

18 February 2025

Dear Parent/Carer

In September 2023, HM Inspectors published a letter on Seamab School. The letter set out a number of areas for improvement which we agreed with the school. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in March 2024. Recently, as you may know, we visited the school again. During our visit, we talked to children and young people and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children and young people's learning and achievements. This letter sets out what we found.

Staff need to ensure that all children and young people receive their full entitlement to a broad general education, in line with national guidance.

Staff have taken positive steps to broaden the curriculum for children and young people across the school. Timetables now include health and wellbeing, art, English, French, drama, technologies, science, forest school and interdisciplinary learning. Teachers who have a primary class are planning across each curriculum area. They take care to ensure that the curriculum reflects the unique nature of the school and takes account of the needs of children and young people. As a result, children and young people are motivated to attend classes. They realise that they can achieve, and that learning will be enjoyable.

Teachers in primary classes adapt learning activities to make them appropriate for individual learners. Children and young people have access to high quality learning in all areas of the curriculum. Senior leaders have reduced the number of days pupils take part in outdoor learning and wider achievement opportunities from two to one per week. This is enabling children and young people to make better progress in their learning in class.

A few young people will progress to senior stages of the school next session. The appointment of two new teaching staff has increased the school's capacity to deliver classes for senior pupils. These now include English, art and design, textiles, and religious and moral education. Senior leaders are pursuing routes to give young people access to a wider range of subjects at the senior phase.

The school has made good progress in this area.

Staff need to improve the quality of learning and teaching through planning that increases engagement and builds on what children and young people already know.

Staff are more confident in planning for learning and this is now more structured and consistent. They make sure that they are meeting children's individual needs when planning learning. Primary teachers plan for literacy and numeracy activities in detail. They also plan well for the other areas of the curriculum. Teachers meet frequently to plan topics, making sure that teaching is consistent across classes. Each teacher then adapts lessons to meet

children's needs. Teachers are aware that they now need to develop a planning format which is common across the school.

All teachers lead lessons in an engaging way, supported as appropriate by interactive technology. Teachers have improved their skills to organise learning in ways which suit individual children and young people. This can involve working individually, with support, in pairs or in a class group. School staff are successful in encouraging children and young people to become more enthusiastic and involved in their learning following their experiences of being disengaged. Care staff comment that this has a positive effect on children and young people when they begin a placement at Seamab.

Education Support Workers (ESWs) have had a significant amount of training for their role. This has increased their capacity to support the learning in each class. They are valued members of the team and collaborate effectively with teachers across the school day.

Parents and carers appreciate that their children, who may have been out of education, are now attending happily. Children and young people feel listened to and safe. They are building their skills which is increasing their confidence and self-esteem. This includes in formal subject areas as well as wider achievements which involve improving life skills.

The school has made good progress in this area.

Staff need to improve children and young people's progress and attainment in literacy, numeracy and across other curriculum areas.

Senior leaders at the school now ensure that there is a clear focus on educational progress for all children and young people's during all lessons. Teachers meet with senior leaders regularly to discuss how well children and young people are learning, and their progress.

Senior leaders and staff now track children and young people's progress over time. Teachers use this information to plan learning activities. This is beginning to accelerate children's progress in literacy, numeracy and across other curriculum areas.

In most lessons, children and young people are experiencing learning at a more appropriate level of difficulty, and at a quicker pace. In most lessons, this results in children and young people engaging well in their learning and taking pride in their achievements. Senior leaders should continue to ensure that across the school, all lessons are meaningful, relevant and where possible, teachers should capitalise on children and young people's interests.

Almost all children and young people have significant gaps in their learning due to a variety of factors. However, most children and young people are making progress having become re-engaged in education at Seamab. Senior leaders and staff should continue to work to accelerate children and young people's learning.

The school has made good progress in this area.

Staff should improve how they evidence and recognise children and young people's achievements. In doing so, they should support children and young people to understand the skills they are developing through all of their learning.

Learners continue to enjoy celebrating their achievements during weekly assemblies and by sharing their certificates and awards with parents/carers. Children and young people access a wide range of activities which help them build confidence and increase their wellbeing. These include forest skills, skiing, and mountain biking. During their trips in the community, children and young people gain wide ranging social and educational experiences which prepare them for their future life and work. Staff recognise, record and evidence learners' achievements effectively.

Staff are preparing to run courses for young people at senior stages. They should explore ways for young people to gain credit for their learning activities. They now need to track the skills which children and young people are developing through their achievements. This will help staff to see where there are gaps in learner's experiences and skills.

The school has made good progress in this area.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. The proprietors will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ken McAra
HM Inspector