

Seaton CofE Junior School

Seaton Park, Seaton, Workington, Cumbria, CA14 1HA

Inspection dates 27–28 January 2015

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Under the determined leadership by the headteacher, who is well supported by governors and all staff, both the quality of teaching and pupils' achievement continue to improve at Seaton C of E Junior.
- Leaders, managers and governors keep a close check on how well the school is doing and any weaknesses are quickly tackled. Clear priorities have been identified for future improvement and the school is well placed to achieve its goals.
- Pupils' attitudes to learning are outstanding. They feel safe, are extremely keen to succeed and work very hard in lessons. Their attendance is above average and behaviour around the school is excellent.
- Pupils' achievement is good because they are well taught. Teachers' clear explanations, high expectations and the interesting tasks they set successfully develop pupils' skills and deepen their understanding.
- The school rigorously tests pupils' attainment when they enter the school. From these broadly average starting points, pupils make good progress. By the end of Year 6, they reach above average standards in reading, writing and mathematics.
- The curriculum has a good focus on developing pupils' basic skills in English and mathematics. It also equips them with a keen awareness and understanding of spiritual, moral, social and cultural issues. Consequently, pupils are well prepared for the next stage of their education and for life in modern Britain.

It is not yet an outstanding school because

- Occasionally, the most able pupils are not fully challenged or moved on quickly enough to more demanding work when they are ready.
- Middle leaders, many of whom are new to their posts, have not yet fully developed their roles in monitoring and improving the work of their subject areas.
- The school needs to work even more closely with its feeder school to ensure pupils' progress can be measured against an agreed starting point when they enter Year 3.

Information about this inspection

- Inspectors observed teaching and learning in 12 lessons being taught to full classes and smaller groups of pupils of all ages and in a range of subjects including mathematics and English. The headteacher and inspectors made several shorter visits to classrooms. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Fifty-eight responses to the on-line questionnaire, Parent View, were considered as well as those from the school's own parental surveys and from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Alistair Younger

Additional Inspector

Full report

Information about this school

- This junior school is similar in size to an average-sized primary school.
- The proportion of disabled students and those who have special educational needs is about 5%, which is well below average.
- The proportion of pupils who are disadvantaged and so eligible for the pupil premium, is about 12%. This is below that found nationally. The pupil premium is additional funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- Most pupils are White British.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Most pupils transfer from Seaton Academy at age seven.
- The deputy headteacher and the leaders of English and mathematics are new to their posts.

What does the school need to do to improve further?

- Raise achievement by;
 - ensuring the most able pupils are always fully challenged in all lessons and move on quickly to more demanding work as soon as they are ready.
- Improve the effectiveness of leadership and management by:
 - working even more closely with the feeder school to assess pupils' attainment accurately so that their progress can be clearly measured from an agreed starting point
 - further developing the roles of middle leaders in monitoring and improving work in their subject areas.

Inspection judgements

The leadership and management are good

- The dynamic leadership of the headteacher has been instrumental in moving the school forward and creating a climate where excellent behaviour and good teaching can flourish. She has very high expectations of pupils and staff and a very clear vision for improving the school further. Staff performance is well managed, the quality of teaching carefully checked and high-quality coaching and training help teachers improve their skills. Teachers are clear about what is expected of them. They feel well supported and morale is high.
- The deputy headteacher and the leaders of English and mathematics are new to their posts and have yet to develop their roles in monitoring and evaluating fully the work of their areas of responsibility. However, they have already accurately identified priorities for further improvement and have the capacity to achieve them.
- The school promotes equality of opportunity for all pupils so, even though the most able could be further challenged, they all make good progress. It also fosters good relations between them and others who have different faiths or are from different cultures. Discrimination of any kind is not tolerated.
- Pupil premium funding is well spent on small group and one-to-one tuition where needed. As a result, gaps in the progress made by disadvantaged pupils and by their peers in school have closed. Extra funding for primary sport is equally well spent. Specialist coaching has ensured that pupils have access to high-quality teaching, an increased range of sports and can take part in more competitions. They also develop their own personal fitness through challenges, which ensure they perform at the highest level of which they are capable.
- Safeguarding arrangements meet and sometimes exceed requirements. Staff are highly trained and fully aware of child protection and risk assessment issues. Safeguarding policies and procedures are carefully adapted to suit the school's needs. Checks on the suitability of staff to work with children are rigorous.
- The rich curriculum develops pupils' basic skills in English, mathematics and information technology well. It also provides a wealth of enrichment activities, which further promote pupils' spiritual, moral, social and cultural development. Pupils speak enthusiastically about trips to places as far away as Scarborough, Birdoswald and Liverpool. They also enjoy attending clubs such as 'Create', which is a creative approach to teaching Religious Education through art and craft. Through the taught curriculum and these enrichment activities, pupils gain the skills needed to be successful and confident at secondary school. They also gain a good understanding of British values and are well equipped for their role as future citizens of modern Britain.
- The local authority no longer provides direct support for the school. However, the school has good links with other local schools through a teaching alliance where good practice is shared.
- The school has forged some effective links with its feeder school so that pupils are well supported personally when they move to the junior school. However, the school needs to work even more closely with this feeder school to ensure that an accurate assessment of pupils' attainment can be agreed and from which pupils' progress can be measured.
- **The governance of the school:**
 - Governors visit the school often and monitor its work carefully. They ask challenging questions on the basis of their detailed knowledge of the school's performance data and of the quality of teaching. They are well aware of how good teaching is rewarded and how weaknesses are tackled. Governors ensure finances are well managed and that the spending of extra funds such as the pupil premium raises pupils' achievement. They are proactive in seeking the views of parents and also ensure safeguarding arrangements are of the highest quality.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. In lessons, pupils are extremely keen to learn. They seek extra challenges, present their work very neatly and produce homework of a high standard. Pupils cooperate well with each other when working in pairs and groups. They work closely and very successfully with a 'shoulder partner' to discuss their work, test each other and explain new things they have learnt.
- Pupils' behaviour in the school playground, the dining hall and in corridors is excellent. They are very aware of the needs of others. They show respect for staff and are very kind and friendly to visitors. Pupils are proud of their school and of themselves. They come well equipped, in the correct, smart uniform and

ready to learn.

- Pupils are punctual to school. Attendance is above average and exclusions are very rare.
- Records show that instances of challenging behaviour, including bullying, are extremely rare and are dealt with very swiftly and effectively.
- Pupils relish the opportunities they are given to take responsibility. They carry out their duties as prefects and members of the school council in an exceptionally mature and thoughtful way.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say how very safe they feel in school. Parents agree that their children are cared for exceptionally well.
- All staff have an excellent awareness of safety procedures. Risk assessments are very effective, the school site is secure, and there are excellent arrangements for e-safety. Governors monitor safeguarding arrangements and ensure staff and visitors are suitable and carefully checked.
- Pupils have a highly sensible attitude to taking risks, they are knowledgeable about staying safe when using the internet and fully aware of the dangers associated with, for example, the misuse of alcohol or drugs. They understand there are different types of bullying but have complete confidence that should this happen in school it will be quickly dealt with.
- The school makes very good use of specialists and outside agencies to provide support for any pupils whose circumstances may make them vulnerable or who are at risk of falling behind in their learning.

The quality of teaching is good

- Work in pupils' books shows clearly that pupils make good progress over time in literacy, reading and mathematics because they are well taught. Teachers have high expectations of what pupils can achieve and of the quality and quantity of work they can produce. Consequently, work is neatly presented, complete and of a good standard.
- Work in pupils' books is marked thoroughly. Pupils are given time to respond to teachers' marking in 'fix it' sessions where they improve their work.
- Pupils enjoy learning because teachers use a range of interesting resources and activities to stimulate their interest. A class display entitled 'How to turn your teacher into a toad' clearly showed the good progress pupils had made in their writing and also illustrated the fun they had in doing it. Pupils made good use of a thesaurus and were genuinely excited to learn twenty-eight new words for 'old.' Their literacy skills were developed even further when they learned how to select the most appropriate word from the list and decided that it was better to call an old person 'elderly' rather than 'historic.'
- In mathematics, pupils calculate and solve problems confidently. Clear explanations from teachers and well-planned and structured lessons make work relevant and extend pupils' skills and understanding. Good use is made of assessment information to plan future learning.
- Most pupils read fluently and enjoy reading for pleasure. They have access to a wide range of challenging texts which have been carefully chosen to appeal to both boys and girls.
- Disabled pupils and those who have special educational needs are well supported in class by teachers and teaching assistants. This enables them to access the curriculum and produce the same or similar work to their peers.
- Occasionally, work is not quite challenging enough for the most able pupils and they do not move on to harder work as quickly as they could.

The achievement of pupils is good

- Published data suggests that pupils do not make good progress. However, based on a wide range of evidence, inspectors found pupils' progress to be good. The school needs to work even more closely with its feeder school to agree a common starting point from which progress can be measured for pupils when they transfer between schools.
- However, pupils are rigorously tested when they enter the school in Year 3. Results of these tests have been scrutinised by representatives of the local authority and an independent consultant who confirm their accuracy. These tests indicate that pupils' attainment in reading, writing and mathematics is broadly average when they enter the school.
- From this starting point, work in pupils' books, that displayed on walls and the school's own tracking data

all confirm that pupils make good progress. By the end of Year 6, they reach above average standards in reading, writing and mathematics.

- Disadvantaged pupils who are supported by the pupil premium make the same good progress as their classmates. Point scores in tests show that they attain the same above average standards as their peers in writing and mathematics but, although the gap is closing, are approximately half a term behind non-disadvantaged pupils nationally and their peers in school in reading.
- The most able pupils make good progress. However, opportunities are occasionally missed to give them even more challenging work to enable them to make even faster progress. Extra, specialist coaching is now in place to allow the most able pupils to reach the highest levels in tests in English and mathematics.
- Disabled pupils and those who have special educational needs receive timely and sensitive help which meets their needs and ensures they make good progress. They achieve well because they receive specialist help and support from teachers and teaching assistants, which build their confidence and enable them to complete work to the level of which they are capable.

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

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| Unique reference number | 112277 |
| Local authority | Cumbria |
| Inspection number | 456170 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 228 |
| Appropriate authority | The governing body |
| Chair | Ian Grainger |
| Headteacher | Amanda Dickinson |
| Date of previous school inspection | 13 June 2012 |
| Telephone number | 01900 605774 |
| Fax number | 01900 844650 |
| Email address | admin@seaton-jun.cumbria.sch.uk |

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