

**Report summary for parents  
and carers on Sea View  
Community Primary School  
Date of inspection: January 2025**

# Summary

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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 and next steps

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## **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

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

## Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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