

Summarised inspection findings

Chapelgreen Primary School

North Lanarkshire Council

16 June 2026

Key contextual information

Chapelgreen Primary School is a small non-denominational, rural school in the village of Queenzieburn in North Lanarkshire. At the time of inspection, 46 children were organised across three multi-stage classes. The headteacher has been in post for 11 years. This is a shared headship with another local rural school. The headteacher is supported by a principal teacher and three class teachers. The principal teacher is class committed one day per week and oversees the work of the nursery.

Two full-time learning assistants support learning. The school reports that approximately 48% of children across the school require additional support with their learning. Most children live in Scottish Index of Multiple Deprivation decile 3. Approximately 31 % of children are registered for free school meals.

1.3 Leadership of change	satisfactory
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The headteacher is well respected across the school and community. She has a strong commitment to improving the life chances of children and prioritises the wellbeing of all children and their families. She works well with her principal teacher, and staff, parents and children appreciate her collaborative, supportive leadership approach. Senior leaders are developing a culture for learning that is underpinned by ambition and aspiration. This supports children well to progress in their learning.
- Senior leaders led a review of the school's vision and values last session, in consultation with staff, children and parents. This process helped to establish a collective sense of purpose. As a result, the school community has an increased sense of ownership of the school values and children have a strengthened sense of belonging. All children are aware of the values which are regularly discussed at assemblies and referenced in classes. The values are demonstrated in children's daily interactions with the staff who care for them, and with each other. The values of 'Respectful, Responsible, Honest, Kind' reflect well the school's context and that of the local community.
- All teaching staff engage in a range of appropriate self-evaluation activity to help identify improvement priorities. They have correctly identified the need to prioritise improving the quality of learning, teaching and assessment within their three-year improvement planning cycle. Teachers use data to inform change and implement interventions for children within their own class. Senior leaders now need to support staff to become more involved in leading change which positively impacts on the whole school. Staff should develop specific leadership

roles within the school, with a sharper focus on school improvement priorities to contribute to improvement and change. Senior leaders should involve children, parents, all staff and partners more fully in the identification of future school priorities. This should further strengthen partnership working and relationships as well as including the entire community in the drive for improvement. Children are not yet involved in monitoring the progress of the school improvement plan. Senior leaders and staff should work closely with children to ensure they understand their role in developing and monitoring key priorities for their school.

- Senior leaders have developed a detailed quality assurance calendar to support staff in systematic, planned self-evaluation. This includes observations of teaching and learning across all three classes. These processes are beginning to support staff to understand expectations and standards in high quality teaching and learning. Senior leaders should ensure that identified areas for improvements to classroom practice are supported, monitored well and fully implemented. There should be a clear focus on improving the quality of children's learning experience. Teachers should implement improved, relevant and context driven approaches to teaching and learning during lessons. This should impact positively on the experiences of children and improve their outcomes.
- Staff participate in annual professional review and development (PRD) discussions with senior leaders. They identify priorities for their own learning in the current year, and priorities aligned with the school improvement plan. Senior leaders should ensure that the outcomes of PRD discussions support and enhance teachers' practice with clearer strengths and areas for development. Senior leaders should further strengthen and promote the importance of the PRD process to support and drive forward improvement and change. They should now work with staff to promote a culture of learning, leadership and sharing effective practice more robustly.
- Children are given regular opportunities to share their views on things which matter to them. All children benefit from their participation in leadership groups. Children's membership of COGS groups (Collecting Opinions to Grow our School) enables them to lead change across the school. They also participate as sports leaders; sustainability leads as part of the rights respecting group and the kindness group. Children also participate in the life and work of the school leading as house captains and vice captains. Through these groups, children promote their views and opinions and understand how they make a difference. Children should continue this important work and take more responsibility for school improvement. They should be encouraged to work together to develop and improve these groups further. Leadership groups should now align more strongly with school improvement priorities which will support and drive forward school improvement. This will further promote and develop children's skills for learning, life and work.
- The Parent Council are informed by senior leaders about the school's allocation of Pupil Equity Funding (PEF). Senior leaders use PEF strategically to promote and support learning in literacy and numeracy, and the wellbeing of children. They keep parents informed about developments to support children's wellbeing and other areas of school improvement. Moving forward, senior leaders should ensure that the parent body are more fully consulted about the use of PEF and the development of the school improvement plan.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff have successfully created a warm, welcoming ethos with caring relationships between staff and children. This ethos reflects well the school values of 'Respectful, Responsible, Honest, Kind'. Staff develop children's understanding of children's rights well. For example, each class develops and agrees class charters that help everyone understand what is expected of them. Overall, children demonstrate high standards of behaviour across the school day. Staff have undertaken professional learning that helps them understand how to support children who require additional support to manage their emotions and behaviours. These strategies enable staff to respond well to children's needs.
- Staff have created calm and nurturing learning environments where the majority of children are motivated to learn and can experience success. Teachers have recently audited the learning environment within their classrooms. This is beginning to help them to provide more flexible and inclusive learning environments for the majority of children. For example, in one classroom, soft music contributes to calm working environment. Teachers and support staff understand children's learning needs and in the majority of lessons, provide timely and responsive support for children.
- In the majority of lessons, children participate well in activities and engage in their learning well as a result of well-paced, purposeful and carefully considered tasks. The majority of children participate well in class and group discussions. However, in a minority of lessons, learning is overly teacher-led, and the pace of lessons is too slow. As a result, a minority of children become disengaged in their learning.
- Staff have undertaken professional learning to help them plan learning for children within multi-stage classes, including those who require more challenge. This has resulted in the majority of children learning at the appropriate level. However, in a few lessons, teachers provide whole-class lessons that do not build on children's prior learning or appropriately match children's level of skill. Senior leaders should continue to work with teachers to ensure that all lessons, activities and experiences are planned effectively. This should support teachers to ensure all learners' needs are met effectively, including groups of children at similar levels.
- Senior leaders have worked with staff to develop a shared understanding of what makes a good lesson. This has supported teachers well to understand the key components of high-quality teaching. In the majority of lessons, teachers share the purpose of learning with children and explain what success looks like. Teachers should continue to develop this work. They should help children to better understand the steps they need to take to improve.

- In the majority of lessons, teachers use a range of questioning techniques to guide children's thinking and learning and to draw out children's knowledge of topics. They provide supportive verbal feedback that celebrates success and identifies next steps in the majority of lessons. Teachers also provide useful written comments to children on how they can make their work better in literacy and numeracy. They should continue to develop approaches to written comments to ensure it is age appropriate and accessible to children. This should allow children to use this feedback more effectively to improve their work.
- Children have opportunities to work in pairs and small groups, as well as independently. All children agree the context and themes that they will learn through their topic work. In addition, children confidently articulate the skills they are developing through their learning. This supports them to identify skills they want to develop. Teachers work with children termly to successfully identify skills they want to improve, and children create targets for literacy, numeracy and wellbeing. These targets allow the majority of children to take ownership of their next steps in learning and experience pride when they achieve these targets.
- Teachers use digital technology, such as interactive whiteboards, effectively to support whole class lessons. Children access tablet devices for research, to present their work, make presentations and to play online games that reinforce their numeracy skills successfully. A coding club helps children develop important programming skills. The headteacher should, as planned, continue to develop the use of digital technology across the school. In doing so, she should ensure that children develop digital skills progressively, enabling them to build on their prior learning.
- Staff are at the early stages of developing effective play pedagogy for younger children. They allocate dedicated time throughout the week to allow children to engage in play activities. Play approaches do not yet fully support learning and this is impacting the pace at which children make progress. Staff should further develop their understanding of play through continued engagement with local authority professional learning. Visits to other establishments and engaging more fully with national guidance will further support this work. Staff should review their approaches to direct teaching, teacher-initiated tasks and child-led learning to ensure experiences provide purposeful and progressive learning opportunities.
- Teachers plan appropriately for the long, medium and short-term using local authority curriculum pathways across all areas of the curriculum. They use these pathways to support the delivery of relevant experiences and outcomes for children. Within literacy and numeracy, staff use national Benchmarks well to determine children's progress towards achievement of a level.
- Teachers have worked with colleagues across the cluster schools to moderate children's reading, developing a shared understanding of expected standards. As planned, the headteacher should continue to seek further opportunities for staff to moderate practice across the cluster and with their partnership school in other areas of the curriculum. This should further strengthen the accuracy of teachers' judgements of levels of attainment and improve outcomes for children.
- Teachers use a variety of formative and summative assessments, including standardised tests to determine children's progress and gaps in their learning. Teachers record children's progress termly using the school's personalised progress plans. In addition, teachers review and record weekly progress and identify any gaps in children's learning. Where required,

teachers create individual education programmes to support children who require additional support with their learning. Overall, approaches to assessing and tracking children's progress are used well to identify children who would benefit for additional support. However, greater focus is required to ensure that assessment and tracking systems work more effectively together to further identify gaps in learning. Children benefit from appropriate and timely interventions. Staff have begun to track the impact of these interventions. However, a few measures of success are too broad and do not fully capture the impact of these interventions. Senior leaders should ensure that tracking measures are more closely linked to the impact they are intended to have.

2.2 Curriculum: Learning pathways

- Staff use local authority progression pathways across all curricular areas based on the experiences and outcomes, and design principles of Curriculum for Excellence (CfE). They use these consistently to plan learning and teaching. These progression pathways are sufficiently flexible to meet the needs of children requiring additional support. Staff use curriculum planners to outline clearly learning experiences and the approach to assessment for all curricular areas.
- Teachers plan learning that meaningfully links learning across different areas of the curriculum. Teachers consult children when designing the content of project work effectively, encouraging them to identify what they want to learn. As a next step, teachers should support children to determine how they wish to learn, such as choices around how children present their work. Teachers plan learning flexibly across the curriculum and include a focus on learning for sustainability and children's rights. Teachers encourage children to identify and understand the skills they are developing for learning, life, and work.
- Children have opportunities to take their learning outdoors. For example, through gardening, art activities and PE. Staff plan termly learning days in the school grounds to enhance the curriculum. Children learn life skills such as den building and fire starting. A few children benefit from working in the outdoor environment. This help supports their wellbeing and self-regulation. Children would like more opportunities to take their learning outdoors. The headteacher rightly recognises the importance of outdoor learning in supporting creativity. She should develop, with staff, a progressive outdoor learning programme to ensure that all children are appropriately challenged in their learning outdoors.
- All children have access to two hours of high-quality physical education every week. All children learn French progressively. This enables them to build on their prior learning. Staff should now review how they provide a further third language experience to ensure children get their full entitlement to modern languages experiences.
- Transitions from nursery into primary school, and from primary into secondary are working well. There is strong partnership working in this aspect of school life which is supporting children as they progress through their education. Other partnerships support well, areas of the curriculum, including for example, active schools who support physical activity for children. Senior leaders and teachers welcome and value the input of partners and parents as being an important feature of school life.
- Children learn about Christianity and other world religions through their religious and moral education programme. This supports them to value and explore diversity, and to respect other cultures. Staff should now ensure that children benefit from religious observance experiences.

2.7 Partnerships: Impact on learners – parental engagement

- Parents speak highly of the work that school staff do to support children in their learning and in the development of important skills. They are positive about the ways in which school staff communicate with them about children's progress and about the life and work of the school. This includes through newsletters, emails, reports and social media. A few parents would appreciate these materials being available in paper form for ease of access.
- Parents appreciate opportunities to visit the school and see the work their children are doing and the progress they are making. They enjoy being in the attractive classroom environments and working with children during these visits to the school.
- An active Parent Council supports well, the life and work of the school, fundraising for resources and events and making relevant contributions about the ways in which the school is moving forward. They feel that they are listened to and that their views are important in driving school improvement. The senior leadership team should now develop a range of approaches to involve the wider parent body in school improvement planning and the PEF spend. This will ensure that they are fully involved in decision making about the future direction of the school. The Parent Council are aware that their numbers are low and should work with the senior leaders, children and the wider community to promote their work and seek to increase and strengthen their membership.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Across the school, staff establish positive, nurturing and respectful relationships with children. These relationships reflect the school's values very well. Staff and children work effectively together to create a caring and inclusive school community, which is evident in daily interactions. Almost all children demonstrate positive behaviour across the school. This positive ethos is underpinned by staff's consistent use of the 30-second script strategy. The implementation of this technique helps staff to support children with very infrequent instances of dysregulated or challenging behaviour. This shared and consistent approach across all stages is supporting positive behaviour effectively.
- Children are supported well by all adults to be kind, respectful and supportive of one another. Almost all children feel respected, valued and nurtured. All children have identified a trusted adult. They make effective use of a matrix barcode system to request support when they need someone to speak to, particularly when they are worried or upset. As a result, almost all children report that they feel supported and safe in school.
- Senior leaders are currently developing a new relationships policy. When developed, this policy should further support children to be heard, to understand and manage their emotions, and to consider how to repair relationships. A full and meaningful consultation with all key stakeholders about this development should be undertaken to ensure shared understanding and ownership across the whole school community.
- Staff demonstrate a strong culture of care and compassion for children and know them and their families well. Almost all staff have engaged in relevant and meaningful professional learning to support children's wellbeing. All staff have engaged in nurture training and professional learning related to dysregulation and distress, de-escalation and neurodiversity. Staff's effective application of this professional learning enables them to provide sensitive support. Children are more able to remain in class and engage in learning as a result. Children make appropriate use of the 'cosy corner' when they require a calm space. This supports them to regulate their behaviour and return to learning when ready.
- Across the school, there is a clear, shared understanding of the wellbeing indicators. Children regularly assess their own health and wellbeing and talk confidently about the indicators in relation to themselves and others. Staff have a detailed understanding of children's individual needs and use this knowledge well to target wellbeing interventions for individuals and groups. Children speak confidently about how well they are supported to identify and address any areas of concern.

- All children experience an effective health and wellbeing programme that reflects the context of the school and the increasingly complex and rapidly changing world. This includes learning about healthy lifestyles through healthy eating, physical activity and emotional wellbeing. A group of children are trained as Young Sports Leaders. They support their peers well by leading physical activity in playground games and exercising at the start of the school day. Children speak enthusiastically about the range of sports clubs and interest groups available and the skills they are developing through these activities. As planned, senior leaders and staff should continue to identify children who are not yet participating and work together to provide inclusive opportunities for all. Further extending health-related activities during and beyond the school day would strengthen outcomes in health and wellbeing.
- As part of the religious and moral education curriculum, children learn about world religions. This learning is supporting children to develop a growing understanding of diversity, equality and inclusion. Children demonstrate a strong sense of fairness and justice and confidently speak up for those they perceive to be at risk of discrimination or unfair treatment. Almost all children can recognise similarities and differences between themselves and others and understand how to adapt their behaviour to support peers sensitively and respectfully.
- All staff understand and fulfil their statutory duties in relation to safeguarding, wellbeing, equality and inclusion. Staff receive annual training in child protection and Prevent, ensuring they remain up to date with current guidance and legislation. Staff work very effectively with a range of partner agencies to support children and families. These include services such as psychological services, Barnardo's and local authority staff with a focus on additional support needs. As a result of this effective partnership working, almost all identified children are supported well to make progress towards their individual targets.
- Senior leaders and staff have implemented a range of appropriate and targeted interventions to support children with additional support needs. Class teachers work effectively alongside skilled pupil support assistants. This support is making a positive difference for children who require one-to-one or small-group support to progress in their learning. As a result, most children with additional support needs make appropriate progress in literacy and numeracy.
- All staff support children very well at times of transition. As children move from P7 to S1, they participate in a range of well-planned activities, including a P7 residential experience. Children benefit from an enhanced transition programme that helps them to build friendships and confidence prior to moving on to their secondary school. Staff work effectively with colleagues from local secondary schools within the cluster to ensure continuity of support and positive outcomes for children.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- The number of children at each stage varies and is relatively small. Overall statements have been made about attainment and progress to ensure individual children are not identified. Almost half of the children across the school have additional support needs. A minority of children are working towards individual targets based on prior levels of attainment.
- Overall children's attainment in literacy and English and numeracy and mathematics is satisfactory.
- Most children with additional support needs are making appropriate progress towards their individual targets.

Attainment in literacy and English

- Overall, most children make good progress in listening and talking and reading. A majority of children make satisfactory progress in writing.

Listening and talking

- Across the school, most children listen well during class and group discussions. Younger children understand and answer teachers' questions, listen well and respond appropriately to instructions. Most older children build on each other's ideas effectively by asking questions or offering suggestions during group discussions. A minority of older children require more regular opportunities to contribute to class discussions. These conversations need to be managed more effectively by class teachers. This has the potential to ensure that all children further develop their confidence and discussion skills through active engagement and participation. In addition, children would benefit from more opportunities to present to a wider audience.

Reading

- The majority of younger children answer simple questions accurately about the books they are reading. They are developing appropriately the skills needed to help them read new and unfamiliar words. Younger children should be further supported to read for enjoyment in class and at home. Staff should continue to review their programmes for developing early reading skills. Most older children explain well what type of books they like to read. They describe the features of the books they enjoy reading, including interesting characters and exciting storylines. A majority of children read clearly and fluently, using expression well. Older children need further support to expand the range of texts they read both in class and at home to deepen their understanding of genre types. Both younger and older children use class and

school libraries to extend their access to a range of reading materials and text-based resources.

Writing

- Younger children are developing well their use of sounds and blends to write simple words. Almost all use a capital letter and full stop accurately when writing a sentence. They need increased opportunities to write freely during taught writing. Older children use simple punctuation to strengthen and enhance their writing. Across the school, children are working well in lessons to strengthen their writing skills and develop their spelling abilities. They now need to apply these skills more consistently across the curriculum and in a variety of contexts and have increased opportunities to write at length. This will support children to improve their writing and increase their range of vocabulary.

Attainment in numeracy and mathematics

- Overall children make satisfactory progress in numeracy and mathematics.

Number, money and measure

- Most younger children identify and write numbers to 100 confidently. They identify the number before after and between numbers correctly. They accurately add and subtract numbers within 10. The majority of older children have a sound understanding of place value. The majority of children solve three-digit addition and subtraction problems with an increasing range of strategies. Across the school, the majority of children's mental calculations are accurate. They would benefit from more practice of rapid recall strategies to increase the speed of mental calculations. In addition, they need more opportunities to work with coins and analogue clocks when tackling money and time problems.

Shape, position and movement

- Most younger children name simple two-dimensional shapes in real life confidently. Most older children confidently name the properties of two-dimensional shapes such as edges and corners. Across the school, a few children require more reinforcement of the properties of three-dimensional objects.

Information handling

- Overall, children gather real-life information and display this data using tally marks and simple bar graphs relevant to their age and stage. They answer questions about information presented successfully. Older children would benefit from more opportunities to use digital technology to create graphs.

Attainment over time

- Attainment data is in line with that of schools with similar contexts in both literacy and numeracy. Senior leaders carefully track the progress of children throughout their time at school both individually and as groups. They use this attainment data effectively to demonstrate that children's progress is maintained consistently over time as they move through the school. Staff should continue to ensure that levels of attainment are sustained and look for opportunities to accelerate children's progress, including through timely early intervention approaches.
- Attendance is currently 94.5% and has improved year-on-year since 2023. Attendance is above the national average. The number of children persistently absent is below national figures. Unauthorised absence is significantly low, and illness is the main reason for absences in

the school. The measures taken by the school to mitigate the cost of the school day is a significant contributing factor in relation to the positive and improved patterns of attendance for targeted children. Senior leaders rigorously track attendance and work proactively with families to help remove any barriers to school attendance very successfully. They should continue this valuable work to maintain this positive attendance trend.

Overall quality of learners' achievements

- Staff recognise and celebrate children's achievements regularly through assemblies, school certificates and displays. Staff track participation in wider achievements and use this information to identify patterns of engagement. However, current approaches to tracking are not yet gathered or analysed systematically enough to identify children who may be at risk of missing out on these experiences. Staff should review and strengthen processes to systematically gather information more consistently and respond more quickly to emerging gaps in participation. This will help ensure that all children's achievements are recognised and celebrated equally.
- Staff encourage children to identify the skills for learning, life and work that they are developing. Most children talk about these skills confidently and relate them to their learning. Staff provide a range of experiences, including visits from professionals from a variety of occupations. These help children to broaden their understanding of the world of work and consider future career choices. In a few classes, children benefit from high-quality, meaningful opportunities to develop these skills in real-life contexts. In these classes, children take on leadership roles, apply for jobs and develop strong enterprising skills. For example, one class created and ran a café, preparing food and serving other children across the school. Through such experiences, children clearly articulate the skills they have developed, including teamwork, communication and responsibility.

Equity for all learners

- PEF is used effectively to support children and their families. Additionally, senior leaders and staff have a clear focus on improving outcomes for children who have additional support needs. Inputs from Barnardo's supports families in relation to parenting skills and attendance at school. Funding for additional teaching hours and interventions in literacy and numeracy are also supporting targeted children to attain and achieve. These interventions are impacting positively towards closing attainment gaps for the most disadvantaged children.
- The provision of a free breakfast for all children, the availability of items of clothing and uniform and funding for school trips and residential outings, supports families well. In addition, the 'pantry' available to the whole community, situated at the entrance to the school is very well used by families who require it. The measures taken by the school to mitigate the cost of the school day is a significant contributing factor in relation to the positive and improved patterns of attendance for targeted children.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.