

19 December 2017

Dear Parent/Carer

**Calderbridge Primary School
North Lanarkshire Council**

In November 2016, 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 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. 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.

Since the inspection, the headteacher and depute headteacher, have been working with staff, including in the nursery, to help improve approaches to monitoring learning and teaching. Over the past year, staff have been developing guidance on learning and teaching. As a school, staff are starting to develop a better understanding of children's progress and beginning to use data more to help with this. They are making changes to their assessment arrangements, including being involved in some moderation activities. Since the last inspection, staff have been taking increased account of national guidance to help review their own practice, including expected standards and national benchmarks. There have been some improvements in children's attainment in both literacy and numeracy over the past year. Further work is needed to continue to ensure that staff systematically analyse information to support children's progress and continuity in their learning, including across the early level. Staff now need further guidance from the headteacher and depute headteacher to help them make accurate decisions over when children achieve a level. To help with this, the headteacher and depute headteacher need to ensure that all staff are clear and involved in taking forward the school's strategy to raise attainment and ensure equity for all.

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.

Across the school, including in the nursery, staff are improving how they meet children's learning needs. Most nursery-aged children play well together. They are supported to develop their own ideas through an appropriate balance of adult and child-led experiences. At the primary stages, staff are gaining a better knowledge of how to support children's varying needs. In most lessons, staff deliver appropriate experiences which help children progress in their learning. In a few lessons, children did not understand fully their learning and could not concentrate during the task. Those capable of more challenging work are not always having their needs met. The school has improved the arrangements for managing children's behaviour. Further work is now required to ensure incidents which are recorded can be tracked and monitored clearly over time. Teachers are beginning to use assessment information more to help them support children's progress. Children's individual support plans now take more account of their own views and those of their parents and or carers. Staff need to ensure that these plans are kept up to date, contain relevant evaluations and have targets which measure clearly children's progress. It is too early to comment on the impact of the school's very recent nurture approach for children. It is important that that this initiative is monitored and evaluated closely and makes a positive difference to children.

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

There have been some improvements in ensuring greater consistency in learning and teaching across the school, including from nursery into P1. Overall, most children continue to engage well in their learning. A few enjoy talking about the school's focus on children's rights and class charters. Where practice is better, children make choices and lead their learning. Children now have more of a say in lessons. All children now serve on different school groups. School staff and children recognise that these groups need reviewed in order to have a greater impact on school life. Most teachers share learning intentions and success criteria in lessons to help children understand what they are learning and why. Where practice is better, the pace and challenge in lessons enables children to progress. However, this is not yet consistent across the school. In lessons, children are not always sufficiently challenged or making progress in line with their own potential. There continues to be variation in how children receive feedback on their strengths and areas to develop in their coursework. Children now need to be supported further to help identify their strengths and next steps in their learning.

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.

Since the last inspection, the headteacher and depute headteacher, with staff have made some improvements across the school, including in the nursery, for example in aspects of learning and teaching, using data and pupil voice. Clear strategic direction from the headteacher, with support from the depute headteacher, is now needed to help to further staff's practice, including through performance review and development sessions for nursery practitioners, to develop further their professional knowledge and skills. Across the school, staff would benefit from further

opportunities to learn from each other's strengths and to share good practice across the school in taking forward further required change. The pace of change across the school is improving but is still too slow, particularly in relation to curriculum developments. The headteacher, with the depute headteacher and staff have improved aspects of the school. However, they are all clear that further work is needed to address the other areas in need of improvement identified in the last inspection. In order to take this forward, the headteacher and depute headteacher need to continue to strengthen the leadership and direction of the school and nursery. In so doing, the leadership team and staff need to increase the pace of change across the school. Establishing a clear curricular rationale should be a priority for ensuring that staff can deliver experiences and outcomes for children which help develop their skills.

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.

Across the school, staff have started to review and improve planning arrangements to help reduce bureaucracy. Nursery practitioners have made a good start in working more with staff at the early primary stages to help children when they move from nursery to P1. Partnerships within the local community are beginning to be developed further to enhance children's skills for learning, life and work. At all stages, teachers are collaborating well to plan more interesting contexts for learning. They are working more collegiately to improve curricular programmes in line with curriculum for excellence guidance. Topics are being refreshed to ensure these are more meaningful and relevant. Children can identify aspects which they would like to find out more about. In the nursery, children's learning continues to be driven by their interests. Planning is developing across the school, including in the nursery, however, further work is needed. The school needs to continue to develop the structure of the curriculum, at a much faster pace, to ensure that children improve their knowledge and skills in all areas of the curriculum, including for those with additional support needs. Staff would also benefit from clear guidance on interdisciplinary learning to ensure this enables children to learn more effectively within relevant contexts, including developing skills for learning, life and work.

What happens next?

The school has made some progress since the original inspection. We will liaise with North Lanarkshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year 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.

Moira Cummings
HM Inspector

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