

# Summarised inspection findings

**Cleland Primary School**

North Lanarkshire Council

7 May 2024

## Key contextual information

Cleland Primary School is located to the north of Motherwell and serves Cleland village and the surrounding areas of Hareshaw and Bellside in North Lanarkshire. At the time of inspection, the roll of the school was 145 children, organised across six classes. The headteacher is supported by a principal teacher. Of children attending the school, 11% live in Scottish Index of Multiple Deprivation deciles 1 and 2. Approximately 20% of children in P6 and P7 are registered for free school meals, which is in line with the local authority and national averages. The school reported that 5% of children on the roll have additional support needs.

### 1.3 Leadership of change

**weak**

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

- All staff work together positively to place an emphasis on developing caring and respectful relationships, where children and their families are valued and welcomed. Parents regard the school as an important part of the local community.
- The headteacher is supported well by the principal teacher. They recently worked with children and parents to refresh the school vision, values and aims. The refreshed values of successful, motivated, inspiring, learning and everyone (SMILE) are displayed prominently around the school. Almost all children and staff model the school values in their daily interactions with each other. This is encouraging children to use and understand them well. Staff help to embed the values further by including them as part of school assemblies. As a result, the vision for every child to be inspired, motivated and successful is becoming embedded in the work of the school. The headteacher should continue to work with parents and partners to raise the profile of the refreshed vision and values across the school community.
- Senior leaders are at the very early stages in using evidence to identify school improvement priorities. Until recently, they had not ensured priorities had enough impact on improving learning and teaching or raising children's attainment. Senior leaders need to ensure that areas identified for continuous improvement are specific and measurable and focus on improving outcomes for children. This should enable them to measure the impact of planned improvement more rigorously and effectively. In addition, they should gather the views of children and parents about the life and work of the school in a more systematic way. They should use this information to inform change and improvements across the school.
- Staff are at the early stages of using national guidance to support them to evaluate the work of the school. Approaches to self-evaluation are not yet effective in bringing about continuous improvement. The headteacher needs to take a more rigorous and consistent approach to evaluating the work of the school. This will support all staff to have an accurate picture of their strengths and areas for development which can help inform better the school's future improvement priorities. The headteacher now needs to take prompt action to provide greater

strategic direction and clearer expectations for staff to secure meaningful and sustained change.

- Senior leaders use an appropriate quality assurance calendar to plan their activities to monitor the work of the school. This includes sampling children's work and visiting classes to observe learning. The quality of the feedback from these activities is not yet leading to sufficient improvements in the quality of learning and learning and teaching. Senior leaders meet termly with teachers to discuss children's attainment, progress and achievements. These meetings are not yet supporting staff to meet the needs of all children. Staff now need to ensure these discussions have a clearer focus on improving learning and teaching and raising attainment for all children.
- All staff work well together as a team and are keen to develop their individual and collective skills to improve outcomes for children. Staff are encouraged to develop further their own particular areas of interest. These include, for example, play and outdoor learning. A few staff have undertaken professional enquiry projects. They have used their findings from these small-scale research projects to make successful changes to the approaches they use to teach aspects of writing.
- Teachers engage in professional review and development meetings which help identify strengths, areas for development and leadership roles. A few teachers have opportunities to lead areas of improvement. These leadership roles are not yet having a sufficient impact on improving outcomes for children. Senior leaders should support teachers to regularly monitor and review the impact of this work. Pupil support staff benefit from professional learning which is helping them develop practice. As a result, they provide positive support for children's learning.
- All children in P7 take on leadership roles effectively, such as house captains and buddies. A few children across the school are part of the pupil council. At all other stages, children do not have sufficient opportunities to be leaders or inform changes and improvement. A number of pupil groups existed prior to the pandemic. Staff should now re-establish pupil groups such as Eco Committee, children's rights and outdoor learning groups to address this.
- The school receives additional funding from the Pupil Equity Fund (PEF). The headteacher shares plans for the allocation of PEF with the Parent Council. They should now consult more widely with children, staff and parents on how best to invest PEF. Staff are beginning to use data to help them identify and address gaps in individual children's attainment. They need to analyse more robustly information from data to identify those children who need extra support through appropriate interventions. For example, children who have additional support needs or those where there is a clear gap in attainment as a result of poverty.

## 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

- Children are friendly, confident and proud of their school. All staff know children well as individuals. There are nurturing and positive relationships between staff and children and between children. All staff work well together to create a safe, supportive environment for learning. Children's rights are displayed across the school and work is underway to embed a rights-based approach to learning and teaching.
- Almost all children across the school display consistent and high standards of positive behaviour. All staff have clear expectations of children's behaviour and make effective use of the house system to recognise and encourage positive relationships. Staff respond to and support any children who present with low level disruptive behaviours using positive approaches to resolving difficulties.
- Most children are motivated and engaged in their learning when they work independently, in pairs and in groups. This positive attitude to learning is most evident when tasks and activities are stimulating and well matched to children's interests. A few teachers are beginning to provide more opportunities for children to reflect on and make decisions about their learning.
- The majority of children understand the purpose of their learning. In the majority of lessons, teachers share with children what they need to do to be successful. As planned, teachers should continue to develop this aspect of their practice. All children should now have more opportunities to co-create steps to success. This will help them to have a deeper understanding of their learning.
- In most lessons, teachers provide clear instructions and explanations. They use questioning effectively to check children's understanding. A few teachers use questioning well to build on children's responses. Teachers should extend their use of questioning further to develop children's higher order thinking skills.
- Teachers match learning activities to the majority of children's needs and interests. Where this is most effective, children experience appropriate levels of support and challenge. In the majority of lessons, teachers rely on whole class teaching. Senior leaders and teachers should work together to develop their shared understanding of the features of high-quality learning and teaching. This should include a focus on effective pace and challenge. This should ensure that tasks and activities meet the needs all children more consistently and that learning time is not lost to low level activities.
- All teachers offer children regular praise and encouragement. This helps children recognise when they are doing well in their learning. In a few lessons, teachers provide effective feedback to children to help them progress in their learning. Children would benefit from more

frequent and specific feedback to support their understanding of what they are doing well and their next steps in learning.

- Staff are beginning to provide a range of learning through play experiences for children at early level. As planned, teachers should continue to develop their shared understanding of play and engage with national practice guidance. This should help to develop further their understanding of the relevance of play and help to plan for quality interactions, spaces and experiences. In turn, this should support children to access and lead play, consolidating and exploring new learning.
- In most classes, staff use digital technology effectively to support their teaching. Children are motivated by the use of digital devices. They use them to play games, reinforce learning, undertake research and for word processing. They use matrix bar codes to access learning activities independently. The introduction of the local authority's digital progression pathway is beginning to help ensure that children build on prior learning and develop digital skills progressively.
- Most teachers use a range of assessments well to gather evidence of children's progress in learning. This includes the use of National Standardised Assessments for Scotland to help evaluate progress. Teachers should continue to develop their use of high-quality, ongoing assessment to enable them to make accurate judgements of children's progress. This will help to ensure that all children build on what they already know.
- Teachers collaborate well to moderate children's work across stages within the school. This is helping to build their confidence and develop their professional judgements. As planned, the teachers should continue to engage in moderation activities across the cluster. This will develop further staff understanding of national expectations and support more robust judgement of levels of attainment.
- Teachers plan over different timescales making effective use of local authority and school devised progression pathways. In almost all classes, children contribute to the planning of learning which links across different subjects by sharing their interests and preferences. Senior leaders recognise the need to ensure teachers regularly evaluate the impact their planning has on children's learning, particularly those with barriers to learning. This will help teachers to ensure that learning is informed better by assessment information including for children who have additional support needs.
- The headteacher has developed a whole school tracking system to monitor children's progress and attainment in literacy and numeracy. Staff use this data with increasing confidence to support their termly discussions about the progress of all children. Staff should now track children's progress across all areas of the curriculum.

## 2.2 Curriculum: Learning pathways

- Teachers use school and local authority progression pathways appropriately to support planning in most areas of the curriculum. They have recently introduced North Lanarkshire Council's literacy and digital literacy planners. These pathways take account of Curriculum for Excellence experiences and outcomes and the national Benchmarks. Teachers now need to develop progression pathways for all areas of the curriculum. This will help to ensure planned experiences build on children's prior learning and skills and support progression in learning.
- Senior leaders recognise that there is a need to develop a curriculum rationale that reflects the context of the school. The rationale should incorporate the principles and entitlements of CfE. This should help staff, children and parents to identify what they want children to learn and how they will work together to achieve this.
- Staff have developed a woodland and small nature area within the school grounds. A few classes use the school grounds for learning outdoors. Staff should review their policy for learning outdoors to ensure experiences are purposeful, regular, progressive and embedded within the totality of the curriculum.
- Children at all stages learn French as a second language. Teachers use a progression framework to support their teaching of French. Children at second level also learn Spanish.
- Staff plan and deliver an appropriate and balanced programme of religious and moral education. Across the school, children have opportunities to learn about Christianity and other world religions. This helps them to develop their understanding of different religions and cultures. Partners support aspects of teachers' delivery of this area of the curriculum. For example, the school chaplain visits classes and attends regular assemblies.
- All children receive their entitlement to two hours of high-quality physical education each week. Children experience lessons delivered by class teachers. Children also benefit from a range of physical activities organised by partners and the local high school.

## 2.7 Partnerships: Impact on learners – parental engagement

- Staff have established supportive relationships with parents which are built on respect and trust. As a result, the majority of parents feel comfortable in approaching staff with any questions or concerns. Most parents feel their children are making good progress and receive the support they require while at school. A significant minority would like more regular feedback on how their child is learning and developing. Staff should review approaches to provide more regular opportunities for families to learn together. They should provide parents with guidance on how to support their child's learning at home.
- The active Parent Council use funds raised at school discos to help all children be involved fully in school activities. For example, they fund the cost of buses for school trips. They have also secured grant funding to support the school to develop the outdoor area. The Parent Council receives regular updates from the headteacher. She seeks feedback from the wider parental body through surveys and questionnaires at parents' evenings.

## 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

**satisfactory**

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

- Children experience a positive, welcoming and respectful ethos which is underpinned by recently reviewed school values. Children feel able to discuss sensitive aspects of their lives with at least one trusted adult in school. Almost all children feel the school listens to their views, and they are comfortable to approach staff with questions or suggestions.
- Children across the school have an increasing understanding of children's rights within the United Nations Convention of the Rights of the Child. Staff make use of assemblies to focus on different rights on a regular basis. Most children talk appropriately about their rights and what these mean for themselves and others. As planned, staff should continue to ensure all children have the opportunity to learn about and exercise their rights in a planned and progressive way.
- Children are at the early stages of developing their understanding of factors that impact on their own wellbeing and what they need to do to be healthy across all indicators. Children can describe what it means to be safe. They can describe how to keep safe online and explain how staff, such as playground supervisors, help them to be safe at school. As a result, almost all children feel safe in school. Children's understanding of the wellbeing indicators should be strengthened. Staff across the school should continue to embed the language of the wellbeing indicators in daily routines and activities. This should help children to reflect and talk about their needs and address their own wellbeing more independently.
- Children are developing their understanding across aspects of their wellbeing as they learn about physical health. Children speak knowledgeably about different food groups and healthy eating choices. Across the school, they are supported to make positive choices. A few partners support the delivery of aspects of the health and wellbeing curriculum. For example, the Active Schools Coordinator supports the delivery of Bikeability training. As a result, children are developing their awareness of being active and safe. Almost all children agree that teachers help them to lead a healthy lifestyle. As planned, staff should review their health and wellbeing progression pathway. They should seek to provide children with a broad and balanced learning experience across all aspects of the health and wellbeing curriculum.
- Staff trained in delivering a targeted programme for children experiencing change and loss to ensure children receive timely support when required. Children participating in this programme feel more able to cope during challenging periods in their life as a result.
- Staff understand most children's individual needs, including those of the most vulnerable learners. They meet these needs through a range of interventions to support progress in learning and wellbeing. A few staff work skilfully with identified children who require additional support with their learning. This enables children to be ready to learn and experience success. Teachers produce plans for individualised support and interventions. These plans do not yet consistently identify specific aims or contain evaluations of the impact or progress children

make. The headteacher should support staff to produce clear and sufficiently detailed individualised plans to meet the needs of all children who require additional support with their learning. The headteacher should ensure these plans include well-targeted interventions that are recorded and evaluated systematically. These should consistently include the views of children and parents.

- Staff engage well with partners, including the cluster's family engagement support worker, staff from social work, educational psychology and the associated secondary school. Partners provide supportive interventions for children and their families including enhanced transitions and supporting anxiety. As a result, children are increasingly confident and settled in school.
- All staff engage in annual updates to the mandatory child protection training. They have an appropriate understanding of their responsibilities and statutory duties related to wellbeing, equality and inclusion. Senior leaders maintain accurate and helpful records of any incidents that occur involving children which include notes of any follow-up actions. The headteacher should strengthen further approaches to internal communication to ensure staff are provided with key and important information for working with children who have specific needs.
- Children are developing their awareness, understanding and appreciation of different religious and cultural events. Staff promote and develop this understanding through class work and school assemblies. Staff should continue to develop children's knowledge about equalities and inclusion through well-planned and progressive opportunities. This will support children to feel able to recognise and challenge discrimination and intolerance should it arise.
- Senior leaders monitor children's attendance carefully. They liaise closely with parents to offer support to improve attendance and are proactive in addressing concerns. As a result, overall levels of attendance have improved and are in line with the national average. The targeted support provided by the Family Engagement Support Worker is leading to improved attendance for a few children.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the local authority that need to be addressed as a matter of urgency.

### 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

- Across the school, attainment in literacy and English and numeracy and mathematics is satisfactory. The majority of children across the school have achieved, or are on track to achieve, expected levels of attainment in literacy and numeracy. Most children are making satisfactory progress from previous levels of attainment. Overall, staff should work together to raise attainment in literacy and English, and numeracy and mathematics, particularly at first and second level.
- Most children with additional support needs are making satisfactory progress towards individual learning targets.

#### Attainment in literacy and English

- Most children are making satisfactory progress in literacy and English. A few children are making good progress.

#### Listening and talking

- Across all stages, almost all children are encouraged to be actively involved in talking and listening activities. Most children work cooperatively and respectfully with each other. At early level, most children are keen to talk about their learning and share their ideas. The majority of children can generate rhyming words from a given word. At first level, children take turns appropriately during class and group discussions. They listen and respond to others in a respectful way. At second level, the majority of children listen well to instructions and respond to the ideas of others appropriately. The majority of children offer their views confidently and are beginning to justify their opinions. Across the school, children would benefit from more opportunities to present to larger groups and audiences.

#### Reading

- At early level, most children use their knowledge of sounds and blends to read simple words. They engage with stories, rhymes and songs and are able to retell a familiar story. A majority are developing sight vocabulary of a few common words. At first level, children use a range of strategies to decode unfamiliar words and can identify key features of fiction and non-fiction texts with some support. Children would benefit from increased opportunities to engage with a range of non-fiction texts. At second level, a majority of children identify the main idea of a text and respond to literal questions to show their understanding. They would benefit from more opportunities to comment on the features of text specific to genre and the writer's use of language.

#### Writing

- At early level, most children explore and use sounds, letters, and words to help them write independently. A minority of children form letters correctly and attempt to use capital letters and full stops. All children should continue to practice formation of lower-case letters. At first level, children have regular opportunities to write short and extended pieces of text. They need further practice to apply spelling and punctuation rules. At second level, a majority of children are motivated to write regularly for a range of purposes. They attempt to use techniques to engage or influence the reader, such as persuasive language. They should now develop their knowledge of figurative language and use this in their writing.

### **Numeracy and mathematics**

- Most children are making satisfactory progress in numeracy and mathematics. A few children are making good progress.

### **Number, money and measure**

- Most children at early level identify and order numbers confidently from 0–20. They use different strategies to complete addition within 10, with a few children able to demonstrate strategies for addition within 20. They are less confident when subtracting within 20. Children need support to develop their understanding of money and time. The majority of children at first level are confident in solving simple problems involving addition, subtraction and multiplication. They require more opportunities to develop their knowledge of division and to calculate change in shopping situations. The majority of children at second level have a developed understanding of number and number processes. They order and round numbers, and have a strong knowledge of multiples, factors, and prime numbers. They should strengthen their understanding of the relationship between decimals, fractions and percentages.

### **Shape, position and movement**

- Most children working at early level recognise and describe common two-dimensional (2D) and three dimensional (3D) objects. At first level, most children identify and classify a range of simple 2D shapes and 3D objects according to various criteria accurately. The majority of children at second level use mathematical language confidently to describe and classify different angles. They require more opportunities to understand the relationship between 3D objects and their nets.

### **Information handling**

- At early level, most children use knowledge of colour, shape and size well to match and sort different items. They use early counting skills to answer questions about information they have gathered or from a simple display. At first and second levels, the majority of children can extract key information and answer questions from a range of bar graphs and tables. Across the school, children would benefit from regular practice collecting, displaying and discussing meaningful, real-life data in a variety of ways.

### **Attainment over time**

- Data demonstrates that, overall, a majority children are making satisfactory progress over time in literacy and numeracy. Senior leaders have correctly identified variations in levels of attainment in recent years. This has been due to varying levels of staff confidence in making robust judgements. Senior leaders have now established better processes to make more effective use of evidence and data to monitor children's attainment. This includes a recently introduced spreadsheet to allow progress over time to be monitored and analysed in a more sophisticated manner. All staff should continue to work together to raise attainment across all areas of the curriculum.

- With increased pace and challenge in their learning, most children are capable of achieving better progress in their learning across the curriculum. Teachers should now work together to improve their understanding of national standards and assessment. As a result, they will be better able to provide accurate information on trends in attainment over time. Teachers should continue to engage in moderation activities to further develop confidence in their professional judgements about children's attainment.

### **Overall quality of learners' achievements**

- Children's achievements are recognised in a variety of ways including on the 'wow wall' display and 'the tree of achievements'. Staff link children's achievements to the school's vision and values at weekly assemblies. This includes children's achievements outside of school. Children speak positively about their achievements.
- Staff work with partners effectively to ensure that children who are at risk of missing out are supported and encouraged to participate. Staff track children's engagement in wider achievement opportunities and take appropriate action to ensure no child misses out. As a result, an increasing number of children participate in a range of school community clubs. A few children have the opportunity to learn to play a musical instrument. As a result, children are developing their confidence and performance skills. Staff should now help children to identify the skills and attributes that they are developing through the opportunities they have to achieve.

### **Equity for all learners**

- Senior leaders and teachers monitor the progress of individuals and groups of children. This includes those who require additional support, have English as an additional language or face poverty-related barriers to their learning and wellbeing. Senior leaders are beginning to use this data more effectively to identify the poverty-related attainment gap and monitor progress towards closing these gaps. This should help them to measure the impact of interventions to accelerate progress for identified children, including those facing financial hardship.
- All staff understand the socio-economic background of children and their families. They are sensitive to the increasing financial pressure on children and their families. Staff are supporting families' wellbeing with discretion and sensitivity. They ensure the cost of the school day is minimised by providing targeted and universal supports. This enables all children to be included and ensures that no child is prevented from taking part in any learning opportunity.

## 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.