

5 June 2018

Dear Parent/Carer

**St Augustine's Primary School
North Lanarkshire Council**

In May 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. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in April 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.

Improve the quality of learning, teaching and assessment across the school.

The quality of learning and teaching across the school has improved since the initial inspection. Staff are working well together to ensure consistency in learners' experiences as they move through the school. Teachers have engaged in a few visits to each other's classes and other schools to observe and share good practice. We have asked them to continue to do this to continually refresh their knowledge of best practice. The learning environment across the school continues to motivate children. Children enjoy much more opportunities to use information and communications technology (ICT) and computing science in their learning. In most classes, children work well in pairs and in groups and are much more settled during lessons. They are more aware of what they are learning. However, the practice of routinely copying out learning intentions and success criteria in jotters is detracting from valuable teaching time. In most classes, tasks and activities for children are more appropriate to their learning needs. However, there is scope to improve this further.

Staff continue to improve their approaches to using assessment information to inform their teaching and learning. Teachers are making more use of standardised tests and summative assessments to inform their professional judgements.

Raise attainment in literacy and numeracy.

Since the original inspection, staff have improved children's attainment in literacy and numeracy. There have been a range of initiatives in place to raise attainment across the school. However, these still need more time to impact significantly on

children's attainment. Staff have begun to engage with the National Benchmarks to help develop more fully the accuracy of judgements on whether children have achieved a Curriculum for Excellence level. Most children are making satisfactory progress in literacy and numeracy. In literacy, there remains work to be done to improve children's confidence in listening and talking. In numeracy, staff should ensure children have enough opportunities to revise and consolidate prior learning. There is a need now to clearly focus all the work of the school on raising attainment further. Having higher aspirations of what children can achieve will help to achieve this.

Improve the curriculum for all children.

Overall, the structure of the curriculum has improved since the original inspection and children are now receiving a more broad and balanced curriculum. Children are now more enthusiastic in their learning and are participating in more meaningful learning experiences. Much work has been done to improve science and ICT across the school. The leadership team have provided staff with a few frameworks to allow staff to plan for learning, which allows children to build on skills as they move through the school. However, there is scope to improve this further. Opportunities for developing children's personal achievement have improved. The Active Schools coordinator has taken an active role in developing leadership awards with older children.

Provide professional learning opportunities for all staff to ensure a shared and agreed understanding of the purpose of self-evaluation to improve the school.

The school readily seeks out and takes account of the views of children, parents and partners where it can in making improvements. Many parents are happy with the school's use of social media as a means of communicating successes of the school and improvements which have been made. Since the last inspection visit, the priorities for improvement in the school improvement plan (SIP) have been streamlined to three main priorities, and staff feel that these are more achievable. They feel more involved in school improvement planning. Senior leaders should ensure that priorities for improvement in future plans are focussed on key areas that will make the biggest difference to outcomes for children.

The school uses a range of methods to monitor the quality of its work. Senior leaders visit classes and provide helpful feedback in discussion with class teachers. Next steps are agreed with the class teacher following a class visit. Teachers visiting each other's classes is becoming a more regular feature of sharing good practice. The school is looking forward to this becoming a more effective way of improving the consistency of high-quality learning and teaching. The school has improved how it uses a range of information to assess pupil progress and attainment. Teachers use this information to write evaluative reports on pupil progress. These reports are used to discuss progress of individuals and groups of pupils with senior leaders regularly at monitoring and tracking meetings and to plan interventions. Overall, the school is moving in the right direction in the areas identified in the original inspection.

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.

Sadie Cushley
HM Inspector

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