

Summarised inspection findings

Seaton School

Aberdeen City Council

23 September 2025

Key contextual information

Seaton School and nursery class is a non-denominational school situated in the Seaton area of Aberdeen. At the time of inspection, 186 children attended the school across nine classes.

Attendance in the primary school is generally below the national average. There have been no exclusions in the last few years. Over 40% of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1 or 2. Around 68% of children are recorded as having an additional support need.

The acting headteacher has been in post since January 2024. At the time of inspection, she was supported by an acting deputy headteacher and a principal teacher.

Seaton School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change	good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: - developing a shared vision, values and aims relevant to the school and its community - strategic planning for continuous improvement - implementing improvement and change	

- Children, staff and parents were involved in the review of the school's values in session 2022/23. These values of kindness, respect, success and responsibility are exemplified and understood well by children through the use of animal character 'value mascots'. These mascots were created by learners and their use aligns effectively with other themed mascots used across the school to promote children's rights and digital learning. Members of the school community have further reviewed and refreshed the school's vision during the session of 2024/25. Children engage regularly with and understand well the renewed vision through use of a regularly sung song. These approaches consolidate children's understanding of the school's vision and values. The importance placed on the renewed vision and values have supported effectively recent changes to establish a calmer and more positive learning environment across the school.
- Senior leaders have worked well with staff and children to consider and agree consistent approaches to a constructive climate for learning, which have supported improvements in recent years. This has been a major area of focus on which staff and other stakeholders have worked very successfully together. Teachers and children across the school have been involved in negotiating meaningful classroom charters. These charters help children to have ownership of agreed expectations in individual classes. The charters also help them to work well together to ensure these expectations are met on a daily basis. The establishment of this constructive climate for learning is an important strength, established by school staff.

- The well-regarded acting headteacher has worked well with staff and other members of the school community to establish successfully a shared understanding of the importance of change. The acting headteacher's approachable and child-centred ethos are appreciated by members of the school community. Supported well by her leadership team, the acting headteacher has very successfully developed work undertaken in recent years to establish the correct conditions for successful change. This has led to teachers sharing a positive attitude to school improvement and feeling involved in change. Staff are positive about leading on and increasingly evaluating aspects of school improvement.
- All teachers are members of one of the school's working parties to develop key improvement work. For example, on numeracy or on health and wellbeing. These working parties produce their own action plans and also work closely with learners in a range of linked Pupil Participation Groups (PPGs). Staff, through working parties, have been successful in effecting positive change across the school for the benefit of learners. For instance, the literacy working group has introduced a successful reading framework to the school. Senior leaders should now work further with staff to consider the working parties' measures of success, collaboration and prioritisation of next steps. This should include consideration of how these measures can align more effectively and strategically overall with the school improvement plan (SIP). This should help staff's understanding of how different improvement priorities and actions interrelate and can proceed effectively.
- Almost all children feel that school staff listen to their views and most think that the school takes their views into account. Children have been supported well to understand the school's improvement journey by the pupil council's translation of the SIP into a child-friendly version. This helps children understand developments and next steps in the school. Children's views are very regularly gathered so that staff can consider next steps and further actions.
- There is an increasing range of leadership opportunities which children are taking across the school. For example, membership of the pupil council or older learners working with their younger peers as Young Leaders to support other children's learning and experiences. This year, school leaders have reorganised PPGs from broader improvement areas based on How Good Is Our School? (HGIOS) quality indicators into being more tightly focused on elements of the school's specific improvement needs. All children have a degree of involvement in these new PPGs, such as the eco group or the outdoor learning group. An increasing number of children have also taken more active leadership roles within the PPGs. Previous and new PPGs and the pupil council have identified and led changes to the school. These changes have included new playground equipment, the introduction of expressive arts projects and changes and improvements to the school library.
- Parents complete surveys very regularly about the school and associated improvement actions. Staff share a common determination to work constructively with parents to benefit their children and the wider school. As a result, staff have established very positive relationships with parents and senior leaders are working well to increase parental involvement in the life and development of the school. For example, there are increased opportunities to engage meaningfully with parents through the recently established Community Café.
- Senior leaders are building a culture of self-evaluation. They engage actively with staff in a range of activities to support and challenge practice across the school. This includes a strong focus on class teachers regularly considering, monitoring and intervening to support identified learners as part of the school's actions to close the poverty related attainment gap.
- Senior leaders have recently rewritten their quality assurance calendar. This is working effectively with regard to, for example, considering processes relating to statutory duties.

Senior leaders also use this calendar to monitor the quality of children's work and lead class visits to observe practice. This is beginning to support improvements in the consistency of learning experiences for children.

- The acting headteacher engages in professional review and development meetings with teachers, annually. Teachers appreciate the blend of personalised professional development and the furthering of whole school improvement which the acting headteacher ensures is central to this process. As a result, all teachers are increasingly engaged in an increasing range of their own professional learning. Children have benefited from all-staff engagement in professional learning. For example, in relation to nurture. Senior leaders should continue to support staff to share their own professional learning with peers to influence positively each other's practice. It will be important to ensure that ongoing change is supported by a more systematic approach to professional learning that allows appropriate time and monitoring for new approaches to effectively embed. This would include more rigorously structured and supported approaches to whole-school professional learning on initiatives. For example, on developing inclusive classrooms and play pedagogy. Senior leaders should continue to consider how support staff can also benefit from professional learning opportunities.
- Staff share a clear, common understanding of the school's socio-economic context. School leaders have been successful in ensuring that this understanding is an important part of school improvement and change. Staff have been successful in engaging a wider range of community links and partnership working in supporting the school's improvement. This ranges from continuing the well-established working relationship with the Russell Anderson Development School (RADS) to engage in health and wellbeing interventions for learners, to more recent work in improving children's voices in developing their local community. There are plans in place for the use and review of Pupil Equity Funding (PEF) and an understanding of the importance of involving parents in this.

2.3 Learning, teaching and assessment

good

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

- Children and staff benefit from the welcoming, caring and nurturing ethos of the school. Children's learning is underpinned by the school values of being successful, kind, respectful and responsible. The recent 'Culture of Kindness' project has strengthened respectful relationships throughout the school. Children enjoy school and are proud of belonging to the school community. Staff have a strong understanding of the unique context of the school and the challenges their children and families face. Staff know children well and are responsive to their individual support needs.
- The learning environment is calm and staff respond well to instances of low-level disruption, using a range of relational and restorative approaches. A few children are disengaged regularly and not always participating in learning activities, which affects their own individual learning and experiences.
- Senior leaders and staff focus well on sharing the purpose of learning with children. This has led to consistency in approaches across stages. Most children can explain what they are learning in lessons and this supports further their positive engagement and motivation. Most children also explain how they can be successful in their learning. This helps children to know what they need to achieve in their learning. In a few lessons teachers support children to co-construct their steps to success. These approaches should now be shared more widely across the school to support all learners.
- Children regularly have the chance to ask 'big questions' through interdisciplinary learning. They speak positively about being able to shape their own learning. Children experience personalisation and choice through focusing on their own area of interest within topics. This is supported well by individualised planning and supported by teachers for learners. Recent changes to the approaches to teaching writing are resulting in increased motivation and enthusiasm among learners.
- Teachers have successfully improved the pace of learning so that children maximise their learning in class. Children work individually, in pairs and in group activities. Teachers consider individual needs of most children thoughtfully and well in planning classroom activities. As a result, most children experience tasks and activities which are set at the correct level of difficulty to meet their needs well.
- Teachers use the spacious school grounds to provide enjoyable outdoor learning opportunities. They plan activities that enhance the children's learning experiences and support greater engagement, curiosity and relevance in children's learning. Teachers are at the early stage of developing approaches to ensure that the skills children develop when learning outdoors are progressive. Most children speak positively about how learning outdoors helps them achieve and develop skills such as teamwork.

- Staff at early level are at the initial stages of developing play pedagogy to support children's learning. They have engaged with a range of professional learning to support the development of play. Children demonstrate high levels of engagement within the opportunities provided. A few children have begun to lead their own learning through play. Senior leaders and teachers should continue to engage with the national practice guidance and ensure robust self-evaluation of play-based approaches. This will ensure this approach offers challenge for all children.
- Children use digital devices well to support their learning. Recent investment has been made in the technology infrastructure and equipment in the school. This has increased access to a range of digital resources which are used very well by individual children to support their learning.
- Most teachers give useful feedback both orally and in writing which supports children well to understand the individual progress they are making. Teachers are continuing to develop consistent approaches to self- and peer-assessment. For example, self- and peer-assessment approaches implemented recently in writing are working well. Almost all teachers ask questions to support children's understanding and a few use skilled questioning to deepen and enhance learning. Senior leaders have correctly recognised the need to further develop this use of deeper questioning to promote higher order thinking skills.
- Senior leaders have developed a useful annual assessment calendar which clearly outlines assessment expectations. Teachers use an agreed range of summative, diagnostic and standardised assessment activities across the year to gather information about children's progress and inform planning. This is helping most teachers in their understanding of children's strengths and development needs in aspects of the curriculum. Teachers should continue to develop their use of formative assessment strategies in the classroom. This will support them further in their responsive planning for learning.
- Teachers have engaged in formal and informal moderation activities both in school and across the associated school group. As a result, they are becoming more confident when making judgements about levels of attainment. They have correctly identified the importance of engaging in further moderation work with colleagues in local schools to continue to develop their approaches.
- Teachers at all stages use a consistent approach to planning learning in the medium and long-term. They use Curriculum for Excellence (CfE) experiences and outcomes to ensure progressive learning pathways. Senior leaders have made planning expectations clear and teachers welcome this scaffold. Planning for individual children's needs is robust. These plans detail clear next steps and targeted interventions support most children to work towards these. This is an important strength of the school. Senior leaders and teachers should continue to develop learning environments and teaching approaches to ensure these meet the learning needs of all children. This includes the few children displaying dysregulated behaviour, who are supported well in intervention settings but need more carefully planned universal support in classes to support them as individuals.
- Senior leaders and staff use tracking and monitoring approaches well to inform effective planning and next steps for children who speak English as an Additional Language (EAL). Children with EAL are making good progress in their learning. Interventions such as 'messy play' sessions and the 'Elsie' room have supported children with additional challenges to regulate their emotions and be motivated to learn.

2.2 Curriculum: Learning pathways

- Teachers use local authority progression frameworks consistently to plan learning. The pathways take account of Curriculum for Excellence (CfE) experiences and outcomes. This ensures children receive their entitlement to a broad general education. The acting headteacher is reviewing the curriculum rationale, with stakeholder input, to detail children's learning pathways. Staff should review their progression pathways to ensure children experience appropriate progression and depth in all aspects of their learning.
- Children's learning pathways through the curriculum are enhanced by an effective range of impactful partners. Teachers are increasingly supporting children to make relevant links with their learning in school to the world of work. Staff are embedding the local authority skills framework. Most children can describe these skills and should continue to develop a greater understanding of the skills they are developing.
- Staff have developed a progressive three-year approach to Interdisciplinary learning (IDL). Children learn through cross-curricular themes based on the experiences and outcomes. This includes themes of wellbeing, environment, sustainability, the local context, and the historical world. Children are involved in planning the topics to study within themes through 'big questions'. The IDL approach is currently where children experience learning on religious education. However, children do not experience their full entitlement to religious education through this approach. Senior leaders recognise the need to continue to develop their IDL approach so that children receive this entitlement.
- Staff and partners plan outdoor learning opportunities for children. They make effective use of the school grounds and the local community, where appropriate. Children's choice is evident in this programme, including a learner-led working group. They have developed a range of approaches to promote and influence outdoor learning, including creating challenges for peers. As a result, almost all children enjoy their outdoor learning experiences.
- Children receive their entitlement to learn languages in line with the 1+2 languages policy. Children at all stages learn French, and older children from P5 onwards learn Mandarin from a specialist member of staff.
- Children enjoy their full entitlement to physical education (PE) each week, which is helping them to be healthy and active. Children also receive an additional session of physical exercise from an effective partnership with the Russell Anderson Development Foundation (RADS). Senior leaders have developed a detailed PE plan and professional learning to support staff's confidence in delivering high-quality PE.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents value regular communication from the school, such as newsletters. These newsletters aim to keep parents informed of class activities and also learning contexts such as health and wellbeing. Staff regularly survey parents and consider their views as part of ongoing planning and evaluation.
- Senior leaders have sought to increase engagement with parents, especially during recent reviews of the school's vision. Staff continue to organise family learning events which support children to learn alongside their parents. For example, parents engage in reading activities with children in the school. School staff have also established a multilingual digital library to support parents who speak English as an additional language to engage in these events with their children. Most parents appreciate these opportunities, which are helping them to support their children with their learning.
- Staff have developed effective partnerships with the Parent Council. The Parent Council have established a positive relationship with the school leadership team which ensures that members are consulted regularly on proposed changes. The Parent Council is involved in activities such as fund-raising for school activities. School leaders involve the Parent Council in discussions around improvement priorities, and there is a need to consider ways to continue and expand this work.

2.1 Safeguarding

- 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.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The wellbeing of all children is an important focus of the school community's work. Children and staff together plan appropriate wellbeing strategies. For example, in a health and wellbeing group linked to principles of children's rights. Senior leaders and staff have prioritised ensuring children's wellbeing. This is supporting children to have the required mindset to participate successfully in learning and the wider life of the school.
- Children's wellbeing is supported well by staff who know them individually. Most children agree that staff treat them fairly and with respect. Almost all children report that they can seek support from trusted adults and they are confident that they will receive a prompt and helpful response.
- Most children report feeling safe in school and that staff help them to understand a range of safety issues, appropriate to their local context such as road safety. Children feel safe around the school as a result of supervision from staff and security of the building. Children are also supported well to be safe online and in the community through the work of staff and child-led groups. This includes the impressive work of the Junior Road Safety Officers who work with community partner agencies to develop a helpful travel plan.
- Most children have opportunities for regular exercise and this helps them understand the benefits of physical health to their long-term wellbeing. Children in P7 learn positively about food nutrition from an established partnership with Robert Gordon's University (RGU). Children in a few classes are learning in greater detail about the importance of mental health. Teachers should develop this learning further so that all children make the link between their emotions and understanding mental health to help them better manage and self-regulate their emotions.
- Children and staff use effectively the shared language of the wellbeing indicators to discuss wellbeing needs. This helps children to understand and reflect on their own wellbeing. Senior leaders maintain a comprehensive overview of wellbeing concerns about individual children. They use this information as well as data from a range of children's wellbeing surveys to plan effective support for individual children who require additional support with their wellbeing.
- Senior leaders share data about children's wellbeing for staff to consider when planning children's learning about health and wellbeing. Senior leaders are well placed to ensure this data is used to influence the planning and consistent delivery of the health and wellbeing curriculum. As an important next step, children across the school need to learn more consistently about wellbeing and in greater depth to develop their understanding of how to address their own wellbeing concerns.

- Staff fulfil their statutory duties conscientiously in relation to the wellbeing of children. Children benefit from staff undertaking significant range of professional learning to understand better their wellbeing and learning needs. This includes emotional regulation, nurture and the creation of a package of dyslexia resources and strategies for staff. Staff should proceed with plans to develop this approach further to reflect a greater range of universal support strategies and resources to meet the emerging range of children's needs to ensure greater quality of experiences and universal support for all children.
- Senior leaders and teachers have effective procedures in place to identify and support children who require additional support with their learning with carefully considered interventions. Staff develop appropriately detailed plans to meet children's wellbeing and additional support needs. Child and parent participation is a valued part of this process. This includes care-experienced children and young carers who are well supported through careful planning which is reviewed regularly to ensure they receive their entitlements such as consideration for a Coordinated Support Plan or Young Carer's statement. Child's plans contain specific and measurable targets, which are reviewed regularly. Staff use a wide range of effective partners to ensure children's needs are known with strategies shared to support children effectively. A few children benefit from attending the nurture base. Senior leaders track these interventions and evidence shows these children are developing effectively the important communication and socialisation skills which are helpful to them in maintaining attendance in class.
- Children who can become dysregulated are being better supported to regulate their emotions and maintain presence in class. Staff regularly now apply de-escalation and restorative approaches. As a result, incidents of seriously disruptive behaviour or violent incidents have substantially reduced in the last twelve months with very few or no exclusions over the past five year period. Children benefit from nurturing and restorative approaches which are at the heart of the effective positive relationships policy. Teachers are beginning to use common inclusive resources as a shared approach to consider how they use classroom environment to meet the range of children's needs. Classroom teachers need to improve how they implement universal supports to engage the few children who do not participate and make appropriate progress in their learning. Teachers should work more effectively with support for learning and nurture staff to ensure their classroom environment is inclusive for all children.
- Almost all children are aware of their rights and they know that staff value and respect these. This is an important focus of the work of staff and children. Children are included in all decisions which affect them and all are part of groups to improve the school. Children's views about priorities for their community and how their rights can be recognised in the wider community are captured through partnership projects with the local community. Staff updated the anti-bullying policy in 2024, to ensure this better reflects children's rights. Although a majority of children feel that others treat them fairly and with respect, a minority of children feel that staff could support them more effectively in ensuring their rights are respected by their peers.
- A majority of children across the school speak English as an additional language (EAL). These children are well supported through a range of carefully-considered strategies, including digital resources and weekly sessions from the local authority EAL teacher. Children benefit from robust planning of their needs with clear, individualised and progressive targets. Staff have created a digital library resource to help children and families access reading materials. There is also a learner-led and well used translation service, the 'Seaton Interpreter Service', whereby children are able to contact peers with the same home language.

- All children are welcomed, supported and cared for, regardless of their circumstances, challenges or protected characteristics. As a result, children in turn are very well mannered, welcoming to others and are developing a strong sense of community. Children are thoughtful to include peers who face barriers to their learning in classes and in the wider life of the school. Staff should continue to extend children's understanding of protected characteristics and equal opportunities across the curriculum.
- Children are developing their understanding of equality and diversity through the curriculum and lunchtime clubs. Children recently reviewed the school library to ensure resources such as texts reflect a range of cultures and communities. Children understand racism and explain how they would use this knowledge to challenge discrimination. Almost all children agree that they learn to understand and respect others. A next step is for senior leaders to develop a clearer overview of the planning and delivery of children's learning about diversity across the curriculum, including the wider life of the school. This includes considering the curriculum content, learning resources and activities, as well as the whole school promotion of diversity. This is to ensure children learn progressively and comprehensively about a greater range of diversity issues.

3.2 Raising attainment and achievement

good

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

- Overall, children's attainment in literacy and numeracy is good. The majority of children are achieving nationally expected CfE levels in reading, writing, listening and talking. There has been a recent focus on approaches to writing and staff are continuing to consider how shared approaches can support children's progress and attainment further. The majority of children are achieving nationally expected CfE levels in numeracy.
- Children who speak English as an additional language make good progress in their learning. The few other children who receive additional support for their learning are generally not yet making enough progress towards their individual targets.

Attainment in literacy and English

- Overall, the majority of children are making good progress in literacy and English across reading, writing and listening and talking.

Listening and talking

- Most children working at early level follow simple instructions successfully. Retell stories and share their thoughts and feelings. Most children who are working at second level identify features of effective presenting skills. They enjoy leading assemblies, taking part in the school's Pupil Participation Groups and discussing relevant topics. Learners at second level would benefit from more opportunities to develop their debating skills. Across the school, a few children who speak English as a first language need supported further to participate in listening and talking activities.

Reading

- Teachers are developing successfully a positive reading culture in the school. Staff have recently redeveloped the school library to support this further. As a result, most children are enthusiastic about reading.
- At early level, most children are developing their understanding of phonological awareness and knowledge of common words. Children describe stories they have enjoyed. At first level, most children read with expression, describe key features of books, and summarise the main ideas of a text well. At second level, most children read aloud confidently and describe their favourite authors and genres, justifying their choices. Children would benefit from more opportunities to develop an understanding of the differences between fact and opinion in reading.

Writing

- Recent changes to the approaches to teaching writing are resulting in initial positive impacts on attainment. Staff are reporting increased motivation and engagement of learners and increased success in achieving outcomes. Senior leaders should continue to support staff at all levels to

effectively evaluate the impact of these pedagogical approaches to writing and ensure ongoing moderation activities to support teacher judgements.

- At early level, most children confidently use capital letters and full stops accurately in their writing. Most learners at first and second level self-assess their writing against clear targets. Children working at second level have had experience of writing in a range of genres and for a variety of purposes. Children would benefit from more learning around how to use supporting evidence to explore issues or express an opinion across a range of contexts.

Numeracy and mathematics

- The majority of children are making good progress in numeracy and mathematics.

Number, money and measure

- At early level, almost all children count confidently within 20. They identify and recognise numbers from 0-20 and add and subtract mentally to 20. Children at early level are not yet confident in identifying coins. At first level, most children confidently compare the size of simple fractions and recognise simple equivalent fractions. They round numbers to the nearest 10 and 100. A minority of children at second level are not yet confident/skilled at calculating the area of two-dimensional shapes. Children would benefit from more opportunities to develop and apply their problem-solving skills.

Shape, position and movement

- Across all stages most children have a good understanding of shape. Almost all children at early level identify common two-dimensional shapes within their environment. By the end of second level, most children describe the properties of three-dimensional objects. They also accurately identify a range of angles. A minority of children at second level are not able to demonstrate their knowledge of features of a circle.

Information handling

- Almost all children at early level sort objects in a variety of different ways. They use their counting skills to ask and answer questions based on data in tally charts. At first level most children create bar charts and interpret them. Almost all children at first level would benefit from presenting information in Venn Diagrams. At second level most children interpret information and suggest different ways to display it. They should begin to use technology to display data as tables, charts and diagrams.

Attainment over time

- Senior leaders monitor carefully children's attendance. Children whose attendance falls below appropriate levels are supported well by school and local authority staff. Senior leaders promote effectively to parents the benefits of children maintaining regular attendance to school. Senior leaders use robust processes to track the attendance of individual children and there is evidence that efforts to support families is improving the attendance of a few children.
- Senior leaders and teachers meet regularly throughout the year to consider children's progress in their learning. They use a range of evidence to review children's attainment including standardised assessment results. Teachers support these reviews by using a range of trackers which offer detailed information on individual children. These are used well to prompt interventions for individual learners.
- Senior leaders have identified correctly that Seaton School has a diverse population with families moving frequently in and out of the school community. The changing school roll affects the school's attainment over time. Senior leaders are now considering the progress over time of learners who remain at the school all the way through. This shows that these children are

generally making good progress in their learning, although there are some declines from P4 to P7.

- Interventions and actions to support children with an additional support need (ASN) are an important part of teachers' regular meetings with senior leaders to discuss attainment. However, most children with ASN who speak English as their first language are not making the progress they should. Senior leaders should ensure that clear, streamlined and accurate trackers which provide higher-level overviews are used more consistently. This will help staff to ensure that the overall progression of all children, including children with ASN, can be considered more accurately over time and used to inform yet more effective actions and interventions to support children's attainment.

Overall quality of learners' achievements

- Children achieve well in Seaton School. Almost all children talk positively about the wide range of engaging activities available to them which promote wider achievement. This includes lunchtime and after school clubs involving sports, language and crafts. Learners are also involved increasingly in working to improve their local community. These activities are developing children's understanding of their role in the local community and what it means to be a responsible citizen.
- Senior leaders track children's achievements and wider engagement both within and outwith school. They use this information to target individual children for interventions. For example, staff have increased the range of activities and after-school clubs available to younger children. Children are also involved increasingly in leadership roles within the school such as junior road safety officers, buddies and librarians. Staff are supporting a few children to start their own clubs or support other learners. For example, P6 and P7 learners support and lead younger children at some of their clubs. As a result of the greater number of activities and encouragement of identified children's attendance, an increasing majority of learners are now attending clubs or other activities within school. This supports children to develop well their collaborative and social skills, teamwork, the building of confidence, creativity and improved self-esteem.
- Children feel valued and included by staff and peers, as their achievements within and outwith school are recognised and celebrated regularly. Children are increasingly sharing their work and wider achievements with each other, through initiatives such as 'Pupil Take Over' of assemblies. This supports a greater sense of belonging and motivation among children and builds confidence.
- As a next step, staff should identify, consider and track the skills that children are developing across all wider achievement activities. This should further support children to understand these skills and support teachers to plan for children to apply their skills in different contexts.

Equity for all learners

- Staff have a strong understanding of the social and economic context of their school community. They are sensitive to challenges being faced by a number of children and families with whom they work. Staff share a focus on ensuring equity by supporting sensitively children and their families who may be impacted by poverty.
- Senior leaders are increasingly working with staff to consider the needs of learners who may be at the greatest risk of being disadvantaged by poverty. For example, individuals are tracked by teachers as sub-sets within SIMD deciles and in relation to free school meal entitlement. The acting headteacher has prioritised the use of Pupil Equity Funding (PEF) to address gaps in children's learning, including gaps which may arise through disadvantage. There is evidence

that this more focused approach on individuals is supporting more effective interventions to improve literacy and numeracy outcomes for these learners.

- Senior leaders and teachers monitor the progress of individual children. This includes those who may be disadvantaged by poverty. This has led to further interventions in literacy and numeracy for identified individual children within this group, which has led to improved outcomes for these learners.
- As a next step, senior leaders should consider how they can link more of their approaches to equity with more clearly identified measures of success for their other actions. For example, there is evidence that children benefiting from actions relating to reducing the cost of the school day have improved attendance. Senior leaders should now consider how all of this information can be considered together in centralised, streamlined overviews to help set more rigorous aims and measures for success to ensure interventions further benefit children.

Explanation of terms of quantity

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

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.