

28 March 2017

Dear Parent/Carer

**Chatelherault Primary School and Nursery Class  
South Lanarkshire Council**

In October 2013, HM Inspectors published a letter on your child's school. The letter set out a number of areas for improvement which we agreed with the school and South Lanarkshire Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in November 2014. 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/young people's learning and achievements. This letter sets out what we found.

**The school needs to continue to develop its curriculum in line with national guidance.**

The Senior Management Team (SMT) have made very good progress in developing the curriculum since the last inspections. They now have a curriculum rationale that reflects national guidance and local priorities. Teachers are now planning more interesting lessons which fully take account of the experiences and outcomes within Curriculum for Excellence. The headteacher and staff have worked very hard to ensure the curriculum is relevant to and inclusive of all children. They are aware of the need to further embed teacher's confidence in using the experiences and outcomes to develop more meaningful learning contexts, particularly for children in the supported classes. There are now clearer learning pathways which allow children to build on their prior learning. Teachers are now more confident in listening to and building on the interests of children within their planned learning. Children are linking better their learning through studying topics like under the sea, climate change and the Vikings.

There is a greater focus on literacy, numeracy and health and wellbeing with early signs of improved attainment in these areas. Children are setting regular targets and can confidently discuss how they are working towards these. Staff are helping children to be more aware of the skills they acquire and how to develop these further for learning and for work. Children talk enthusiastically about their Enterprise week and the greater opportunities for leading their learning.

**Approaches to self-evaluation need to ensure the work of the school is being effectively monitored and leads to improvement.**

The headteacher and senior management team have made very good progress in developing a culture of self-evaluation for improvement since the last inspections. The headteacher has a clear vision for the school and her leadership of change is very strong. Since her appointment 18 months ago, she has transformed the school's approaches to evaluating its own work which is helping to secure significant improvements. There are notable improvements in the curriculum, approaches to inclusion, children's achievements and in the way in which children's progress is tracked and monitored. The headteacher is ably supported by her two deputy headteachers. They work effectively together and provide strong collective leadership of the school and support for staff. They have helped to create a very reflective culture across the whole staff team. Staff are committed to their continuing professional development. There is a very successful coaching and mentoring programme in place to help staff develop their skills. This, along with the school's teacher learning community, is allowing staff to improve their practice in a very supportive and collegiate way. Children are also being encouraged to play a much more active role in school improvement. Most children are represented on one of the school's improvement groups. The introduction of numeracy ambassadors is providing very good leadership opportunities for children and helping to raise attainment in numeracy. The SMT are aware of the need to continue to develop staffs' confidence in evaluating and monitoring the work of the school.

**A robust system of tracking and monitoring children's progress needs to be implemented.**

Very good progress has been made in this area since the last inspection. The SMT have worked very well with staff to ensure that there are now robust systems in place for tracking and monitoring children's progress in the nursery, primary and support classes. High quality information is being used by the SMT from a range of sources to help teachers to make more accurate assessments of children's progress and learning needs. For example, standardised assessments, the use of Curriculum for Excellence benchmarks for literacy and numeracy, together with teachers' judgements of pupil attainment, achievement, and attendance have resulted in targeted interventions for some pupils to ensure continued progress. The information is also used effectively to monitor whole school progress and to track more vulnerable groups of children across the school. The SMT are supporting teachers through the use of regular tracking and monitoring discussions to forecast pupil progress in achieving a level, thereby encouraging staff to increase expectations. Pupil learning logs are helping to engage pupils in evidencing their learning and determining next stages in learning. The headteacher and senior management team are aware of the need to continue to build staff skills in assessment and tracking and monitoring of pupil progress more rigorously and consistently across the nursery, school and support classes.

**The school needs to further increase pace and challenge to ensure children make progress in their learning.**

The school have made good progress in this area. The SMT have provided a range of professional learning opportunities for staff. This has helped to build staff skills and understanding of Curriculum for Excellence and the importance of tracking and monitoring children's progress rigorously. This is enabling staff to take more responsibility for planning learning and is beginning to provide teachers with more confidence to increase the pace of learning. Children were observed in many motivating and engaging lessons. However, pace of teaching and learning was not always appropriate, and a few activities did not progress children's learning. The school are aware from their own self-evaluation that this is an area which they need to continue to work on and improve. HM Inspectors, have confidence that the systems and processes now in place for tracking and monitoring children's progress and the development of the curriculum will ensure continuous improvement in learning and teaching.

**What happens next?**

The school has made very 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. South Lanarkshire Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Dr. Laura-Ann Currie  
HM Inspector

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