

24 June 2025

Dear Parent/Carer

In May 2024, HM Inspectors published a letter on Cleland Primary School. The letter set out a number of areas for improvement which we agreed with the school and North Lanarkshire Council. 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.

Establish effective approaches to evaluate the quality of the school's work. This should inform and support the headteacher and staff to plan and implement improvements across the school.

Senior leaders and staff have made positive progress towards this area for improvement.

All staff have developed caring and respectful relationships, where children and their families are valued and welcomed. Senior leaders and the school community have worked together well to embed successfully the school's vision, values and aims. As a result, children understand and can talk about what the values mean in practice. Children and staff feel the vision, values and aims support a common purpose for the school community and provide clear levels of expectation for children and staff.

Senior leaders and staff have established systems and processes which enable them to measure school improvement and assess the impact on improving outcomes for children. Staff use national guidance well to support them to evaluate the work of the school. As a result, they have an increasingly accurate picture of the school's strengths and areas for development. Staff now use the school's self-evaluation and evidence successfully to identify relevant and important next steps. Together, staff have developed a school improvement plan which sets out clearly the priorities across the year. They have identified appropriate areas for improvement. These include improving approaches to learning, teaching and assessment and raising attainment in literacy. Senior leaders have worked with staff to ensure areas identified for continuous improvement are specific and measurable and focus on improving outcomes for children. This is enabling staff to improve the quality of learning experiences and improve outcomes for children.

Senior leaders have refined the approaches to monitor the quality of the work of the school. They have ensured that these activities are well-planned and focus on specific aspects of improvement. This has resulted in agreed approaches being implemented across all classes. As a result, the quality and consistency of learning and teaching across the school is improving.

Since the original inspection, all teachers now have opportunities to lead areas of change and improvement. These include pupil leadership groups and areas of curriculum development, such as literacy and numeracy. Staff leadership roles are impacting positively

on children's and experiences and outcomes. Across the school, children have opportunities to be leaders and inform change and improvement. They discuss well a range of qualities required to be a good leader. Parents are invited to share their views on the work of the school through feedback at school events, surveys and questionnaires. Senior leaders consider carefully the feedback offered by parents and include this as part of their plans for further improvement. As a result, staff, children, parents and partners are now more involved in leading change and contributing positively to the school's improvement.

Improve the quality and consistency of learning, teaching and assessment across the school. Ensure that all children build on prior learning and experience appropriate pace and challenge.

Senior leaders and staff have made strong progress in this area for improvement.

Across the school, children behave very well and have positive attitudes towards learning. Almost all engage well in varied activities which match their different needs when working on their own, with partners and in small groups. In almost all lessons, children make key decisions when learning. They like when teachers take account of their interests when determining class topics. For example, they recall with enthusiasm numerous facts about what they learned about Vikings, Scottish history and World War 2. In lessons, teachers share learning intentions and success criteria and, as a result, children know what they are learning and why. Children co-create more often information on what success looks like. Importantly, teachers encourage children to learn about the benefits of their learning, including outwith school life.

Senior leaders and teachers have a shared understanding of high-quality learning and teaching. They now use time for teaching better. They break down lessons into appropriate segments of learning to check children's knowledge and understanding. This is helping children to make better progress. Teachers' focus on developing higher order thinking skills is resulting in children's deeper understanding of their learning. Children now benefit from helpful and regular feedback on their strengths and areas to improve. Teachers are supporting children to understand their progress in learning better by providing helpful and evaluative comments about their learning. At the early stages, staff have increased their understanding of learning through play. Teachers engage well with children in interesting experiences which are supporting children's learning when playing.

Senior leaders and staff have taken positive steps to improve the accuracy of teacher professional judgements of Curriculum for Excellence (CfE) levels. Teachers now have a better understanding of national guidance and national expectations. Their judgements of children's progress have improved. Teachers now use assessment information well to plan, evaluate and build on children's prior learning, including for those who require additional support.

Together with staff, the headteacher uses the school's tracking system to monitor and discuss regularly all children's progress and attainment in literacy and numeracy. Teachers use this information to plan children's next steps in learning. As a result, children experience progressive learning which is set at the right level of difficulty. Staff should continue to track children's progress and extend this to all curricular areas.

Improve approaches to meeting the learning and wellbeing needs of all children including those who require additional support for learning to ensure all children achieve success.

Senior leaders and staff have made effective progress in this area for improvement.

Children continue to learn in a positive ethos underpinned by the school values. They now have a greater say in school matters which are important to them. They like that staff listen to their views and opinions. They speak positively about how they exercise their rights in school in appropriate ways. Children have clear knowledge and understanding of children's rights. Children are proud of achieving national accreditation for their work on children's rights.

Children's understanding of the wellbeing indicators has been strengthened through staff's use of these in daily routines and activities. Children are more knowledgeable about the various factors that impact on their own wellbeing and what steps they can take to be safe and healthy across all indicators. They continue to feel safe in school. Children are developing their understanding across aspects of their health and wellbeing. Those who experience change and loss at difficult times in their life are helped appropriately through timeous support from staff.

Children's varying health and wellbeing needs are being met well through various interventions. Staff now have better information which they need to support children. This now includes an overview of children across the school who receive support and previous interventions. Those who require additional support are making progress towards achieving personal targets. Children's plans have improved. These identify specific aims, evaluations of children's progress and take greater account of parents' and children's views. With staff, the headteacher now needs to review documentation to avoid duplication of information.

Children understand and appreciate different religious and cultural events. They are now more able to recognise and challenge discrimination and intolerance. Children have a better knowledge of equalities and inclusion.

Raise attainment in literacy and numeracy across the school.

Senior leaders and staff have made effective progress in this area for improvement.

Attainment is improving across the school. Staff now have a clearer understanding of standards, expectations and progression in learning. The majority of children across the school are on track to achieve appropriate CfE levels in reading, writing and numeracy, with most children on track to achieve appropriate levels in listening and talking. Senior leaders have an understanding that it will take time to embed significant improvements in attainment over time. They should ensure that raising attainment, particularly in writing, remains a key priority across the school.

Senior leaders and staff have worked together effectively to improve approaches to tracking children's progress and attainment through CfE levels. They have developed a new system to track more effectively the progress of children in literacy and numeracy. Staff use these approaches to discuss children who are on track to achieve expected levels of attainment and who need further challenge or support. Staff use this information well to plan increasingly

the right level of challenge in children's learning. This is having a positive impact on improving the progress of children's learning.

Senior leaders and class teachers meet termly to review the progress of every child in each class. All staff ensure that these meetings have a clear focus on children's progress and improving outcomes. Staff identify appropriate interventions and agree steps to support children's progress in their learning. As a result, identified children now make better progress. Staff should continue to work together to plan interventions which will support all children to make progress and reduce any gaps in learning.

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. North Lanarkshire Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Simon Gallon
HM Inspector