

**Chatelherault Primary School  
Hamilton  
Interim Follow-Through Report  
South Lanarkshire Council  
29 November 2005**

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## **1. The inspection**

HM Inspectorate of Education (HMIE) published a report on Standards and Quality in Chatelherault Primary School in December 2004. Inspectors visited the school in September 2005 to assess progress in addressing the main points for action in the initial report.

## **2. Continuous improvement**

The headteacher in post at the time of the inspection by HMIE in June 2004 retired in November 2004. A new headteacher and a deputy headteacher with responsibility for the base for pupils with autistic spectrum disorders were appointed in August 2004. The school was now part of the Hamilton Learning Community. In the period since the initial inspection the school had benefited from considerable support from the education authority.

The new headteacher, with strong support from senior promoted staff, teachers and support staff had made very significant progress in taking forward the school. Notable achievements included the very positive, purposeful ethos in the school and the high morale shown by staff.

The education authority, as part of its extensive school modernisation programme was building a new replacement school adjacent to the present building. Work on this was well under way and it was intended that the school would operate in its new building from the start of session 2006 – 2007. The plans for the new building indicated that it would offer considerably enhanced facilities for pupils and staff, including those in the base for children with autistic spectrum disorders.

## **3. Progress towards meeting the main points for action**

The initial inspection report published in December 2004 identified five main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### **3.1 Improve leadership and teamwork among senior managers**

Very significant progress had been made in meeting this main point for action.

There was clear evidence of an open, consultative and participative approach to leadership by the headteacher which included all three deputy headteachers, teachers and support staff. There were regular, minuted, meetings of the senior management team, complemented by daily informal meetings which dealt with day-to-day matters. Staff were encouraged to become involved in initiatives and now felt fully involved in key developments. They valued the headteacher's approachability, high profile in the school and support for their work. Collectively, the headteacher and other senior managers constituted a very effective team.

### **3.2 Develop rigorous approaches for senior managers and teachers to monitor and evaluate all aspects of the work of the school, including learning and teaching.**

The school had taken important steps forward in addressing this main point for action.

The school had successfully established a very positive climate for self-evaluation and effective approaches to monitoring key areas of the school's work, including learning and teaching. Senior managers each played a significant part in working with teachers to ensure plans were appropriate, pupils were making due progress and that they achieved well. The programme of class visits undertaken by senior managers was providing a good basis for discussions with teachers about approaches to learning and teaching within an informed, supportive, climate.

### **3.3 Improve learning and teaching in English language to ensure an appropriate level of challenge for all pupils**

Staff had made a promising start in addressing this main point for action.

With support from education authority staff and a strong lead from the deputy headteacher with responsibility for English language, teachers were now making more effective use of materials chosen to provide pupils with greater challenge. Teachers placed less reliance on core textbooks and workbooks and pupils were encouraged to ask questions, work with one another and discuss. Notable features of improvements in English language included the quality of writing being produced by many pupils and the introduction of more demanding reading texts for pupils achieving higher standards.

### **3.4 Improve the school's approaches to assessing and recording pupils' progress in key areas of the curriculum**

The school had made significant improvements in relation to this main point for action.

Improvements to the school's approach to planning now enabled teachers to match more closely the work they planned for pupils to their assessment of how well pupils were achieving in a number of key areas of the curriculum. Of particular note was the establishment of a framework, linked to national guidelines, to support more formal assessment of pupils' attainment in listening and talking. The school should ensure that pupils at P2 who are ready to take a national assessment in reading are given the opportunity. The adoption of the education authority's programme for science and improved materials in maths had also helped teachers improve assessment and recording in these areas.

### **3.5 Improve the curriculum and the quality of learning and teaching for pupils who attend the base**

The school had made significant progress in improving the curriculum and learning and teaching in the provision it made for pupils with autistic spectrum disorders. The length of the school day was now the same for pupils with autistic spectrum disorders as for their peers. The new deputy headteacher who had taken over responsibility was providing strong leadership for staff and pupils, including the outreach team. Staff valued his support. He had prepared a series of policy statements to guide the work of staff and pupils and revitalised approaches to promoting positive behaviour. The school now needed to involve parents more formally in special programmes for the very small number of pupils whose behaviour at times

was very challenging. The teacher, designated to support pupils with autistic spectrum disorders in mainstream classes had established effective relationships with teachers and pupils. Mainstream teachers had received some training to build their confidence in responding to the educational needs of pupils with autistic spectrum disorders and further staff development was planned. Pupils with autistic spectrum disorders required more opportunities for play.

#### **4. Conclusion**

The school had made a very positive start in addressing the main points for action identified in the HMI report of December 2004. HMIE will visit the school again in May 2006, to assess the extent to which the school continues to improve the quality of its work, to evaluate progress made in responding to the main points for action in the initial report and to share their conclusions with parents. The school and education authority should provide me with a progress report by 1 March 2006.

Nick Pepin  
HM District Inspector

29 November 2005

## **How can you contact us?**

### **If you would like an additional copy of this report**

Copies of this report have been sent to the headteacher and school staff, the Executive Director (Education Resources), local councillors and appropriate Members of the Scottish Parliament. Subject to availability, further copies may be obtained free of charge from HM Inspectorate of Education, Europa Building, 450 Argyle Street, Glasgow G2 8LG or by telephoning 0141 242 0100. Copies are also available on our website: [www.hmie.gov.uk](http://www.hmie.gov.uk).

### **If you wish to comment about follow-through inspections**

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### **Our complaints procedure**

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