

# Seaside Primary School

Freshbrook Road, Lancing, BN15 8DL

## Inspection dates

30 June–1 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The headteacher, deputy headteacher, other leaders and governors have very high aspirations for the school. Their strong actions and effective support have improved teaching and achievement substantially in a short period of time.
- Pupils' attainment is very high in reading, writing and mathematics at the end of Key Stage 2. Standards in these subjects at the end of Key Stage 1 are also above national expectations.
- All groups of pupils make rapid, and sometimes extremely rapid, progress as they move through the school.
- Disadvantaged pupils often make more progress than other pupils as a result of the highly effective support they receive.
- Early years provision is outstanding. Staff make excellent use of the indoor and outdoor space to ensure that children learn very well.
- The school promotes British values very clearly and effectively. It strongly nurtures pupils' sense of moral responsibility towards others.
- Pupils concentrate and focus on their learning very well. Their work often shows great care and thoughtfulness.
- Pupils treat each other very respectfully. The school has very high expectations of pupils' behaviour, which is outstanding.
- The school keeps pupils very safe. It works highly effectively with other agencies to protect vulnerable pupils and monitors their well-being carefully.
- Outstanding teaching is established across the school. Teachers and teaching assistants identify and respond to individual pupils' needs very well and enable pupils to make rapid progress.
- Teachers give pupils of all different abilities very high levels of challenge through their questioning and the tasks they set.
- Teachers' marking in books is often very helpful and substantial. However, the marking at the top of the school tends to be even more thorough and more obviously responded to by pupils.

## Information about this inspection

- The inspectors saw teaching in 19 lessons across the school. Most of these were seen jointly with senior leaders. They also observed an assembly and pupils' behaviour in the playground and at lunchtime.
- Discussions were held with pupils, two members of the governing body, the headteacher and other members of staff. A conversation was also held with a representative from the local authority.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils should learn in each subject, and records of the school's use of funding. They also scrutinised the school's arrangements for keeping pupils safe, records of how pupils' learning is monitored and records of how the quality of teaching is checked.
- The views of parents were taken into account through discussions with several parents. The inspectors also took note of 56 responses to the online Parent View survey, 12 letters and two messages that were received.
- Staff views were taken into consideration by looking at 32 completed questionnaires and through a meeting with several members of staff.

## Inspection team

Steven Popper, Lead inspector

Additional Inspector

David Howley

Additional Inspector

Peter Thrussell

Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium (additional government funding for children known to be eligible for free school meals or in the care of the local authority) is in line with the national average.
- The proportion of disabled pupils and those who have special educational needs is higher than in most other schools.
- Most pupils are of White British heritage.
- Children in the early years have three full-time Reception classes provided for them.

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

- Ensure that all teachers' written advice to pupils is as thorough in helping pupils to improve their work, and providing opportunities for them to respond, as it is in upper Key Stage 2.

## Inspection judgements

### The leadership and management are outstanding

- The headteacher, deputy headteacher and governors have focused very strongly on improving the aspects of the school found weaker at the previous inspection. They have clearly communicated their very high expectations of teachers' and leaders' performance. These high expectations, together with much effective support for staff, have secured outstanding behaviour, teaching and achievement in a short period of time.
- Subject leaders share senior leaders' high aspirations for the school. They contribute strongly to school improvement planning and develop other staff's skills and confidence in their subjects.
- The leadership of teaching has been highly effective and leaders have enabled teachers to observe each other's practice and reflect on its success together. Such 'lesson studies' have contributed substantially to the consistency and effectiveness of teaching across the school.
- The school promotes British values and equal opportunities very effectively through its curriculum. It has a highly inclusive approach and guards against discrimination very well.
- The school curriculum is highly effective. Teachers engage pupils in a broad range of subjects in ways that emphasise the school's very positive values. Pupils develop a strong sense of personal and moral responsibility towards others as a result. For example, pupils in the school council were so affected by the recent disaster in Nepal that they approached senior leaders to put on a 'Nepal Day'. The learning and engagement witnessed during this event demonstrated pupils' deep engagement in moral issues. Pupils are very well prepared for life in modern Britain through such work.
- Leaders use additional funding to support disadvantaged pupils highly effectively. The school identifies individual pupils' needs very carefully and provides additional support where it is most needed. Disadvantaged pupils across the school make rapid progress as a result.
- The school also uses sport premium funding well. It has concentrated on widening the range of sports clubs available and developing teachers' skills in teaching physical education. Pupils' engagement in sports activities has strengthened as a result.
- The school's safeguarding arrangements meet statutory requirements. Leaders monitor pupils' well-being diligently and work very well with other agencies to help protect pupils from harm.
- The local authority has helped the school check the accuracy of its assessment of pupils' achievement. It has given subject leaders and governors effective support and training that have developed their skills and understanding. The support has helped the school to develop a much stronger use of information about pupils' achievement than at the time of the previous inspection.
- The school has formed very good relationships with parents. The vast majority of letters received from parents praised the school for the support it had given them and their children. A very large majority of parents who responded to the online Parent View survey thought that the school was well led.
- **The governance of the school:**
  - Governors keep themselves very well informed about the quality of teaching and the effectiveness of the school's provision for pupils. They closely monitor the school's performance against national expectations. Governors scrutinise information about pupils' achievement very carefully and challenge leaders about how well different groups of pupils are progressing. They check that teaching and leadership are sufficiently effective. Governors challenge senior leaders very strongly about how quickly and effectively they deal with any poor performance. Governors make sure that teachers are given sufficient support when necessary. They also check that any pay awards are justified by the quality of work. Governors make sure that additional funding is spent wisely and that there is clear evidence that disadvantaged pupils benefit sufficiently. Their impact on school improvement is excellent.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- Pupils value learning highly and constantly strive to improve and develop their work. Their very positive attitudes to learning contribute substantially to their rapid progress. Pupils' responses in lessons and work in books show a very high level of thoughtfulness.
- Pupils enjoy working together and sharing ideas. They support one another's learning and value the achievements of others.
- Pupils behave very well in and out of lessons, in assembly, during playtime and lunchtime, and when

travelling around the school. They demonstrate very caring behaviour towards one another.

- Leaders and staff have high expectations of pupils' behaviour and manage it well. The school enables pupils to recognise whether behaviour is good or bad. Pupils are clear about the consequences of poor behaviour. One pupil said, 'If you're really bad you go on the black cloud.'
- School records show a few incidents of poor behaviour over time. However, they also show that the school has been successful in improving the behaviour of the small number of pupils involved.
- Pupils who talked to the inspectors demonstrated a very good understanding of different kinds of bullying, including cyber bullying and discrimination-based bullying. They gave the clear message that there was no bullying in the school.
- A very small number of parents raised concerns about the school's management of bullying. However, the inspectors found no evidence to substantiate these concerns.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Staff supervise pupils very well and keep them safe. The school assesses possible risks to pupils very thoroughly and with strong consideration of individual pupils' situations. School records show that the school ensures the safety of vulnerable pupils very well.
- The school teaches pupils about e-safety very effectively. Pupils who spoke to the inspectors knew how to avoid what they called 'bad websites'. The school also works very well with parents to promote safe use of the internet. For example, it hosts regular Digital Parenting e-safety evenings in conjunction with the local police.
- A large proportion of staff have received first aid training. The school is very well prepared to look after pupils who require any first aid.
- The school's promotion of positive values and teaching about a range of cultures and religions guards pupils against risks of extremism well.
- The school's work with families has substantially reduced persistent absenteeism. It is now below the level found in most other schools. Pupils' attendance has improved since the time of the previous inspection and is in keeping with national expectations.
- Pupils who spoke to the inspectors said that they felt safe in school. A very large majority of parents who offered an opinion thought that their children were safe, happy and well looked after at the school.

### The quality of teaching

**is outstanding**

- Teaching has become much more systematic and well planned since the time of the previous inspection. It is now outstanding across the school. Leaders ensure that all teachers, including those who join the school, understand the school's own teaching strategies and apply them systematically. This consistent approach to teaching means that pupils make rapid progress.
- Teachers assess pupils' strengths and needs very carefully. They work together to organise lessons and plan work that matches these strengths and needs very well. They make certain that pupils of different ability, including the most able, are stretched and challenged by their work.
- Writing is taught very well. The school has revised its teaching of writing, with the result that pupils' spelling has strongly improved and is now very good. Teachers strongly develop pupils' understanding of how readers are affected by different writing techniques and use of language. Pupils use their writing targets to check their own accomplishments very well.
- The school teaches reading very effectively. Teachers give pupils very clear guidance about phonics (linking letters to the sounds they make) and engage them with a wide range of authors. Pupils who spoke to the inspectors demonstrated wide reading and a deep enjoyment of books.
- Mathematics teaching is highly effective. Inspectors witnessed some very clear explanations and very high levels of challenge. For example, in one Year 4 mathematics lesson, pupils were expected to create and solve sophisticated problems using negative numbers. Teachers also give pupils very clear advice during lessons that enables them to avoid common errors.
- The school uses teaching assistants to support the learning of individuals and groups of pupils of all abilities very effectively. Teachers make certain that teaching assistants give pupils extra support where it is most beneficial.
- Teachers and teaching assistants give pupils very helpful and precise advice about how to improve their work during lessons. Teachers' marking in books is often very helpful and substantial. However, the marking at the top of the school tends to be even more thorough and more obviously responded to by pupils.

- Most parents who offered an opinion thought that their children were taught well.

### The achievement of pupils

is outstanding

- Pupils' progress in reading, writing and mathematics is rapid, and sometimes very rapid indeed. Pupils tend to start school with skills well below those typical for their age, but leave with levels of attainment in reading, writing and mathematics that are well above national expectations.
- Pupils in Key Stage 1 make rapid progress from their starting points. Current pupils in Key Stage 1 are producing work of a higher standard than that expected for their age in reading, writing and mathematics.
- Pupils' attainment in reading, writing and mathematics at the end of Key Stage 2 in 2014 was well above average. Outcomes in English grammar, punctuation and spelling were lower because pupils' spelling was weak. However, current pupils' spelling is of a much higher standard this year. The standard of their work in reading, writing and mathematics remains very high.
- The most able pupils make rapid progress. Their results in 2014 were typically higher than average. This group of pupils is currently producing work of an even higher standard at the end of Key Stage 1. Their work at the end of Key Stage 2 has also advanced and is of a very high standard indeed.
- Disabled pupils and those who have special educational needs make rapid progress and attain highly in reading, writing and mathematics. This group of pupils achieves well because the school identifies and responds to their needs very carefully.
- Disadvantaged pupils also make rapid progress. They often progress faster than other pupils in the school. In 2014, disadvantaged pupils were approximately half a term behind other pupils in the school in reading. They were one term behind other pupils in the school in writing, and one and a half terms behind in mathematics. However, disadvantaged pupils' performance was in line with other pupils nationally in writing, less than a term behind in mathematics, and less than half a term behind in reading. The school is rapidly closing the gap between this group of pupils and other pupils nationally.
- A very large majority of parents who offered an opinion thought that their children made good progress in the school.

### The early years provision

is outstanding

- Achievement in the early years is outstanding. Children start Reception with skills significantly below those typical for their age. They make rapid progress across all areas of learning. Children currently in Reception demonstrate skills above those expected nationally and are very well prepared for learning in Year 1.
- Teaching in the early years is outstanding. Teachers and other staff make highly effective use of the very attractively presented classrooms and shared outdoor area to stimulate children's learning. Early years staff are very responsive to children's interests and discoveries, with the result that children are highly motivated and learn very well.
- Children's behaviour is outstanding. Children concentrate on their activities and explore them thoroughly. Their work demonstrates a real desire to learn and achieve. Children work together extremely well and are happy and at ease in each other's company.
- Staff keep children safe very well. Children learn to use equipment with care and consideration. For example, the inspectors witnessed children making sure that other children did not come to harm while making a large wooden 'Nepalese temple' in the outdoor area.
- The leadership of the early years is outstanding. The leader communicates her very high expectations to other staff very well. As a result, teaching is consistent in quality across all three Reception classrooms. The early years leader identifies children's needs very closely and ensures that staff respond to these extremely effectively. For example, staff have strongly developed children's speaking and listening skills by planning work to meet children's needs. As a result, children currently in Reception are demonstrating abilities of a higher standard than that expected nationally.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134837
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	455848

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>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Bowd
<b>Headteacher</b>	Lee Murley
<b>Date of previous school inspection</b>	10–11 October 2013
<b>Telephone number</b>	01903876300
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