

23 April 2019

Dear Parent/Carer

In November 2016, HM Inspectors published a letter on Calderbridge Primary School and Nursery Class. The letter sets out a number of areas for improvement which we agreed with the school and North Lanarkshire Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in December 2017. Recently, as you may know, we visited the school again. During our visit, we talked to children 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's learning and achievements. This letter sets out what we found. The Care Inspectorate inspected the nursery class at the same time and that report will be available at www.careinspectorate.com.

Strengthen the school's approach to self-evaluation in order to improve how the school tracks children's progress in learning to raise attainment further.

There has been insufficient progress in taking forward this area for improvement. The strategic leadership of the school and approaches to self-evaluation are not yet strong enough to achieve continuous and sustained improvements. The school has not moved at a fast enough pace to improve outcomes for learners despite staff working hard to improve outcomes within their own class. The pace of change and improvement should be increased in the school and nursery. School leaders need to have stronger and improved approaches to monitoring and evaluating the effectiveness of the school. Steps should be taken to ensure that all changes to the school are monitored to determine if they are improving children's attainment over time.

Teachers are very keen to improve ways that they can measure how well the school is doing to ensure they continually improve and raise attainment further. They have consulted with children, parents and staff to introduce revised school values to help take the school forward.

Senior leaders and staff are becoming more focused on improving attainment across the school. Teachers demonstrate a strong commitment to continuous improvement. More formal plans are now in place for regular discussions with staff to monitor children's progress. This is beginning to support staff to plan more effectively for children's next steps in learning. However, this is still at an early stage of development and requires clearer leadership and direction to ensure it has an impact on children's attainment.

There is an urgent need to review the approaches that support children's learning across the school and nursery. In doing this, they need to improve the planning of learning, teaching and assessment for children with additional support needs.

There has been limited progress in taking forward this area for improvement. In the nursery, staff continue to develop interesting contexts that sustain children's interests. Staff consult with parents to gain information to help meet children's needs more effectively. There is scope to consult parents more fully, on how to work together to improve children's learning

needs. Children's needs should be met more fully through well-timed interactions from adults in their play. This will help ensure children make appropriate pace in their learning.

In classes, teachers have improved approaches to learning and teaching and, as a result, improvements can be seen in literacy and numeracy across the school. However, there is scope to improve this further. The leadership team should provide clear guidance to staff on how they make accurate professional judgements about achieving a level. Helpful support on how staff should assess children has been provided by the local authority.

Children with additional needs could be making better progress towards their targets. The headteacher should review urgently how the school supports children with additional learning needs. Class teachers are working hard to meet a wide range of learning and behaviour needs within class, but need additional support to do this effectively. The approach to developing a nurturing school and the nurture room is beginning to have a positive effect on the emotional wellbeing of children. However, there are no clear plans in place to sustain or develop this approach.

We ask the school to build on the current strengths and improve the consistency in teaching and learning across the school.

There has been limited progress in taking forward this area for improvement. Staff are keen to ensure learning and teaching approaches are effective. In most lessons, staff share the learning with children. This helps children be more aware of what they are learning and the purpose of lessons. In the best lessons, staff end a lesson with a useful summary session. Teachers are beginning to develop approaches to providing effective feedback for children on what they can do to improve.

The consistency of high quality learning and teaching is not yet established across the school. The leadership team should build on strengths and work with staff together to develop a shared understanding of effective pedagogy. They should further develop effective skills in learning and teaching to ensure appropriate pace and challenge which meet the needs of all children.

Since the last inspection, a further review of homework has taken place. Suggested home learning activities, which match learning in class, are shared with children and parents. This needs to be continually reviewed as not all parents are positive about the changes to homework. A few parent volunteers have been trained by staff in the use of a numeracy resource. They have started to support identified pupils across the school using this resource.

Whilst most children's behaviour is good and enabling them to make progress in their learning, a few children experience difficulties in sustaining good behaviour. The behaviour of a few children disrupts the learning of others. The leadership team should work more closely with staff, parents and children to develop a calmer learning environment in a few classes. They should take advice from North Lanarkshire Council on how to reduce the number of exclusions from school and support children more effectively within school. The leadership team should review its current approach to managing behaviour to ensure that it is effective in supporting all children and promoting positive relationships and behaviour.

The school needs to ensure that staff are supported in helping children build on prior learning effectively across all curricular areas. In doing this they need to consider how they reduce the bureaucracy currently involved in their approach to planning learning and assessment.

There has been limited progress in taking forward this area for improvement. Nursery staff have maintained the progress they have made since the original inspection in this area, but they now need to ensure that children make appropriate progress through their learning. This needs to be tailored to individual needs. More work needs done with school staff to build progression in learning in all curricular areas.

Teachers continue to work together to improve the curriculum but there is a need for clearer leadership and direction for their work to be implemented fully across the school. Children have some opportunities to direct learning particularly within social subjects. There is scope for them to direct their own learning more across the curriculum. There still remains further capacity for strategic and focussed leadership of the curriculum.

Strengthen the leadership and direction of the school and nursery. In doing this the senior leadership team and staff need to increase the pace of change across the school.

There has been insufficient progress in taking forward this area for improvement. In the nursery, staff work hard to provide a playroom where children are happy and settled. They have begun to review planning of the curriculum and to try to capture children's learning more robustly. However, further work is now required to streamline the planning of learning within the nursery. This will ensure planning can be used easily to provide experiences that better meet the needs of all within the nursery and outdoors. Staff have made an early start to tracking children's progress in learning. This needs to now be used to inform the planning of learning and teaching. The headteacher, as leader of the school and nursery should take a more strategic and active role in the nursery.

We recognise staff in classes are working hard to improve and provide quality learning and teaching. Class teachers are committed to making necessary improvements, which lead to better outcomes for children. However, staff are not able to progress on areas of improvement across the school due to factors out with their control. Since August 2018, significant support has been provided by North Lanarkshire Council to help provide leadership and direction to the work of the school. This has begun to provide clarity for staff on the way forward in improving the school.

The school requires much stronger leadership and direction as a matter of urgency to make sustained improvements and increase the pace of change. There continues to be the need for a more strategic approach to developing and improving the school which involves all staff and the school community.

What happens next?

The school has made insufficient progress since the original inspection. North Lanarkshire Council has taken important steps to improve the strategic leadership of the school. We will return to carry out a further inspection of the school within six months of the publication of this letter. We will discuss with North Lanarkshire Council the details of this inspection. When we return to inspect the school we will write to you as parents informing you of the progress the school has made.

Dennise Sommerville
HM Inspector