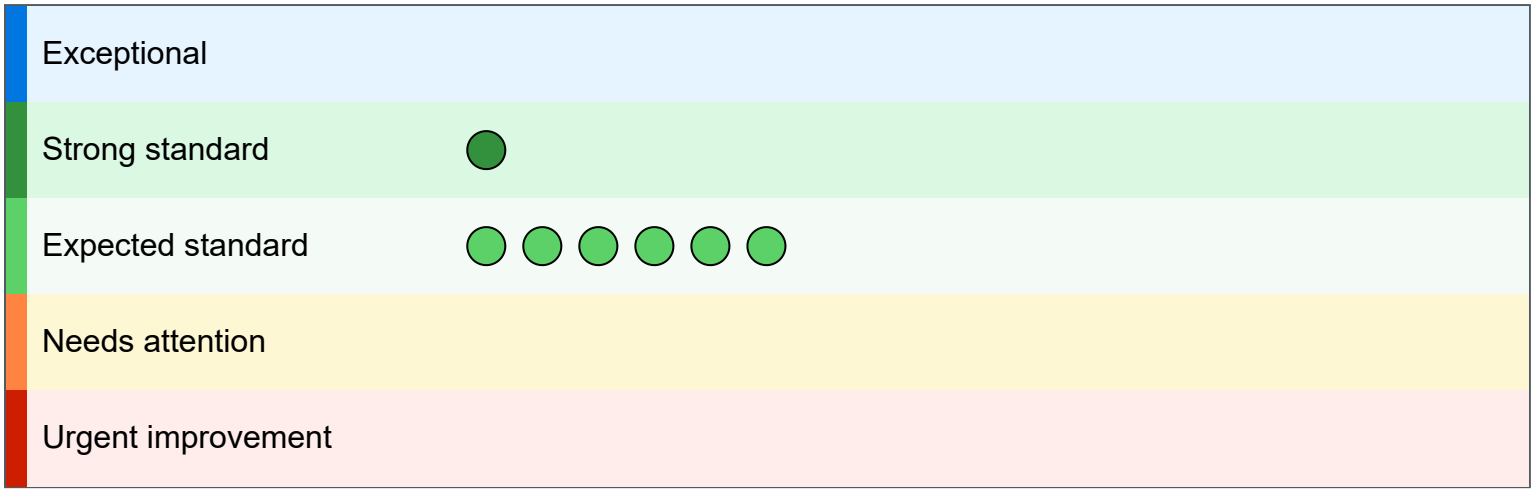
Seaton Delaval First School

Address: Western Avenue, Seaton Delaval, Whitley Bay, Tyne and Wear, NE25 0EP

Unique reference number (URN): 122223

Inspection report: 6 October 2026



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.

Strong standard

Attendance and behaviour

Strong standard

Leaders and staff work strategically together to understand the reasons for pupils' absences from school. They use external professionals to help identify any barriers or patterns to attendance and absence. Across the school, staff promote high attendance for pupils. They engage with parents and carers to enable pupils to arrive at school on time. As a result of this work and the highly nurturing environment within school, pupils' attendance over time compares very favourably to national averages. This practice applies equally for disadvantaged pupils and those with special educational needs and/or disabilities.

Pupils develop highly positive relationships with one another and with staff. The climate of friendship and empathy that leaders and pupils create contributes hugely to the calm and supportive environment across school. When pupils struggle with their emotions, staff ensure sensitive and effective support is in place. Pupils understand and celebrate difference. They show commendable attitudes to one another. In conversation, they take care not to talk over one another and are unfailingly polite. This extends to their remarkable conduct as they move around the school or the playground. Pupils and staff do not tolerate bullying or any other form of poor behaviour. Older pupils are excellent role models for their peers. This matches the school's mission to be a place 'where every child can thrive'.

Expected standard

Achievement

Expected standard

Over time, pupils broadly achieve well and are suitably prepared for their next stages of education. Leaders' focus on pupils' basic skills in mathematics has a particularly positive impact. Outcomes for the Year 4 multiplication tables check are consistently well above national averages as a result. This includes for pupils with special educational needs and/or disabilities or other levels of disadvantage. They get the support they need to achieve. Pupils from a wide range of backgrounds recall their learning with typically appropriate understanding. For example, children in the early years use their emerging phonics knowledge to confidently read simple words. Older pupils take pride in showing off the progress they make in their creative arts skills. While pupils' work is generally of a high standard, there is some variability in the quality of pupils' writing across the curriculum. Leaders know there is more to do to ensure that pupils' written work is of a consistently high quality in all subjects.

Curriculum and teaching

Expected standard

Leaders show an appropriate understanding of the quality of the curriculum and how it is taught. They identify areas for improvement and take appropriate action to address them. For example, leaders understand the importance of early writing skills and how these can be strengthened to improve the quality of pupils' writing across the curriculum. Leaders ensure that there is a clear focus on pupils' development of basic knowledge and skills in reading,

writing and mathematics across the curriculum. Teachers provide pupils with opportunities to use these skills across different curriculum subjects. Pupils demonstrate agility and flexibility in the way they manipulate number in mathematics and science lessons, for example. Teaching typically supports pupils' learning effectively. Staff check on pupils' learning. These checks usually enable staff to identify and address any gaps in pupils' basic skills. However, there are times when teaching and checks on individual pupils' reading do not precisely identify or address gaps in their early reading skills.

The support for pupils with special educational needs and/or disabilities or those with other vulnerabilities allows them to access learning alongside their peers well. Staff adapt and tailor learning to ensure that pupils get the support they need to experience success.

Early years

Expected standard

Leaders have used their knowledge of child development to create a high-quality early years curriculum. This curriculum is designed to take children on a well-crafted journey of play and learning that prepares them well for key stage 1. It builds on experiences and opportunities for children to become well-rounded individuals. Children persevere in the face of difficulties and explore their provision with resilience and independence. Staff use their knowledge of the curriculum to support children's learning effectively. They model the use of vocabulary very well. This helps children to use what they have learned in their own play. It supports them to overcome barriers in their own communication and language skills.

Staff help children to build on their learning successfully. They identify any barriers to children's wellbeing or academic progress and use their expertise to put effective support in place. This ensures that children, including those with special educational needs and/or disabilities, access the exciting curriculum. Children's welfare is a high priority for staff. They liaise with local childcare providers to help smooth new children's transition into Seaton Delaval's early years setting. Staff model high expectations and look out for those who may struggle at times. This means that children of all ages play happily together.

Inclusion

Expected standard

Seaton Delaval First School is a place where pupils belong and flourish. From children's first days in the early years, staff seek to identify any barriers to their learning or wellbeing. They typically take effective action to meet pupils' needs. Staff understand the systems and processes in school to support pupils with any form of vulnerability, including those with special educational needs and/or disabilities. At times, some pupils need a much more personalised approach to the curriculum. Where this is the case, this is highly effective and gives these pupils the support they need to be successful.

Leaders allocate additional funding, such as the pupil premium grant, appropriately and effectively to support disadvantaged pupils. As a result, these pupils also get the provision they need to be prepared for their next stages of education. Pupils who are known or previously known to social care also receive appropriate support that enables them to thrive in school. The school engages positively with other agencies to secure appropriate and effective provision for pupils. Leaders demonstrate an insightful understanding of pupils' wider needs. They actively promote pupils' social and emotional development. This work

contributes significantly to the extremely calm and purposeful environment across the school.

Leadership and governance

Expected standard

Leaders understand the school and its community. They work effectively with the local authority to drive forward identified improvement priorities. Leaders' understanding of the most important aspects of school development is appropriate. Across the school, leaders at all levels understand their roles and diligently fulfil them. They focus their actions for improvement on what will make the biggest difference for children and pupils. Pupils' best interests are central to the ethos that leaders instil at Seaton Delaval.

While there has been significant change in governance since the last inspection, governors are knowledgeable and committed to the school. They ensure that they meet their statutory duties. Through a clear series of focused visits to the school, governors strengthen their understanding of the school's work. They use these visits to help them corroborate the information they get from senior leaders in the school.

Staff are highly positive about the support they get for their workload and wellbeing. Staff benefit from an appropriate and targeted programme of professional development. This enables them to teach with confidence and deliver on the school's intent to do the best it can for pupils from different backgrounds.

Leaders engage well with parents, carers and the wider community. Parents are overwhelmingly positive about the school. Parents appreciate the care and support that staff give their children at the early stage of their education. Seaton Delaval First School is a positive community where pupils get the opportunities they need to succeed.

Personal development and wellbeing

Expected standard

As a result of strategic decisions made by leaders to broaden pupils' horizons, pupils develop an appropriate appreciation for other faiths, cultures and religions. Their moral compass is well developed, including the very youngest pupils in Nursery. Pupils develop a secure understanding of online and offline safety. Pupils use their highly effective spoken language skills to discuss fundamental British values with clarity. Leaders provide opportunities for visitors to contribute to the school's personal development programme. This expertise helps to strengthen pupils' awareness of healthy and respectful friendships. The effective focus on pupils' social and emotional development facilitates the positive relationships between staff and pupils. These relationships are excellent examples of the impact of the school's work.

The school's personalised approach to the pastoral support for pupils identifies and meets their needs. It gives pupils the knowledge and skills they need to become increasingly independent and know how to stay calm. Staff have a deep and impressive understanding of each pupil as an individual. Parents and carers comment very positively about their children being 'valued members of the community' and how staff 'go out of their way' to support pupils, including those with special educational needs and/or disabilities and those who are otherwise disadvantaged.

Pupils benefit from a range of educational visits and visitors, including trips to the theatre or workshops involving the Royal Ballet. Experiences such as a visit to a local recycling centre link to both the taught curriculum and the wider development programme. Leaders ensure that these experiences are open to all. They are clear in their intent to make sure that pupils are well prepared to make positive contributions to the school and the local community. They recognise the need to tailor the school's wider development programme more precisely and remove barriers to participation as much as possible so that more pupils, including those who are disadvantaged, can access and benefit fully from it.

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

Pupils at Seaton Delaval First School are happy, confident and extremely well-behaved members of the school community. They are fabulous representatives of their school. Pupils of all ages embody the school's values, including honesty, respect and independence. They benefit from, and make significant contributions to, the highly nurturing environment that leaders have crafted over time. There is a culture in which all are welcome and included. Relationships across the school are very positive. This means that pupils flourish and thrive. They feel very safe at the school. Their attendance is high. Staff and pupils do not tolerate bullying or any form of abusive language. As a result of pupils mirroring the high expectations of staff, these issues are rare. If they do occur, staff deal with them quickly and effectively.

These highly positive attitudes extend into lessons. The youngest children in the early years work well together when engaged in collaborative play in their outside area. Other children independently explore the different learning opportunities that staff create. Older pupils enjoy their learning. They talk excitedly about Hadrian's Wall or demonstrate how to use rhetorical questions in their own writing. Staff seek to identify and remove any barriers to pupils' success. This means that pupils are typically prepared well for their next stages of education and make progress from their starting points. This applies equally to pupils with special educational needs and/or disabilities and those who are disadvantaged.

The school's approach to supporting pupils with their personal development has a clear impact. Carefully chosen educational visits give pupils opportunities and provide a range of purposeful experiences. For example, a visit to an agricultural show allows pupils to understand how food is produced by farmers. Pupils talk knowledgeably about how to be a positive member of the wider community. They know what it means to be a good citizen. A well-planned programme of opportunities for pupils to celebrate diversity prepares them well for life in modern Britain.

Next steps

- Leaders should ensure that they work strategically so that staff's checks when supporting pupils' early reading skills precisely identify and address any gaps that emerge.
- Leaders should ensure that their work on the quality of writing results in pupils consistently producing more high-quality work across the wider curriculum.

- Leaders should more precisely tailor the clubs and activities programme in school to ensure that more pupils participate and benefit fully from this offer.

About this inspection

The chair of the board of governors in this school is Reverend Alan McGougan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 6 and 7 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders and staff, members of the board of governors, the headteacher of the local authority virtual school and the school's local authority school improvement partner. They also spoke with groups of pupils, visited a sample of lessons and looked at pupils' work in books across a number of curriculum subjects. Inspectors also spoke with some parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Since the last inspection, a number of new governors have been appointed. The deputy headteacher was appointed to the role of special educational needs and/or disabilities coordinator from September 2026.

Headteacher: Oliver Flitcroft

Lead inspector:
Richard Beadnall, His Majesty's Inspector

Team inspector:
Ailsa Taylor, 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 6 October 2026

School and pupil context

Total pupils

161
Below 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: 268

School capacity

180
Below 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)

27.94%
Close to average

What does this mean?

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

National average: 26.5%

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

6.83%
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: 4.1%

Pupils with special educational needs (SEN) support

19.25%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Below 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).

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
2025/26 (1 term)	3.8%	5.1%	Below
2024/25 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average

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
2025/26 (1 term)	7.5%	14.4%	Below
2024/25 (3 term)	4.0%	13.0%	Below
2023/24 (3 term)	8.0%	14.6%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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