

# Seascape Primary School

## Summary Self Evaluation Form 2022-2023



Reviewed: June 2022

### Summary Evaluation

#### Most Recent Ofsted

Date: 28-29 September 2021

Judgement: Good

Key Issues: Foundation curriculum to be revised.

#### Progress since the previous inspection:

The school was rated as **requires improvement** in November 2017; leaders have successfully addressed all weaknesses raised at that inspection. The school was then rated as **good** in September 2021. Leaders have quickly addressed the issues raised regarding the curriculum and are now in the process of trying to meet the outstanding criteria.

#### CONTEXT

Seascape Primary School is an average-sized, one and a half form entry primary school with 280 pupils currently on roll across Nursery–Year 6. Seascape 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 69% is more than double the national average (25.2%). Seascape 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 23% and is more than double the national average. (12.16%) The percentage of pupils with a EHC plan at 4.2% now double the national average (2.1%) and has increased significantly over the last two years. Children enter school with skills that are below those typical for their age with a proportion of children entering 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.

The school provides a high level of pastoral support with a dedicated pastoral team working to support the wider family including promoting positive attendance. School also has 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.

<p><b>Curriculum Intent</b></p>	<p>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.</p>
<p><b>Quality of Education</b> <b>Judgement: Good</b></p>	<p><b>Strengths:</b></p> <p>The school has a systematic, clear approach to phonics.</p> <p>Reading is a high priority and staff receive regular training.</p> <p>The maths curriculum is well sequenced with teachers recapping learning to ensure understanding.</p> <hr/> <p><b>To become outstanding we need to:</b></p> <p>Ensure foundation subjects have the same systematic planning and sequencing systems as maths and English.</p> <p>The school’s curriculum is planned and sequenced with clear end points so that new knowledge and skills build on what has been taught before.</p>
<p><b>Behaviour and Attitudes</b> <b>Judgement: Good</b></p>	<p><b>Strengths:</b></p> <p>Pupils behave very well in lessons and concentrate as best as they can.</p> <p>Teachers have consistent routines and high expectations for behaviour.</p> <hr/> <p><b>To become outstanding we need to:</b></p> <p>Encourage pupils to play a positive role in creating a school environment where difference is nurtured and bullying and harassment are never tolerated.</p> <p>Encourage pupils to play a positive role and make a tangible contribution to the life of the school and the wider community.</p>
<p><b>Personal Development</b> <b>Judgement: Good</b></p>	<p><b>Strengths:</b></p> <p>The school’s ethos is one of care and well-being.</p> <p>Personal development is encouraged especially key issues such as mental health, online safety and managing risk.</p> <hr/> <p><b>To become outstanding we need to:</b></p> <p>Ensure pupils have access to a wide set of experiences to develop their talents and interests.</p>
<p><b>Leadership and Management</b></p>	<p><b>Strengths:</b></p> <p>Leaders have a clear direction and share this effectively with staff.</p>

**Judgement: Good**

Safeguarding is effective and all staff are well trained in safeguarding procedures.

Record keeping is thorough.

**To become outstanding we need to:**

Ensure teachers have focused and effective professional development to ensure their subject, pedagogical and content knowledge build and develops over time. This will translate into improvements within the curriculum, specifically the foundation subjects.

Leaders are proactive in engaging with staff to quickly identify issues to support staff, particularly in regards to their well-being.

**EYFS**

**Judgement: Good**

**Strengths:**

The early years setting encourages children's curiosity, independence and cooperation.

**To become outstanding we need to:**

Leaders need to carefully plan the transition between reception and year one.

The impact of the EYFS curriculum needs to be stronger so the children can do more and remember more.