A report on

Sea View Community Primary School

Creidiol Road
Mayhill
SA1 6TZ

Date of inspection: January 2025

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Sea View Community Primary School

Name of provider	Sea View Community Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	235
Pupils of statutory school age	167
Number in nursery classes	40
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	63.4%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	8.4%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	18.6%
Date of headteacher appointment	03/03/2016
Date of previous Estyn inspection (if applicable)	20/03/2017
Start date of inspection	27/01/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

a.   The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Leaders and staff at Sea View Community Primary have high expectations for pupils' well-being and learning. Pupils feel safe and happy, they engage in lessons well and demonstrate positive attitudes to school life. Staff build positive relationships with families, creating a nurturing environment so that members of the school community feel valued and supported.

The headteacher is an inspiring leader who establishes a strong team ethos where everyone works together to enhance the learning experiences for all pupils. Leaders and teachers provide a purposeful curriculum that takes account of pupils' different needs and cultural backgrounds, as well as the local and historical context of the community. Most teachers plan a range of interesting activities to develop pupils' sustained engagement and independence in their learning. However, adults working with the youngest pupils do not always have the skills, knowledge and understanding they need to support progress and development.

From their individual starting points, most pupils make good progress in their literacy, mathematical and digital skills. Across the school, adults and pupils develop their use of British Sign Language (BSL) effectively and this helps those pupils and adults at the school with hearing impairment to join in with all aspects of school life. Overall, pupils do not make enough progress in learning Welsh.

The school's provision for pupils with additional learning needs (ALN) is effective. Skilled staff use a range of beneficial interventions successfully to help pupils with ALN make good progress towards their individual targets.

Leaders use a range of evaluation processes well to identify the school's strengths and areas for development. They work closely with teachers and governors to gather information about the progress the school makes towards its improvement priorities.

The governing body provides strong support to the school. Governors ensure leaders manage the budget efficiently and take proactive steps to mitigate the impact of poverty. Leaders implement robust procedures to monitor pupils' attendance and provide targeted support to pupils and their families who are most at risk of low attendance. Leaders develop effective partnerships with other professionals to signpost support for families experiencing poverty and this helps develop successful community partnerships.

Recommendations

We have made two recommendations to help the school continue to improve:

R1   Develop staff subject knowledge of child development to improve the quality of teaching and provision for the youngest pupils.

R2   Improve pupils' Welsh language skills

What happens next

The school will draw up an action plan to address the recommendations from the inspection

Main evaluation

Sea View Community Primary is a welcoming, nurturing and inclusive school where staff place pupils' well-being and learning potential at the heart of everything they do. Staff know their pupils well and develop positive relationships with them and their parents and carers. This helps create a sense of family and belonging where everyone works together to support the needs of all pupils.

Leaders have high expectations for pupils' behaviour and learning. Most pupils behave well during lessons and around the school. Teachers plan a range of authentic and stimulating learning experiences and provide valuable opportunities for pupils to learn about the local area. For example, older pupils visit museums to find out about copper mines in Swansea and the impact they had on the area. This engaging context for learning provides beneficial opportunities for pupils to build on their creative skills, for instance when making copper tiles.

Many teachers create suitable learning environments to develop pupils' interests and curiosity. There are well-designed spaces and sensory areas for pupils to reflect on their emotions. Reading spaces are stimulating and engaging and inspire a love of books and storytelling. Outdoor learning areas provide valuable opportunities for pupils to explore nature and develop their physical skills. Recent improvements to the learning environments for the youngest pupils have increased accessibility of learning activities, including outdoor spaces and this has a positive impact on pupils' ability to settle into class quickly and to regulate their behaviour. However, the role of adults in supporting pupils to engage with these learning experiences is at a very early stage of development.

They do not always know how to best match the support they provide to the individual developmental needs of pupils.

Most pupils make good progress in their learning from their individual starting points. By the time pupils leave the school, many are confident learners, with good levels of competence in their use of literacy, numeracy and digital skills. The school provides a structured approach for the development of pupils' reading and writing skills and overall, this has a positive impact on the progress pupils make. Many younger pupils develop their understanding of letter sounds to read single words and as they progress through the school, they develop a range of reading skills that help develop their fluency. However, older pupils' do not always build well enough on their early reading skills. Most pupils develop their writing skills successfully and have regular opportunities to write for a range of purposes across the curriculum. Many pupils develop their speaking and listening skills well during lessons. However, opportunities for older pupils to develop their speaking skills for a range of purposes and audience are infrequent and provision does not support pupils' progress as well as it could.

Across the school, most pupils make good progress in developing their mathematical and numeracy skills. Teachers have secure subject knowledge and plan effectively to build on pupils' number skills in a structured and systematic way. They use purposeful questioning to encourage pupils to explore and explain their mathematical thinking. Teachers are beginning to make relevant links between mathematical learning and real-life contexts. This is beginning to support pupils to understand the importance and relevance of what they learn. For example, older pupils apply their knowledge of number successfully when engaged in entrepreneurial projects. They design and make products to sell and calculate the extent of their profit or loss accurately.

Teachers support pupils to make strong progress in developing their' digital skills. They use these skills as powerful tools for enhancing their learning across the breadth of the curriculum. Most younger pupils make good progress in beginning to store and access information, for example, recording their own work. Many older pupils explore databases, create animations, develop coding skills to create games and build websites. By Year 6, most pupils have a good range of skills that prepare them well for the next step in their education. Most pupils display a mature understanding of how to stay safe online.

Many pupils develop a secure understanding of different cultures and religions as they progress through the school. Older pupils talk confidently about diversity and explore themes such as gender differences, sexual orientation, religion, beliefs, and race. They demonstrate a strong understanding of inclusion and diversity.

Teachers provide a few opportunities for pupils to learn about and celebrate Welsh culture, with events such as Diwrnod Shwmae and St David's Day. Teachers provide daily

Welsh language sessions. However, these do not always build upon their language skills progressively. Across the school pupils do not make enough progress in learning Welsh.

Spotlight 1 : International Languages and Inclusion

The school demonstrates highly effective teaching of British Sign Language (BSL). This plays a key role in creating an inclusive environment where all pupils and adults, including those with hearing impairments, feel supported and valued. BSL is integrated seamlessly into lessons, with both adults and pupils using it regularly and effectively to communicate. This practice extends beyond the classroom, with BSL being used during concerts, break times, and when greeting visitors, further fostering an inclusive culture. The frequent use of sign language across all areas of school life helps to reduce barriers to communication. BSL is actively promoted and valued by parents and the wider community, with regular workshops and events that encourage involvement and raise awareness of its importance in fostering an inclusive environment.

Provision for pupils with additional learning needs (ALN) is strong. Leaders have robust processes for identifying and monitoring the progress of pupils with ALN. Teaching assistants are skilful and provide beneficial interventions to support most pupils with ALN to make good progress.

Spotlight 2: Attendance

Leaders implement highly effective procedures to monitor and improve attendance. They track individual pupils regularly and use early intervention strategies to provide timely support. Leaders take a proactive approach, working closely with families to build strong, positive relationships that help address barriers to attendance. They identify external factors that impact pupils' attendance and create valuable connections with partnership agencies that provide a holistic approach to support families. This work results in sustained improvements in overall attendance and pupils' engagement in school life.

The headteacher provides clear and purposeful leadership, fostering a strong team ethos where staff work collaboratively to drive school improvement. Leaders use a range of evaluation processes well to identify strengths and areas for development. Governors play an active role in this process, supporting staff through learning walks and discussions with pupils, ensuring a shared approach to school improvement. Leaders reflect honestly and accurately on findings. They use information well to set clear priorities and objectives within improvement plans. Overall, leaders identify the training needs of staff and provide valuable professional learning. In a few instances, leaders do not ensure professional learning helps to address the school's improvement needs well enough, for example developing adults understanding of early childhood development.

Partnership working is effective. Leaders actively seek innovative ways to engage local businesses, parents and the wider community in whole events. The annual Sea View 5k run exemplifies how the school works in partnership with businesses to provide a much loved and valued community event.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:
- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. *'most pupils…'* or *'very few pupils…'*. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.