

# SCHOOL SUMMARY SELF EVALUATION

December 2020



## 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 2019 IDSR shows that deprivation and E6 FSM are in the highest quintiles.
- The percentage of pupils with SEN support is 27% 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%).
- The school has a majority of British white pupils with 2.% 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 two 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 even though the 2019 IDSR states that mobility is in line with the NA.
- 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.
- Children enter school with skills that are below those typical for their age. Typically children many enter our EYFS with considerably low levels of attainment in communication and language.
- 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 three middles leaders taking on

## 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 broad and rich 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.

Quality of Education	Grade	
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The quality of teaching and learning throughout school has swiftly improved in recent years and is now much more consistent and stronger, contributing to pupils' progress; staff CPD is supported by thorough coaching from the deputy headteacher and a clear CPD programme for all staff. 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 strong focus on phonics for pupils in EYFS and KS1. 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, the teaching and learning of phonics has improved considerably and therefore school outcomes have been in line with national for the last two academic years (2020 using internal tracking). There is also additional support for pupils in Y2 and KS2 who have not met the phonics standards and cannot read fluently.

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 apply their skills to solve problems. 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 focussed CPD ensure teachers understand how to support and challenge pupils in maths and rapidly close any gaps to accelerate progress so that more are working at age-related expectations in order to raise attainment.

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 curriculum is ambitious and has been revised and re-structured to suit the needs of our children. It ensures they have the necessary skills and 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 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 and planned sequentially. This starts from our language-rich environment in EYFS to clear phonics and English teaching and further to purposeful writing as part of our topic. Our wider curriculum has been planned with clear end points in all subjects so staff are confident in what children have already learnt. All subjects are given equal importance and are taught as much as possible by specialists to inspire our children. We are confident that the revised curriculum and improved quality of teaching and learning will over time lead to a rise in attainment at end of each key stage and stronger progress across each year group.

Children who attend the 2-3-year old setting get off to a good start because the provision is strong. However, improving the quality of early years has been a key priority for leaders. The local authority provided support through a deputy headteacher seconded to the school for..... This had a positive impact upon..... There is now a strong early years leader in post who is driving improvement, including in the outdoor area. As a result of these actions, provision in the setting is greatly improved and the quality of teaching and learning now of a consistently higher standard. Children are motivated to learn and interested in the broad range of activities provided. Children develop the key skills need to make a positive start and prepare them for the next stage of their education. Alongside this their behaviour is good and they are learning to respect and communicate with each other. Our early years staff are fully committed to the whole school journey of improvement and procedures have improved significantly in recent months. The school has joined the Early Excellence network to ensure high quality continuous provision and have adapted planning and assessment procedures to ensure our children continue to make good progress so that more reach the Good Level of Development. This good practice is now starting to have impact upon progress in KS1 to further enhance the quality of education.

Through rigorous monitoring, training and support for staff and a raising of expectations, provision has strengthened and achievement is improving. This is based upon a range of evidence including analysis and triangulation of work in pupil's books, visits to lessons to look at teaching and learning, discussions with pupils and assessment data outcomes. Importantly, pupils' work in books across the curriculum is of good quality and high expectations are evident. In 2019 the leadership team had a focus on English and both phonics and writing data showed significant improvements that this has been maintained and improved in 2020. Internal tracking showed that the gap in 2020 would have closed in all subjects.

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, attainment, 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 interventions model and linked into teachers' performance management and the appraisal process for all other staff so the whole school share the same goal to raise outcomes.

A thorough plan of CPD for staff is planned over the course of the academic year with the deputy released to coach and upskill teachers specifically in core subjects. The focus for the majority of staff meetings is teaching and learning and improving standards with a clearly planned programme over the year to improve all staff subject knowledge in line with the SDP. Attainment has risen from 2018 to 2019 but not as quickly as leaders would have hoped. However, this reflects the historical weaknesses in teaching and learning as shown in the school's 2019 IDSR. All priorities are being addressed in the school development plan. Despite low attainment and weak progress over time, the view of leaders is that achievement will continue to rise because leadership, teaching and learning have all strengthened.

2019 data

2020 teacher predictions are in blue

	Reading		Writing		Maths		RWM	GPS		Science
	EXS	GDS	EXS	GDS	EXS	GDS		EXS	GDS	Exp
KS1	45% <b>58%</b>	7% <b>0%</b>	38% <b>55%</b>	3% <b>0%</b>	41% <b>55%</b>	10% <b>0%</b>	31%			69%
FSM	41%	13%	37%	0%	37%	13%				63%
KS2	42% <b>63%</b>	3% <b>0%</b>	70% <b>70%</b>	3% <b>0%</b>	49% <b>52%</b>	3% <b>0%</b>	31% <b>48%</b>	49%	12%	78%
FSM	44%	0%	69%	4%	52%	4%		48%	15%	

EYFS GLD+	
All	50% <b>22%</b>
FSM	48%

Y1 Phonics	
All	81% <b>70%</b>
FSM	76%

Y2 Phonics	
All	60%
FSM	

<b>Behaviour and attitudes</b>	<b>Grade</b>	<b>2</b>
<p>Seascope 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 and 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 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 and staff. Leaders ensure they monitor both low-level disruption and more serious incidents of 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 their needs. Pupil exclusions are significantly lower than in previous years due to improved behaviour systems.</p> <p>Our pupils are becoming more confident learners through improved relationships with their peers due to the changes that have been put in place by the leadership team. Behaviour for learning in lessons is on the whole good and school is a welcoming environment where children feel like they can learn and be safe. Governors and leaders monitor both childrens' and parents' 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.</p> <p>Attendance is improving and well monitored through rigorous tracking and close relationships with the local authority.</p> <p>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.</p>		
<b>Personal Development</b>	<b>Grade</b>	<b>2</b>
<p>Pupils are nurtured and supported throughout their time at Seascope Primary School with a curriculum that not only focuses on academic achievement but has a strong focus on personal development. Pupils are positive about school and enjoy learning and are very proud of their new uniform which was chosen by pupils and parents. Our curriculum, including assembly time is carefully planned to develop character, resilience and prepare for life in modern Britain, including cultural, ethnic and religious commonality and differences.</p> <p>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 planned assembly programme.</p> <p>We pride ourselves on being a Gold 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 number of incidents that did occur during unstructured times. Mental wellbeing is supported through the OPAL programme and the 'weekly' mile to ensure our children are physically and mentally well.</p> <p>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. Nurture groups and Place2Be play therapy provide specialist support for children and their families that need it.</p> <p>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: families have a constant point of contact. They work closely with the community to support when needed and provide food parcels and advice and support throughout the pandemic.</p>		

Leadership and Management	Grade	3
<p>Leadership and management has changed and strengthened considerably since the last inspection when the previous headteacher was in post. Using a range of monitoring evidence the newly-established leadership team is aware of the strengths and weaknesses of the school and has a clear, shared vision for school improvement. Leaders have high ambitions for the school and have a clear plan for raising achievement by improving teaching and learning, securing teachers' subject knowledge, strengthening middle/subject leadership and enhancing the curriculum. The leadership team works in unison with governors who 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 additional funding, safeguarding procedures, 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.</p> <p>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.</p> <p>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 pupils. Provision has been clearly mapped to improve outcomes for disadvantaged and SEND pupils and leaders have worked alongside the external support adviser in maths and English to improve provision.</p> <p>A pupil premium review took place in July 2018 and pupil premium funding is now used effectively. It is focussed on improving outcomes at the end of each key stage and experiences for pupils in receipt of additional funding. It is clearly analysed for impact. Leaders have established an intervention model for disadvantaged 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 uses a range of evidence including assessment data to plan interventions which are effectively planned and fully embedded across the school with programmes to improve outcomes. These interventions take several forms and are utilised to ensure children do not miss out on other areas of the curriculum.</p> <p>Catch up funding is being used to raise outcomes and is being carefully merited by leaders to address the gaps create by closure.</p> <p>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.</p>		

Early Years	Grade	2
<p>The Early Years has strengthened significantly as a result of improved leadership, teaching and provision. There was previous instability and some weak practice and the local authority provided support through an early years leader from another school. EYFS staff now have high expectations and a deeper 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.</p> <p>Systematic teaching approaches in phonics and maths have now been introduced to 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. 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.</p> <p>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.</p>		

Overall effectiveness	Grade	
<ul style="list-style-type: none"> <li>• Over the last two years the overall effectiveness of Seascape Primary School has increased dramatically and is now more consistent.</li> <li>• All areas of improvement that have arisen from both the last Ofsted inspection and from recent end of key stage results have been identified and addressed. There is now a shared vision as to how the school can continue to move forward and raise standards for its pupils. A number of staff including senior leaders have left the school.</li> <li>• The local authority has been pro-active in providing appropriate support for leaders and the view of the leadership adviser is that current leaders have the capacity to secure further improvements.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Safeguarding and the pupils' social, moral, spiritual and cultural development is a strength of the school.</li> <li>• We hold the gold OPAL award, the bronze School Games Award, we are a Gold Artsmark School and are a Happy School.</li> </ul>		