year. The percentage of pupils with a EHC plan 1.7% is close to the national average (1.3%). Children enter school with skills that are below those typical for their age. A proportion of children enter school with skills significantly below those typical for their age.

The school has a majority of British white pupils with 3% from minority ethnic backgrounds which is well below the national average (31.6%).

Until September 2019 Seascope Primary School also had an enhanced mainstream provision for pupils with SEMH needs although this provision is now closed there are still pupils on roll who attend the school from other parts of County Durham due to their SEMH needs.

Pupil mobility is high with internal tracking showing that cohorts change dramatically across both the academic year and the key stage.

The school provides a high level of pastoral support, including using a 5 day Place2Be service which contributes strongly to the children's emotional wellbeing and provides a professional counselling service for pupils, parents and staff.

The school has a new leadership structure in place with a new headteacher since April 2019, deputy since April 2020 and a newly established middle leader system in place with four middle leaders in role to lead each key stage alongside a SENCO.

School vision

Our school vision is deeply rooted in our high expectations this is encompassed in our ethos to simply—be more! Our school may be in an area of high deprivation but we see the potential in all of our pupils and provide them with a wide-ranging curriculum so all children can be challenged and show their talents. Our teachers track attainment continuously to ensure no children are left behind and leaders support and challenge when this is not the case. We aspire for our children to be successful and we celebrate their achievements within a calm, supportive environment that supports the needs of the whole child and their family unit.

The quality of teaching throughout school has swiftly improved in recent years and is now much more consistent; staff CPD is supported by thorough a clear CPD and staff meeting programme for all staff alongside coaching by middle leaders when needed. The senior leadership team have been relentless in their desire to create a positive climate of support and improvement to rapidly improve standards while ensuring the staff are part of the process and also lead the drive to improve standards.

Reading has a high priority throughout all phases in school. There is a sharp focus on phonics for pupils in EYFS and KS1 and where needed, KS2. Read, Write Inc is followed rigorously and staff are supported by termly development days. This programme is improving outcomes within early years and KS1 for both reading and writing and forms the basis of classroom management techniques throughout school. Due to the high emphasis of Read, Write Inc, school outcomes have been in line with national for the last two academic years (2020 using internal tracking)

Leaders place a high priority upon the key skills within maths. The school uses the Big Maths system to ensure a focus on arithmetic and core number skills, close any gaps the children may have and to make sure that children have the confidence in their mathematic ability to reason and apply their skills. This programme helps to embed leaders' beliefs that no child is left behind. Weekly challenges celebrate the achievements children do make and clearly track any gaps in maths to ensure progress is more rapid and staff can respond to children's need. Termly development days and clear CPD ensure teachers understand how to support and challenge pupils in maths and rapidly close any gaps.

Core skills are at the heart of the school curriculum with reading at home prioritised and homework being dedicated to spelling and arithmetic. This has been planned by leaders to be able to complete online with limited resources needed for families whilst maintaining a high standard.

Our wider curriculum is ambitious and has been analysed and re-structured to suit the needs of our children. It ensures children have the necessary general knowledge to be able to function in the wider world. Our curriculum is coherently planned towards skills for the future and wider experiences are embedded into the curriculum to find a specialist skill that all children can develop. In addition, we prepare our children to have the resilience and perseverance to be successful, the confidence to want to learn and a passion for specific activities. Vocabulary and experiences are at the core of our curriculum. This starts from our language-rich environment in EYFS to clear phonics and English teaching and further to purposeful writing as part of our foundation subjects. Our wider curriculum has been planned with clear end points and progression in all subjects so staff are confident in what children have already learnt. All subjects are given equal importance and are taught or supported as much as possible by specialists to inspire our children.

Through analysis and triangulation of books, lesson observations and assessment data outcomes are improving at Seascape Primary School. Importantly, pupils' work in books across the curriculum is of good quality and high expectations are evident. Leaders have continued to track data throughout 2020 and 2021 and are confident that outcomes continue to improve despite the lockdowns over the last two academic years.

Regular and periodic monitoring by the senior leadership team has ensured that the quality of work in books has improved and our whole staff work relentlessly to improve outcomes within lessons. Learning conversations about the pupils' progress take place half-termly with a focus on progress, achieving, teaching strategies and intervention. The impact of these meetings ensure staff are held to account through a newly-implemented more robust performance management system for all staff in school. Pupil progress meetings taken place strategically every half term using a whole school intervention model and tied into teacher's performance management and the appraisal process for all other staff so the whole school share the same goal to raise outcomes.

Within our Early Years provision specifically provision is good. Children are motivated to learn and interested in the broad range of activities provided. Children develop the key skills needed to make a positive start to the next stage of their education. Alongside this their behaviour is good and they are learning to respect each other. Our early years staff are fully committed to the whole school

journey of improvement and procedures have created a curriculum bespoke to the school to meet the needs of our children. The YEFS lead has adapted planning and assessment procedures to ensure our children continue to make good progress towards the Good Level of Development and to the changes in the new framework. These systems of good provision are now starting to be mirrored in KS1 to further enhance the quality of education.

Behaviour and attitudes	Grade - 2
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Seascape Primary School prides itself on its calm, orderly environment and promotion of positive behaviour and attitudes. Our school has a respectful culture from both pupils and staff; staff care deeply about all pupils in our establishment. The pupils' behaviour has noticeably improved since the new leadership has been in place and is regularly commented upon positively by visitors; several local authority visits have highlighted behaviour as being positive. Leaders have high expectations and have ensured consistency by implementing a new good behaviour policy based on the schools' PSHCE provision. Any instances of inappropriate behaviour are swiftly dealt with and the behaviour policy is well-understood by the pupils. Leaders ensure they monitor both low-level disruption and more serious incidents behaviour and keep detailed logs. An assertive discipline approach is used throughout school and these incidents are reported weekly to parents with positive behaviour celebrated. More serious incidents of behaviour are monitored using CPOMS thus enabling detailed chronologies and ensuring actions for children with more complex behavioural needs are completed. Any incidents of poor behaviour are usually limited to groups with specific needs and provision has been planned and adapted to suit.

Our pupils are becoming more confident learners with better relationships with their peers due to the changes that have been put in place by the leadership team. Behaviour for learning in lessons is good and school is a welcoming environment where children feel like they can learn and be safe. Governors and leaders monitor both children's and parent's views on behaviour and have worked swiftly to address both parental and child concerns regarding behaviour through more regular reporting and the implementation of more specific PSHCE programmes. This has seen significant improvements in a short space of time with children now reporting behaviour in school to be positive.

Our children want to come to school and leaders are unrelenting in their desire to improve attendance. Leaders have taken swift action to ensure attendance has improved through a robust attendance management plan which ensures it remains a high priority and our children are keen to come to school every day and be on time because of incentives in place.

Personal Development	Grade - 2
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Pupils are nurtured and supported throughout their time at Seascape Primary School with a curriculum that not only focuses on academic achievement but has a definite focus on personal development. Pupils are positive about school and enjoy learning and are very proud of initiatives that take place as pupils, and their families, are given a voice.

We are a 'Happy School' following the Happy School Programme as we believe increasing happiness in children can help break the self-perceptions that hamper the ability to achieve. Through our PSHCE strategies, we positively affect their happiness levels and improve their ability to be successful learners. PSHCE is a fundamental part of our afternoon curriculum and ensures our children are in a position where they feel able to learn. This is supported by comprehensive SMSC provision through themed weeks and a clear assembly overview.

We pride ourselves on being an OPAL school. The development of the outdoor provision has

provided pupils with physical activities to focus their energy during break times when behaviour is sometimes more boisterous. The introduction of the OPAL programme has significantly reduced the amount of incidents that did happen over unstructured times. Mental wellbeing is supported through the OPAL programme and the 'weekly' mile to ensure our children are physically and mentally well.

Pupils work well with others in the class and listen respectfully to their teacher. Most pupils work hard and try their best, and are very proud of their achievements. We hold weekly assemblies to celebrate our pupils achievements and congratulate them through their 'golden afternoon' on a Friday. The work of our chatty council ensures our pupils' voices are heard and that they have a say in how our school moves forward. Place2Be provides specialist play therapy and counselling support for children and their families should they need it.

Our pastoral team are at the heart of our school and provide high quality support for our pupils and their families is of the utmost importance. Our families receive high quality support and have a constant point of contact.

Leadership and Management	Grade - 2
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The quality of leadership and management in school has improved since the last inspection. The newly-established leadership team are aware of the weaknesses of the school and have a clear, shared vision of school improvement. Leaders have high ambitions for the school and have a clear vision on improving outcomes for pupils through improving teachers' subject knowledge and enhancing the curriculum.

The leadership team work in unison with the governing body; governors work alongside leaders to ensure school provides a high quality education for its pupils. Governors continually challenge leaders not only on outcomes but on the use of pupil premium funding, safeguarding procedures, SEN funding and the deployment of staff. Governors have been pro-active in upskilling themselves and following an external review of governance have a clear action plan that is in line with the school development plan.

The ethos of relentless improvement permeates from the governors and senior leaders throughout the staff team and all staff share the vision of rapid improvement. All staff have high expectations and are supported by both senior and middle leaders in order to achieve that. Staff morale is high and this is reflected in the attitudes of the children.

Leaders have been pro-active in raising achievement with external support secured from a variety of local schools and local authority advisors to ensure assessments are accurate and programmes of study maximise outcomes for the pupils. Provision has been clearly mapped to try to maximise outcomes for SEN and pupil premium children and leaders have worked alongside external support in maths and English to try and secure rapid improvements in outcomes.

A pupil premium review and governance review took place in July 2018 and pupil premium funding is now spent effectively. It is focussed on improving outcomes at the end of each key stage and experiences for pupils in receipt of pupil-premium funding. It is clearly analysed for impact. Leaders have established an intervention model for pupil premium children where support is given in eight week blocks in English and maths. Leaders are tracking this progress and have tied this into teachers' performance management.

The impact of pupils' learning is continuously being analysed by the senior leadership team with clear assessment procedures and tracking systems in place. The senior leadership team respond to assessment data and plan intervention accordingly using a whole-school approach. Intervention is effectively planned and fully embedded across the school with programmes to improve outcomes. These interventions take several forms and is utilised to ensure children do not miss out on other areas of the curriculum .

Safeguarding is highly effective and the work of the pastoral team is a strength of the school. Safeguarding is part of the school culture and identifies pupils who may need help and offers the

wider family unit the support they need. Leaders ensure that members of staff have had appropriate training and know what actions to take if they have a concern. Leaders keep detailed records of the actions they take to protect pupils and manage a challenging caseload of pupils at risk.

Early Years

Grade - 2

The Early Years provision has strengthened significantly as a result of changes in provision and leadership. EYFS staff have high expectations and a deep understanding of the developmental and learning needs of the children. Leaders ensure that children's needs are identified early and work with a range of external agencies including private SALT and OT to give children the support they need. The curriculum is ambitious and carefully selects adult-led initiatives alongside continuous provision to ensure our children benefit from meaningful learning.

Systematic teaching approaches in phonics and maths ensure children make good progress throughout the provision and staff are knowledgeable in the teaching of early reading and mathematics skills. Big Maths and Read, Write, Inc. start in reception with children receiving high quality instruction in a streamed group that meets their needs. Phonological awareness and basic number skills are embedded in nursery so children start reception with a good basis to build on. As in the rest of school, vocabulary and experiences are embedded into the curriculum and children are motivated to learn and interested in the broad range of activities provided.

Children's behaviour is good and they are learning to respect each other. Children develop the key skills needed to make a positive start to the next stage of their education and parents are encouraged to support their children's learning and have good relationships with the staff.

Overall Effectiveness

- Over the last two years the overall effectiveness of Seascape Primary School has increased dramatically and is now consistent.
- All areas of improvement that have arisen from both the last Ofsted inspection and from recent end of key stage results have been rapidly addressed. The school has a desire to move forward and raise standards for its pupils.
- Leaders and governors have worked together to ensure external reviews have been carried out such as a pupil premium review and a review of external governance. Alongside this leaders have been pro-active in requesting audits for safeguarding, pupil premium and health and safety to ensure any areas of potential weaknesses have been addressed.
- Leaders can clearly address areas for priority and what the impact of their actions so far has been. Leaders have clear plans on how to move learning forward.

- Clear systematic approaches are now well established to improve outcomes and to ensure programmes of study enter children's long-term memory in order to develop understanding.
- Safeguarding and the pupils' social, moral, spiritual and cultural development is a strength of the school