

3 February 2026

Dear Parent/Carer

In March 2024, HM Inspectors published a letter on Caldervale High 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 November 2024. Recently, as you may know, we visited the school again. During our visit, we talked to young people, their parents 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 young people's learning and achievements. This letter sets out what we found.

Senior leaders should improve strategic leadership at all levels across the school, so that all members of the school community contribute meaningfully to improving their school.

There has been positive progress within this area of improvement.

Senior leaders and staff have successfully strengthened the culture of collaborative working across the school community. They promote the revised school values of respect, kindness and belonging, which are viewed as being at the heart of the school. These values bring positive change and shape the school's aims to improve outcomes for all young people. The headteacher and staff are developing and reviewing policies across the school in line with the school values.

Wellbeing is a shared responsibility across the school. Pupil support staff have introduced new approaches to track young people's wellbeing. This data has started to be used to offer more targeted support for young people.

Young people speak positively about their experiences at Caldervale High School. Senior pupils in S4-6, benefit from increased opportunities to develop their leadership skills and contribute to the life of the school. They take on ambassador roles in areas such as mental health, kindness, rights respecting school, and mentors in violence prevention (MVP). They are positive role models within the school. More leadership opportunities should now be given to young people in S1-3.

Middle leaders now demonstrate increased confidence in leading key developments across the school. This includes areas such as monitoring progress, using data more effectively and planning the curriculum. As a next step, middle leaders should involve more young people in decisions about what and how they learn.

Teachers should improve the consistency and quality of young people's experiences.

There has been steady progress within this area of improvement.

Almost all young people recognise and respond positively to the high expectations staff set for them. They feel encouraged to do their best and enjoy positive relationships within a supportive learning environment. Young people find staff approachable and engage well with peers. In class, they benefit from clear instruction and purposeful direction.

Teachers have embedded the Caldervale Lesson framework into all classes, which has resulted in a more consistent approach to the delivery of a lesson. As a next step, there is a need for teachers to improve pace, challenge, questioning and feedback.

Staff need to ensure that programmes and courses are carefully planned and designed to meet the needs of all young people.

There has been positive progress made in this area for development since the initial inspection.

Senior leaders and staff have worked well together to review the curriculum. All departments now have very clear progression pathways for young people and parents. Ten new courses have been introduced for session 2025/26. Young people are positive about the wider offer available to them, which they feel is more relevant and engaging. These courses should contribute to improved outcomes for young people in session 2025/26.

Senior leaders and pupil support staff's improved use of data, alongside the new course pathways has improved option choice conversations. Staff and young people are now making more informed decisions on courses and level of presentation.

Senior leaders have introduced a skills school to provide a life-skills based curriculum to meet the needs of a few young people in S4. Through this programme, young people are supported to achieve qualifications, improve aspects of their wellbeing and develop a range of work-based skills through partnership working.

Staff should develop young people's understanding of wellbeing and its relevance to their lives.

There has been positive progress made in this area of improvement.

Pupil support staff have continued to raise the profile of wellbeing with all young people through the personal and social education (PSE) programme. As a result, almost all young people are confident on how to identify and raise wellbeing concerns. They have a good understanding of their wellbeing and how it is relevant to their everyday lives.

Staff continue to offer nurturing spaces across the school and have increased supervision in corridors and stairwells. This has contributed to a reduction in the number of young people reporting they do not feel safe, with a notable improvement since the initial inspection. The refreshed school value of 'kindness' has positively influenced how young people interact with one another. Almost all young people now demonstrate confidence in reporting incidents and trust that these will be addressed appropriately.

A few staff and senior pupils have taken on leadership roles as trained mental health first aiders and ambassadors. Senior pupils, supported by pupil support staff, design and

deliver PSE lessons in S1-3. Young people who completed MVP training are now preparing to lead further PSE sessions. Young people respond very positively to these lessons and value the opportunity to learn from their peers.

Staff should raise attainment for all young people, including a focus on effective targeting of gaps in knowledge and skills.

The school has made some progress in this area for improvement.

Senior leaders and staff continue to be aware of the need to improve attainment across the school. The main priority of this is attainment in the senior phase. Staff now have access to improved information regarding young people who require additional support with their learning. This is supporting a better understanding of their young people and what they require to achieve. As planned, staff should continue to use this information more effectively to support all young people.

In session 2024/25, senior leaders implemented a whole school tracking system for S1-3. They can now monitor the attainment of young people across all curricular areas. Middle leaders and senior leaders have improved their understanding and use of data significantly.

Senior and middle leaders successfully implemented a shared assessment calendar across the senior school. This supports young people and their families to prepare effectively for in-school assessments. Young people can now approach assessments with increased confidence and reduced anxiety.

Senior leaders have put in place a comprehensive offer of support to help young people improve attainment in the senior phase. This includes supported study, intervention groups, mentoring programmes, preparation for exams and masterclasses. Young people and families appreciate the additional support on offer.

Attainment across S4-S6 remains an area for improvement. Attainment has either remained the same or declined from 2022/23 to 2024/25. Senior leaders need to continue to work with all staff to raise the number of passes and the percentage of high-quality passes at National 5 and Higher across the school.

All staff have been working together to improve attainment. Over the last 12 months they have focused on improving learning, teaching and assessment, improving attendance, supporting wellbeing and providing more curricular pathways. Staff need more time to see the full impact of their work on attainment.

What happens next?

The school has made some progress since the original inspection. We will ask for a report on progress within one year of the inspection. This report will inform any decision made by HM Inspectors regarding further engagement. This may include another inspection visit. When such a decision is made, we will write to you again detailing the improvements the school has made and outlining any further action, agreed with North Lanarkshire Council that we intend to take.

Carolanne Calderwood-Glassford
HM Inspector