Seascape Primary School

Address: Ellison Road, Peterlee, County Durham, SR8 5NJ

Unique reference number (URN): 133701

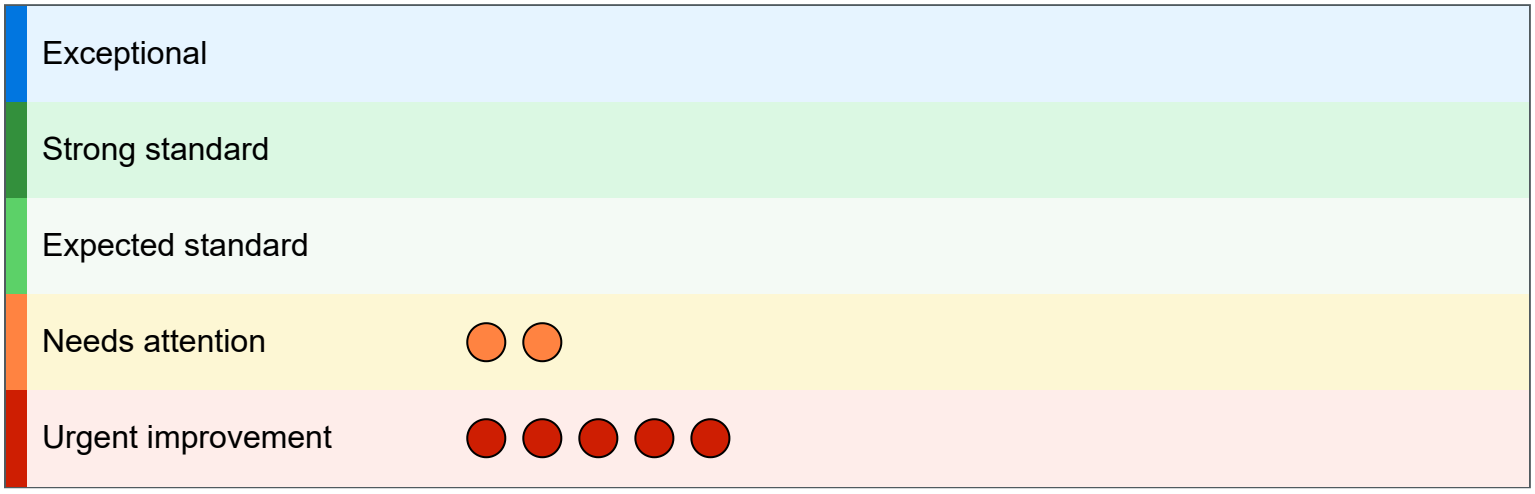
Monitoring inspection: 30 June 2026

This school had a full inspection on 13 January 2026. We graded some areas as 'urgent improvement' and 'needs attention' from the full inspection. We carried out a monitoring inspection on 30 June 2026.

Inspectors only considered the areas marked as updated.

Inspectors focused on the following areas: Achievement, Curriculum and teaching.

To find out more read our monitoring inspection guidance.



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

This school requires special measures

His Majesty's Chief Inspector is of the opinion that this school requires **special measures** because it is failing to provide an acceptable standard of education, and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Needs attention

Inclusion **Needs attention**

The support provided for pupils with special educational needs and/or disabilities (SEND) is variable. Pupils' needs are not always accurately identified. The support put in place does not always enable pupils to catch up on missed learning. For some pupils, the school's reliance on nurture provision limits their curriculum access, literacy and mathematical learning.

Staff and leaders do not check carefully enough the impact of the support provided. The targets identified to support vulnerable pupils are not regularly updated. This limits the progress that pupils make.

The school engages well with parents to shape the support put into place for pupils with SEND. Parents are generally positive about what is provided for their children. Leaders engage with external agencies to ensure that pupils with SEND and those who are known or previously known to children's social care have access to the external support they need.

The school's pupil premium funding has recently been targeted to support pupils' wellbeing, which has had a positive impact on standards of behaviour. However, there has been less focus on pupils' achievement. As a result, the academic progress that disadvantaged pupils

make remains very low. These pupils do not secure the important knowledge that they need to communicate, read, write and use mathematics.

Personal development and wellbeing

Needs attention

As a result of wider issues in the curriculum and teaching, pupils do not remember much of what they have been taught from the school's personal development programme. This includes, for example, what leaders intend pupils to learn about a range of faiths and cultures. Although a recently introduced 'interfaith week' allows pupils to learn about religions, leaders have not checked that the intended learning has been secured. As a result, pupils have little knowledge of faiths aside from Christianity. This impacts on pupils' development of empathy, tolerance and understanding of cultural diversity in modern Britain.

Pupils have a clearer understanding of equality. They can make links to their history curriculum on Rosa Parks and Emmeline Pankhurst. Pupils are clear that equality exists in the school and say that everyone is treated the same. Recently, leaders have revised the personal development offer and introduced new learning on tolerance and the rule of law. This has been effective. As a result, older pupils recall this learning and how this applies to them in school and the wider community.

Pupils participate in weekly circle time where they regularly revisit the school's 'golden rules': be kind and helpful, be gentle, work hard, listen, look after property, be truthful. This time is also used to celebrate differences and helps to embed a sense of teamwork. Some pupils visit a local residential home and enjoy sharing stories that they have enjoyed. This builds their confidence and interpersonal skills. Pupils also help deliver food parcels in the community.

A small range of school clubs, along with a few educational visits, widen pupils' experiences, but these are limited. Leaders' plans are at an early stage to enhance the new curriculum with visits to local areas of interest. During this inspection, many pupils struggled to recall a memorable school event or visit.

Pupils throughout the school, including in early years, are taught about healthy relationships and how to keep mentally and physically healthy. Leaders are aware of the potential risks that pupils face online and offline. Older pupils learn about knife crime and all pupils are taught about internet safety. As with other aspects of the curriculum, pupils' recall of these topics is variable.

Urgent improvement

Achievement Updated

Urgent improvement

Since the previous full inspection, while pupils' achievement is improving, they still do not achieve well enough across the curriculum. Pupils' performance in national curriculum tests is on an improving trajectory in some areas but is still well below that of pupils nationally.

There has been a positive shift in teachers' ambition for pupils. However, the support that pupils need, some of whom have special educational needs and/or disabilities or other barriers to learning, is not precise enough to help these pupils catch up quickly.

Since the previous inspection, leaders have prioritised working towards pupils gaining the important knowledge and basic skills they need in reading and writing. Pupils are now taught to read well. The books they read are well matched to the sounds they know and, in early years and key stage 1, pupils have regular opportunities to apply their new knowledge. This is improving how well pupils are learning to read. The teaching of early writing has also improved, particularly lower down the school. However, in some classes in key stage 2, pupils are still not receiving enough support to improve their writing. Many pupils are also missing the important knowledge and basic skills in mathematics.

Despite these weaknesses, pupils are beginning to know and remember more in foundation subjects.

Attendance and behaviour

Urgent improvement

Pupils’ attendance is low, and well below national averages. This is particularly the case for pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged. Attendance has remained low over time. Until very recently, leaders have not taken effective action to improve pupils’ attendance. When not in school, pupils miss out on valuable learning. Leaders have identified that wellbeing can be a barrier to some pupils attending school. Although they work with families to provide support for these pupils, there is little evidence of this support leading to pupils attending more regularly.

Leaders’ recent actions to improve standards of behaviour have been more effective. As a result, most pupils follow the school’s daily routines. The school feels safe, calm, orderly and respectful. However, pupils' behaviour and engagement in lessons are variable. This is not always identified or addressed by teachers. It can also disrupt others’ learning. The school has a strategy to manage challenging behaviour resulting from pupils’ emotional needs. Staff expertise has been developed to allow the school to support pupils with these needs more effectively. On the rare occasions there is discrimination or bullying, staff tackle it quickly and effectively.

Curriculum and teaching Updated

Urgent improvement

Since the previous inspection, leaders have made improvements to the curriculum. They have considered the knowledge and skills pupils need for their next stage in learning, with the English curriculum being a priority. It is now progressive and builds from the early years. In early years and key stage 1, it is clear to see how the curriculum is designed to develop pupils' skills and the impact this is having on pupils' knowledge. However, this is not the case in key stage 2.

Since the previous inspection, the school has engaged with external support to develop teachers' expertise. This has contributed to better phonics teaching, improving the writing curriculum and the quality of teaching in some classes.

There has been some progress made in how well staff check pupils' understanding and identify gaps in pupils' knowledge. However, leaders are still developing systems to check how effectively this is being done across school. There is variability in how well teachers address gaps in pupils' knowledge and skills in lessons. The school recognises that this is still developing, particularly for those pupils with special educational needs and/or disabilities (SEND), pupils who speak English as an additional language and those with other barriers to learning.

Since the previous inspection, leaders no longer use 'nurture classes'. The majority of pupils have been reintegrated into their classes. Leaders are still developing how staff adapt teaching to meet pupils' individual needs. At present, this is highly variable across school. The documents that detail the support for pupils with SEND also vary in effectiveness. This also means that the quality of work set and produced for some pupils is not well tailored to what they can do or should be working towards. There is also a great deal of variability in the expectations of pupils.

Early years

Urgent improvement

Leaders' expectations for what children in the early years can achieve are too low. Many children do not secure essential early knowledge in communication, reading, writing and number. Pupils are not given sufficient opportunities to apply their phonics learning in writing or to practise early mathematics. As a result, too many children leave the early years unable to write simple words or demonstrate basic understanding of number properties.

Staff in the early years do not have sufficient understanding of the curriculum, teaching and how children learn. This means that opportunities are frequently missed to extend and embed new learning. Interactions between children and adults are not of a high enough standard to enable pupils to acquire key vocabulary or to develop their communication and language.

Leaders have only recently identified and sequenced the knowledge that children need to acquire as they progress through the early years provision. This remains a work in progress. Some staff do not introduce key vocabulary as planned, and opportunities to embed language are missed. Children only occasionally experience a range of activities that support the development of their gross and fine motor skills. When they do, they sustain their concentration and begin to build resilience. There is variation in how well pupils are supported to build a love of books and stories.

Leaders and teachers recognise the importance of early detection of speech, language and communication delays and other barriers to learning. As a result, appropriate support is often provided to support children with these needs.

Leadership and governance

Urgent improvement

Over time, leaders have not secured the improvements needed for pupils. Pupils' progress, particularly in reading, writing and mathematics, has not been prioritised. Pupils' experiences in lessons are often ineffective. Pupils who have fallen behind are not supported to catch up. As a result, very few pupils achieve the standards expected at the end of key stages 1 and 2.

The professional learning opportunities provided to staff have not been effective. Leaders have not evaluated how well this learning has translated into improvements in the classroom. They have not ensured that this support has impacted positively on the quality of teaching throughout the school. Some of leaders' school improvement strategies have not been effective. For example, a recently introduced approach to assessment has not supported staff to accurately assess what pupils know or identify gaps in pupils' understanding. Other actions have had greater impact. For example, actions taken by leaders to improve pupils' behaviour has made the school a calmer place for pupils and staff.

Governors do not provide sufficient challenge to leaders or maintain a clear focus on the school's key priorities. Their oversight of the school's pupil premium expenditure lacks clarity, and they do not check what impact the funding is having. Governors are not fully aware of some of their statutory responsibilities.

Leaders have recently sought to improve staff morale. They are mostly mindful of staff workload.

What it's like to be a pupil at this school Updated

Monitoring inspection : 30 June 2026

Since the previous full inspection, leaders have made improvements to the standard of education pupils receive. The curriculum now helps most pupils work towards securing the important knowledge that they need to communicate, read, write and use mathematics. However, this is highly inconsistent across school. Many pupils, including those with special educational needs and/or disabilities (SEND) and those with other barriers to their learning, still have large gaps in their reading, writing and mathematics skills. The school is working to close these gaps but this is not being done quickly or effectively enough.

Leaders have raised the ambition and expectations for pupils, particularly in early years and key stage 1, but these are still not high enough for some pupil groups. This contributes to pupils still not achieving as well as they should. There remains work to do to support pupils who have barriers to learning. Pupils with SEND and those who are disadvantaged continue to not be provided with the high-quality support they need to succeed throughout school.

Full inspection : 13 January 2026

Pupils attending this school do not receive an acceptable standard of education. They do not secure the important knowledge that they need to communicate, read, write and use mathematics. The school has very recently improved the teaching of phonics for younger pupils. However, a significant minority of pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, still have large gaps in their reading knowledge. The school does not currently do enough to help these pupils to catch up.

The school's ambition and expectations for all pupils, including those with SEND, is too low. Consequently, pupils do not achieve well during their time at the school. Many barriers to

pupils' learning are not appropriately identified or met. Pupils with SEND and those who are otherwise disadvantaged are not provided with high-quality support.

Pupils at Seascape are routinely happy and benefit from warm, caring relationships with staff and a well-resourced learning environment. Pupils' emotional wellbeing is prioritised. However, a significant minority of pupils do not attend school enough. This impacts on their learning over time. Most pupils behave well. They are polite and friendly. They engage well in their learning, particularly where tasks are matched to their starting points. Pupils say that they feel safe. Bullying is rare and children are confident that when it happens, staff deal with it.

The school teaches children to keep themselves physically and emotionally healthy. The school provides a limited range of clubs and trips. Many pupils struggle to recall memorable events from their time at the school. Leadership opportunities for pupils are minimal. The school has established mostly positive relationships with parents and carers. It provides a range of pastoral support to pupils and their families. However, this has not improved attendance or outcomes over time.

Next steps

- Leaders should ensure that pupils with special educational needs and/or disabilities (SEND), and those who are otherwise disadvantaged, have their needs accurately identified, so that targeted support can be provided, to allow these pupils to acquire the knowledge that they need to be ready for their next stage of education.
- Leaders should ensure that the checks that staff make on pupils' learning accurately identify gaps in pupils' knowledge, and allow these to be addressed effectively.
- Leaders should ensure that all staff embed the changes recently made to the school's curriculum, so that pupils' knowledge builds over time, and they make progress from their starting points.
- Leaders should further develop the implementation of the new attendance system to ensure that it has a positive and sustained impact on pupils' attendance.
- Leaders should provide pupils with a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests.
- Leaders should further develop the school's personal development programme, so that pupils develop a better understanding of, and respect for, the protected characteristics, fundamental British values and cultural diversity in modern Britain.
- Leaders should ensure that pupils, including children in the early years, are supported to read, write, spell and communicate effectively so that they are ready for their next stage of education.
- Leaders should ensure that strong interactions, including modelling, scaffolding and extending vocabulary, are of a consistently high quality across the early years provision. They should develop the early years curriculum to ensure that vocabulary, rhymes and stories are used to help pupils acquire the knowledge and skills they need to be ready for Year 1.
- The school should ensure that governors are supported to fulfil their duties and responsibilities in holding the school effectively to account. Governors should ensure that

they establish an accurate view of the school and use this to provide appropriate challenge to leaders.

- Leaders and governors should carefully monitor the school's use of the pupil premium funding to ensure that disadvantaged pupils benefit from this.

About this inspection

The inspector(s) conducted this monitoring inspection under section 8(2) of the Education Act 2005. It was carried out to evaluate the progress leaders have made in improving the evaluation area(s) graded as 'Urgent improvement' and 'Needs attention' at the previous full inspection.

This was the first monitoring inspection since the school was judged to require significant improvement/special measures [delete as appropriate] following the full inspection that took place in January 2026.

The purpose of this monitoring inspection was to identify and report on the school's progress in addressing the priorities for improvement set out in the report card from the full inspection. Inspectors may change a grade for one or more evaluation area determined at the full inspection based on evidence gathered during the monitoring inspection.

Headteacher: Mr David Christie

Lead inspector:
Georgina Chinaka, His Majesty's Inspector

Team inspector:
Aidan Sadgrove, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

ⓘ The inspector(s) used this data during the full inspection on 13 January 2026

School and pupil context

Total pupils

267
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

385
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

73.82%
Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.12%
Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.97%

Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	13%	61%	Below
2024/25 (revised)	7%	62%	Below
2023/24 (final)	27%	61%	Below
2022/23 (final)	0%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	74%	Below
2024/25 (revised)	33%	75%	Below
2023/24 (final)	45%	74%	Below
2022/23 (final)	27%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	21%	72%	Below
2024/25 (revised)	22%	72%	Below
2023/24 (final)	36%	72%	Below
2022/23 (final)	0%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	73%	Below
2024/25 (revised)	11%	74%	Below
2023/24 (final)	55%	73%	Below
2022/23 (final)	27%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	9%	46%	Below
2024/25 (revised)	9%	47%	Below
2023/24 (final)	21%	46%	Below
2022/23 (final)	0%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	62%	Below
2024/25 (revised)	39%	63%	Below
2023/24 (final)	37%	62%	Below
2022/23 (final)	25%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	17%	59%	Below
2024/25 (revised)	26%	59%	Below
2023/24 (final)	26%	58%	Below
2022/23 (final)	0%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	27%	60%	Below
2024/25 (revised)	13%	61%	Below
2023/24 (final)	42%	59%	Below
2022/23 (final)	29%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	9%	68%	-59 pp
2024/25 (revised)	9%	69%	-61 pp
2023/24 (final)	21%	67%	-46 pp
2022/23 (final)	0%	66%	-66 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (revised)	39%	81%	-42 pp
2023/24 (final)	37%	80%	-43 pp
2022/23 (final)	25%	78%	-53 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	17%	78%	-61 pp
2024/25 (revised)	26%	78%	-52 pp
2023/24 (final)	26%	78%	-51 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	0%	77%	-77 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	27%	80%	-52 pp
2024/25 (revised)	13%	81%	-67 pp
2023/24 (final)	42%	79%	-37 pp
2022/23 (final)	29%	79%	-50 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.4%	5.2%	Above
2023/24 (3 term)	9.2%	5.5%	Above
2022/23 (3 term)	8.6%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	29.2%	13.3%	Above
2023/24 (3 term)	29.8%	14.6%	Above
2022/23 (3 term)	27.8%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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