

Summarised inspection findings

Seafield Primary School

Moray Council

6 February 2024

Key contextual information

Seafield Primary School is a non-denominational primary school in Elgin, Moray. At the time of the inspection, the school roll was 365 children across 15 classes. There is also an enhanced provision, the Learning Lounge, for children with additional support needs (ASN). The headteacher has been in post for nine years and is supported by two depute headteachers who have some class teaching commitment. Approximately one third of children attending the school have additional support needs. This includes children registered for the enhanced provision. Twenty-two percent of children who attend the school reside in deciles 1 to 3 of the Scottish Index of Multiple Deprivation. Attendance is in line with the national average. There have been no exclusions recorded in the past three years.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Seafield Primary School has a positive, respectful, and nurturing ethos, underpinned by the recently reviewed school values. Senior leaders consulted with children, parents and staff to review the values. Staff use the values to provide a clear focus on expectations of behaviour, effort and attitudes to learning across the school and community. Children are friendly, confident, welcoming and demonstrate kindness and consideration of the views of others. Senior leaders and staff work well together to create a safe, supportive environment for learning. All teachers take a rights-based approach to working with children. Children's rights are displayed across the school and referenced by teachers in classes. Most children speak positively about the support they receive with their learning. Children facing challenges and barriers to learning are supported through strong, trusting relationships across the school and identification of their needs.
- In the majority of lessons, children are eager and active participants in learning and are motivated to do their best. In these lessons, teachers offer children a variety of approaches to learning, with elements of personalisation and choice in the tasks they undertake. For example, children enjoy opportunities to make decisions about their contexts for learning. Children's participation in individual, paired and small group activities supports and encourages them to interact positively with their peers. This helps children to develop their confidence and communication skills. In a few lessons, there are children who are not fully engaged in their learning. Teachers should ensure that all children are appropriately challenged during lessons to improve their motivation and engagement in lessons.
- In the majority of classes, children understand the purpose of their learning. In few classes, teachers share and develop with children what they need to do to be successful. In these lessons, children can talk about their learning in greater depth. Senior leaders and teachers

should ensure that children are clear about being successful in their learning more consistently in classes across the school.

- In most lessons, teachers provide clear instructions and explanations. A few teachers use questioning well to consolidate learning and build curiosity in children as learners. Staff should work to develop questioning further to encourage and develop higher order thinking skills in children across the school. In the majority of lessons, there is an overreliance on whole class teaching and the pace of learning is too slow. A clear next step would be to ensure consistency in the structure of lessons across all classes, including setting clear expectations for children at the start of lessons. In addition, children across all classes would benefit from learning which is planned at the right level of difficulty to ensure they are challenged to continually improve.
- Most teachers provide effective verbal and written feedback to children. The majority of children regularly provide feedback to their peers and agree that the feedback they receive helps them improve their learning. Children are encouraged to think about their own next steps in learning and set their own targets on their online profile. A few teachers promote the language of skills to develop children's ability to describe their learning. Staff should continue to develop quality feedback, linked to skills development, to help children receive and build on the feedback they receive. As staff develop profiling further, this will promote a sense of ownership for children in target setting and planning their next steps.
- All staff are very aware of children in their classes who face barriers and challenges to their learning. This is evident in their interactions with children and the variety of ways in which they support children in their learning. One-to-one support and the effective use of pupil support assistants in classes are making a difference to children who face challenges in accessing learning effectively.
- Teachers in P1 plan learning responsively through play pedagogy. Children working at the early level choose activities from a range of appropriate high-quality resources. Teachers use floor books to capture children's interests and plan their learning. Children's ideas are valued and followed through in well-planned and exciting contexts for learning. Staff should continue to use national guidance to develop their practice further. This will help staff ensure that play-based learning is a consistently meaningful and productive feature of classroom activity, to better support children's curiosity, problem solving and creativity in learning.
- All teachers gather a range of summative data within personal assessment folders to support teacher judgements. They use digital assessments effectively to identify next steps and target key learning and national standardised assessments to verify achievement of a level. All teachers should now ensure that they plan regular high-quality assessments, where children can apply their skills in a variety of contexts.
- All teachers have undertaken moderation activities in writing this session. This has helped them to ensure that their professional judgements are valid and reliable. They are becoming more skilled and robust in their use of national Benchmarks and progression frameworks to assess children's development and develop a shared understanding of national standards.
- Teachers plan termly and weekly using experiences and outcomes to plan learning in individual curriculum areas and interdisciplinary (IDL) learning. Across the school, children enjoy choosing their IDL contexts for learning and children in a few classes are involved in planning these. This pupil-led approach to planning should be developed further to ensure children are more fully involved in their learning. Teachers are currently moving from the school's own progression planners to use local authority progression pathways. Senior leaders

should ensure that this transition is taken forward at pace to ensure that this supports staff to plan learning in a consistently progressive way. All teachers should ensure they consider the design principles and four contexts for learning when planning to ensure that children experience a broad range of learning experiences. Teachers should use assessment data more effectively to plan lessons which will ensure they are meeting the needs of all their children on a daily basis.

- The senior leadership team meets with all teachers three times a year to track children's progress. Senior leaders should consider how all staff involved with children who face challenges in their learning can contribute to these meetings. Staff use the authority tracking tool effectively against progression pathways to track where children are in their learning journey. Teachers identify learning needs and actions in these attainment meetings. Children facing additional challenges are supported well through individual plans. Senior leaders and staff should now ensure that all actions identified in tracking meetings are more rigorously followed up for all learners to ensure they reach their potential. Children should also be more involved in discussions about their support plans and any interventions which may impact on them.
- Senior leaders have recently developed a teaching, learning and assessment policy. They should review and develop this further in full consultation with staff, children and key partners. Together, staff should implement and embed the approaches outlined in the policy across all classes. This will support a strategic approach to learning, teaching and assessment to improve consistency for children at all stages and ensure that the highest standards and expectations achieved. Additionally, sharing aspects of good practice, which currently exist in the school, should support and enhance teaching and learning to ensure consistently high standards across the school.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, attainment in literacy and numeracy is satisfactory. The majority of children at early level have achieved appropriate Curriculum for Excellence (CfE) levels in literacy, with most achieving appropriate levels in numeracy. At first and second levels, the majority of children have achieved appropriate CfE levels in literacy and numeracy. A few children across the school exceed national expectations. Overall, there is potential for children to make better progress and achieve more. Senior leaders provide accurate information on children's progress and attainment. Almost all children who require additional support with their learning make good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, the majority of children are making good progress from prior levels of attainment in literacy. A minority of children could make better progress in reading and writing.

Listening and talking

- The majority of children who have achieved early level are learning how to take turns and respond appropriately during discussions. Children who have achieved first level answer literal questions to show understanding. Children at early and first level would benefit from extending their skills in using vocabulary and phrases in different contexts when expressing ideas or feelings. At second level, the majority of children interact well and build on each other's ideas and contributions. Children enjoy solo talks and share the skills they gain, such as confidence and communicating in a clear and expressive way, as a result of presenting to their peers. At second level, children would benefit from developing their skills in discussing main ideas and detail contained within texts and use this information for different purposes.

Reading

- The majority of children who have achieved early level use their knowledge of sounds and blends to read common words and simple texts. Children who have achieved first level are becoming more confident in reading unfamiliar texts. The majority of children recognise features of fiction and non-fiction texts. Children at early and first level should continue to extend their skills in using simple punctuation accurately when reading aloud. At second level, the majority of children read with fluency and expression, using appropriate pace and tone. Children respond well to literal, inferential and evaluative questioning. They identify several favourite authors and readily explain the reasons for their preferred genre. Most children enjoy reading and make good use of the class and school libraries. Children at second level would benefit from increased opportunities to read unfamiliar non-fiction texts. In doing so, they should continue to extend a range reading skills and strategies to read and understand texts.

Writing

- Children who have achieved early level can write a sentence with increasing independence. They should continue to develop their skills in use of capital letters, full stops and spelling familiar words correctly. Children who have achieved first level plan and create texts for a range of purposes, using an increasing range of punctuation with accuracy. They should now extend further their skills in writing independently, linking sentences using common conjunctions. At second level, children create texts for different purposes and audiences. They use paragraphs well to separate ideas and create stories and poems with interesting and appropriate structures. At first and second level, most children are increasing their skills in producing extended pieces of writing. Across the school, a few children would benefit from a focus on presentation and handwriting. At second level a minority of children would benefit from more regular opportunities to develop their creative writing skills.

Numeracy and mathematics

- Overall, the majority of children are making good progress in numeracy and mathematics from prior levels of attainment. There is scope for more children to make better progress. The majority of children have increased their knowledge about financial education through an annual enterprise project. Overall, the majority of children would benefit from more opportunities to apply numeracy and mathematics skills in a range of cross-curricular and real-life contexts.

Number, money and measure

- Most children who have achieved early level order numbers correctly within the range 0-20. Most children can copy, continue and create simple patterns involving objects, shapes and numbers. Children who have achieved first level demonstrate an understanding that the greater the number of equal parts, the smaller the size of the fraction. They are aware of how goods can be paid for using cards and digital technology. At second level, the majority of children explain the link between a digit, its place and its value for whole numbers to one million. They need to develop their skills in calculating the volume of cubes and cuboids as they are less confident in this area.

Shape, position and movement

- Most children who have achieved early level, can identify correctly common two-dimensional shapes (2D) and three-dimensional objects (3D). They use positional language accurately. Most children who have achieved first level, can find right angles in the environment. They know and use the compass points. They are not yet confident in using mathematical language to describe the properties of shapes and objects. At second level, children use mathematical language accurately to describe and classify angles. Children should develop skills in using digital technologies and mathematical instruments to draw 2D shapes and make representations of 3D objects.

Information handling

- Most children who have achieved early level collect data using tally marks for different purposes and display data using pictograms. Children who have achieved first level can extract information from bar charts. The majority use mathematical language appropriately to describe the likelihood of events occurring. At second level, children use the language of probability accurately. They carry out surveys and use a variety of methods to gather information. They should now develop skills in collecting and displaying information, using digital technology, such as using electronic spreadsheets.

Attainment over time

- Overall, attainment data demonstrates improving levels of attainment over time. Attainment data has become more accurate as a result of staff's increased understanding of national

standards and confidence in professional judgements. Senior leaders meet with staff termly to make predictions and analyse information about children's progress. This helps inform decisions on how to support and challenge learners. Staff are now using a local authority tracking system and monitor children's attainment more systematically. Senior leaders now need to work closely with teaching staff to accelerate progress for the majority of learners. Around a third of the school roll comprises of children from military families, who may not stay in school for long periods of time. Senior leaders should extend approaches to monitoring groups of children, for example transient families, through working with other schools.

Overall quality of learners' achievements

- Children have opportunities to achieve and celebrate success in a range of ways, including through assemblies, digital platforms, receiving privilege cards and 'Seafield Stars' awards. The majority of children, mainly in the upper stages, are gaining skills in leadership, teamwork, communication and confidence through participating in committees. These include rights, eco, pupil council and financial education groups. Children engage enthusiastically in these groups and speak confidently about their work in improving their school, such as setting up a school tuck shop. Older children speak enthusiastically about leadership responsibilities, such as being house captains, buddies, playground pals and achievement assistants. Staff and partners offer a range of clubs and activities including multi-sports, chess, choir, Greek and bikeability. A few children are given a key role to lead a club. These clubs build children's artistic, linguistic and sporting skills and develop their resilience and confidence in an enjoyable way. Senior leaders should now to track and monitor both the participation and skill development of children as they move through the school. This will ensure that all children are included and that those at risk of missing out are identified and supported.

Equity for all learners

- Senior leaders and staff have a good understanding of the social and economic contexts of their families and their community. They are aware of the increased hardships and financial pressures on children's and families' wellbeing. The school has been part of the national online Cost of the School Day pilot, focusing on uniform, food, financial advice, homework and school trips, to ensure equity. Senior leaders have developed strong partnerships with organisations such as Moray School Bank, Moray Food Plus, Co-op and Moray Firth Credit Union, to support children and families. Attendance is in line with the national average.
- Senior leaders consult with staff and parents to agree how to use Pupil Equity Funding (PEF). As a result, they have increased staffing and purchased resources, providing both universal and targeted support in literacy, numeracy and health and wellbeing. Senior leaders can demonstrate how the use of PEF is improving progress of individual children in most need and accelerating progress in closing attainment gaps, including children with ASN. For example, their use of programmes to support literacy are helping individual children to make better progress. Senior leaders access Ministry of Defence funding to employ Military Family Pupil Support Assistants. This supports parents and children, particularly around sensitive times of deployment. Through the Parent Council, parents support the school well by raising funds to reduce costs for children, including, for example a 'pay it forward' scheme. Senior leaders should continue to review and monitor the impact of additional support on raising attainment and closing identified gaps.

Context

The Learning Lounge is an enhanced provision located within Seafield Primary School. It provides full time education for children in the primary stages who require significant additional support with their learning as a result of a range of additional support needs. Children are allocated a placement in the Learning Lounge following discussions with the relevant team around the child based on the child's individual needs and requirements for targeted support. All children follow individualised education plans (IEPs) based on their learner profiles. At the time of the inspection, eight children attended the enhanced provision within one multi-composite class. A minority of the children who attend in the Learning Lounge have opportunities to interact and engage with mainstream peers. A few children spend the majority of their time learning alongside peers in their mainstream class with the required support.

2.3 Learning, teaching and assessment.

- Within the Learning Lounge, staff have developed supportive and nurturing relationships where most children enjoy interacting with staff and peers. Staff understand the needs of children well. Staff observe children and respond appropriately using individual strategies to support children if they become disengaged or distressed. A minority of children need more support to regulate their emotions. Learner profiles and strategies (LPSs) contain useful information, which helps staff to understand each child and their wellbeing, care and learning needs. Senior leaders should work with parents and carers more to review the wide range of information they have on individual children. They should streamline profiles to ensure they contain the most relevant information.
- In most activities, teachers and staff use appropriate practical materials and sensory tools to support children with their learning. This maximises children's interest and sustains their engagement for more extended periods. Teachers should continue to develop their understanding of children's sensory, communication and developmental needs, particularly for learners who find attention to tasks more difficult. There are too many times across the day when children are not engaged well enough in purposeful learning. Teachers need to ensure that all learning activities are set at the correct difficulty level to maximise children's engagement.
- Teachers use now and next routines, real objects, picture symbols and signs in a few lessons to provide clear explanations and instructions. Teachers should continue to develop total communication strategies, including the consistency and use of visual symbols and bespoke communication approaches. This should help to improve children's understanding of what is expected of them in learning.
- Staff are building effective partnerships with the local community. A few children enjoy opportunities to engage in activities such as horse riding and swimming. These activities support and extend children's learning in other contexts and provide them with a sense of improved wellbeing. A minority of children participate in learning activities alongside peers in mainstream classes. This provides enhanced social experiences and helps them develop social and communication skills. This now needs to be developed further to better support the opportunities all children have to engage meaningfully with their peers.
- Most children have sensory-based resources and toys that offer personalisation, choice, and support play-based learning opportunities. Most children have regular access to free-play and

structured play activities. As a result, they are beginning to explore and problem solve more creatively. Staff should continue to use play opportunities to develop children's social skills, such as turn taking and communication, more progressively. Children enjoy spending time outdoors and taking part in sensory gardening experiences. Staff should provide more planned outdoor learning opportunities, to enhance children's learning and wellbeing.

- Teachers are gaining confidence in meeting the needs of all learners through solution focused meetings. Senior leaders should continue to support staff in developing the range of skills required to meet the diverse learning needs of all children.
- All children have individual learning plans and IEPs, which take account of their strengths and approaches that may help reduce any barriers to learning. Senior leaders should now work with teachers to improve approaches to individualised planning to improve how they will assess the learning and skills children develop. Overall, there is a need for senior leaders to support teachers better to develop how they plan learning over different timescales to better monitor children's progress.
- Senior leaders and staff currently use whole school tracking systems to track achievement of children in the Learning Lounge. However, these are not yet sensitive enough to account for the small learning steps that children in the Learning Lounge make, based on their learner profile. Senior leaders need to ensure they develop approaches to tracking and monitoring within all curriculum areas that show clear lines of progress over time for all children. Teachers are at the early stages of using Education Scotland's Milestones continuum of engagement. Staff should embed this work to help them identify clearly what areas children need support with and how well children are progressing with their learning.

3.2 Raising attainment and achievement.

Attainment in Literacy and numeracy

- Taking account of their individual learner profiles overall, the majority of children are making satisfactory progress in literacy and numeracy in relation to learning targets outlined in IEPs. A few children are making good progress.

Literacy and English

- Taking account of individual communication profiles, most children are developing satisfactory listening and talking skills. Almost all children would benefit from staff having greater knowledge and skills in using more individual communication strategies. This will include developing alternative and augmentative communication to meet the majority of learners' communication needs and improve all children's communication skills more effectively.
- In reading and writing, a few children working on milestones can demonstrate how to hold and turn the pages of a book and recognise pictures of themselves and others. They can match a main character from a picture. A few children working at early level can read simple words. All children would benefit from greater opportunities to participate in more progressive learning in reading and writing, taking account of their individual development profiles. This will ensure that all learning builds on prior learning to maximise attainment.

Numeracy and Mathematics

- Most children are developing their numeracy and mathematics skills satisfactorily. A few children working on milestones can demonstrate an appropriate awareness of numbers in familiar sequences. A few children can follow a 'now and next' activity and follow a simple timetable. At early level, children demonstrate a greater understanding and use of numeracy and know colours and basic shapes. They can count and recognise 1p when using money to

pay for an item. Most children across the stages would benefit from using their numeracy and mathematics skills across the curriculum and when engaging in external visits. This will help them to develop a greater understanding of the relevance of numbers in their lives.

Attainment over time

- Most children are making satisfactory progress with their learning and wellbeing over time. Senior leaders and staff now need to ensure that assessment and the tracking of children's progress over time is more developed and robust. Individualised plans do not fully outline the knowledge and skills children develop or provide sensitive measurements of the progress they are making in their learning and wellbeing.
- Teachers should engage further in moderation activities using national milestones and Benchmarks. This will improve their confidence in making professional judgements on how well children attain and progress with their learning.

Overall quality of achievements

- Children's learning and personal achievements are recognised in class, in newsletters and through digital platforms. Children enjoy being praised for good work, building pride and supporting their wellbeing. A few children take part in horse riding and swimming. These opportunities support children in developing important physical skills by improving their balance, coordination and physical wellbeing.
- Children in the Learning Lounge have limited opportunities to engage in whole school lunchtime and after-school clubs. It will be important for staff to track children's achievements and participation in clubs and leadership groups. This will allow them to develop further important skills and ensure no child misses out due to their additional support needs. There is a need to improve how children recognise their skills and achievements and how these contribute to their learning and personal development.

Equity

- Senior leaders and staff understand the additional support needs and socio-economic background profile of children and their families. They provide support to alleviate challenges children and families face. Senior leaders now need to monitor the effectiveness of their interventions to demonstrate more clearly the progress for groups of learners. Senior leaders should ensure there is a clearer focus on how interventions can be measured to evidence improvement and raise attainment.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

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|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.