

# Summarised inspection findings

**John Logie Baird Primary School**

**Argyll and Bute Council**

**2 June 2026**

# Key contextual information

John Logie Baird Primary School is a non-denominational school located within the east end of Helensburgh. At the time of the inspection, 102 children attended the school, arranged over five classes. This includes 11 children who attend a specialist provision learning centre located within the school. There is also an early learning and childcare provision. The school’s catchment area includes the Churchill Estate, which comprises mostly of Armed Forces housing and a small Afghan community. Children from Armed Forces families account for 37% of the school roll.

Between August 2024 and July 2025, education provision was delivered in temporary mobile accommodation located within the school grounds. Neighbouring schools provided provision for children of nursery age. This temporary relocation enabled the safe removal of reinforced autoclaved aerated concrete from the school building. Children in the primary stages returned to the refurbished school building in August 2025. The nursery reopened in October 2025.

An acting headteacher has led the school since April 2025, supported by two principal teachers. A new, permanent headteacher will take up post in April 2026. There has been significant staff absence, particularly within the learning centre, since August 2025.

The majority of children live within Scottish Index of Multiple Deprivation deciles 5 and 6. The school reports that around 47% of children have additional support needs. A third of children in the school have English as an additional language.

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| 1.3 Leadership of change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | good |
| <p>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:</p> <ul style="list-style-type: none"><li>■ developing a shared vision, values and aims relevant to the school and its community</li><li>■ strategic planning for continuous improvement</li><li>■ implementing improvement and change</li></ul> |      |

- Senior leaders led a review of the school’s vision, values in aims at the end of the last school session. All children, staff and parents were actively involved in this review. The launch of the revised vision, ‘learning and thriving together’ coincided well with children returning to the main school building following the refurbishment. The school’s revised aims, structured around the school’s initials of JLBPS and updated values, reflect appropriately the changing context of the school. The values highlight the importance of curiosity, respect, manners, equity and healthy relationships. Senior leaders promote the vision, values and aims regularly through school assemblies. Almost all staff believe that the school’s vision underpins their work and reinforce them in class and through the curriculum. Although almost all children believe that the school teaches them about respect, only a majority of children feel that children respect each other. As planned, staff should continue to promote children’s understanding of the school’s values.

- The acting headteacher has provided effective leadership and direction during a period of significant disruption over the past year. She established and continues to maintain an appropriate pace of change. She, and the wider staff team, use their strong understanding of the social, economic and cultural context of the school well to inform improvement. This includes the development of new policies, such as supporting the increasing number of children with English as an additional language. Staff and parents feel a greater sense of community as a result of this leadership and direction. Building on this positive start, the new headteacher should further review and develop the remits of senior leaders. It will be important to strengthen further the strategic leadership provided to all departments across the school, including the learning centre and nursery. The majority of teachers, and a few support staff, embrace opportunities to undertake leadership opportunities. Identified staff lead on aspects of work, such as developing listening and talking, in addition to supporting clubs and pupil committees.
- Staff, parents and children engage in a range of appropriate self-evaluation activities. Staff and children make effective use of frameworks to support reflection and analysis. Most staff feel actively involved in this review process. Staff regularly seek the views of parents, either in person during parent's nights, or through questionnaires. A majority of parents believe that their views are considered when making changes. However, a quarter of parents do not know if their views have been considered. Most children feel the school listens to their views and takes them into account. Senior leaders should now extend self-evaluation activity to include the views of other stakeholders, such as community partners. Further work is needed to ensure the views of all parents are considered.
- The introduction of new 'stage on a page' overviews, and clear templates to support termly tracking meetings, is strengthening staff's understanding and use of data. Staff are now more able to identify children who may be impacted by poverty. As a result, the acting headteacher is developing a much clearer overview of children's progress. Pupil Equity Funding (PEF) is used to enhance staffing to support the provision of targeted literacy and numeracy support. Moving forward, the new headteacher should review the use of PEF to ensure it has the maximum impact on improving outcomes for children.
- The acting headteacher has introduced a comprehensive quality assurance calendar. Quality assurance activities include classroom observations, reviewing teacher's planning, and the sampling of children's work at key points across the year. Teachers receive appropriate structured feedback based on agreed expectations of what high quality learning and teaching looks like. As this approach becomes more embedded, it will be important for senior leaders to monitor the impact of the quality assurance feedback provided on improvement. They should ensure that feedback leads to improving the quality and consistency of children's learning experiences. Senior leaders should review the timing, frequency and sequencing of all quality assurance activity to maximise their impact. As the new headteacher refreshes leadership remits, increasing the role of principal teachers in the quality assurance process should be considered. This should strengthen the consistency of expectation across the leadership team.
- All teachers reviewed a wide range of data and self-evaluation evidence to define the current school improvement priorities. Current priorities focus appropriately on raising attainment, particularly in writing, improving children's listening and talking skills, inclusion and the provision of additional support. Staff benefit from working collaboratively with cluster schools to develop aspects of the plan, such as improving the assessment of listening and talking. A clear child and parent-friendly visual summary of the four key improvement priorities help

children and parents understand how they can contribute to each priority at home. Senior leaders should continue to maintain regular monitoring of progress towards achieving the improvement priorities set. This should support them to maintain an appropriate pace of change.

- The acting headteacher has nurtured an increasing professional learning culture. As a result, most teaching and support staff feel that professional learning supports them to reflect on and improve their practice. A collegiate calendar sets out the professional learning plan for the year, aligned closely to school improvement priorities. All teachers engage in a professional review and development process, identifying personal learning targets, aligned to teaching standards. They engage in appropriate learning activities, both within the school and with colleagues in cluster schools. All teachers have engaged in a professional enquiry connected to an area of personal interest. This approach is beginning to lead to improvement and is becoming a more regular feature of the school's approach to improvement.
- Children now have more involvement in influencing school improvement through their increasing engagement in pupil leadership groups. All children from P4 to P7 are involved in leadership groups, such as, eco warriors, digital leaders and VIPs (pupil council). The playground pioneers led an audit of the school grounds and subsequent development of targeted areas. This has led to a reduction in playground disagreements. Staff should now extend these leadership opportunities to include children between P1 – P3. Children should be encouraged to take increasing responsibility for developing and implementing action plans associated with their areas of focus.

## 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

- All children benefit from nurturing relationships based on positive interactions with staff who know them well. Across the school, most children learn in a calm, spacious classroom environment. Staff value, respect and display children's work attractively on classroom walls and corridor displays. All children are involved in the creation of a class charter. These charters are underpinned by children's increasing understanding of rights and the refreshed school values. In a few lessons, staff make effective reference to rights, linking them to school experiences, such as the right to play. There is potential to share this effective practice across the school, to further strengthen all children's understanding of their rights.
- Across the school, most children display appropriate behaviour towards each other and adults. Staff support sensitively children who may lack confidence or become upset, enabling them to re-engage with their learning quickly. In a minority of lessons, a few children exhibit low-level disruptive behaviours which are not consistently addressed by adults. At times, this can distract other children from their learning. Staff should ensure they have the attention of all children prior to lessons beginning.
- Most children engage appropriately in their learning, sustaining their focus and concentration well. A few children would benefit from access to physical resources that would support them to concentrate more effectively. In the majority of lessons, teachers match tasks appropriately to children's needs. Children disengage most in learning when tasks and activities are not set at the right level of difficulty. Most lessons are predominantly teacher led, resulting in children being passive in their learning. In a few lessons, when children are more actively involved in leading their own learning, they display higher levels of motivation and engagement. Senior leaders should support staff to build on these positive examples to increase opportunities for all children to be more active participants in their learning.
- The acting headteacher and staff worked together to develop a learning and teaching policy. This supported them to develop a shared understanding of the key features of high-quality learning and teaching. Staff's implementation of this policy is beginning to improve the consistency of practice across the school. Senior leaders support this implementation well by providing lesson observation feedback set against the agreed key features of effective learning and teaching. As a result, in almost all lessons, teachers share the purpose of learning with children and explain what they need to do to be successful. In a few lessons, children help to co-create the steps to success. This is beginning to develop children's understanding of themselves as a learner and what they need to do to improve. In most lessons, teachers use questioning well to check children's understanding and recall. In a few lessons, teachers use

questioning to develop children's thinking. There is potential to develop this further across the school.

- In the majority of lessons, staff provide children with supportive written and verbal feedback. The majority of teacher feedback identifies children's success in overtaking the identified steps for success. Children engage in peer-assessment activities; however, the feedback they provide does not always reflect the purpose of the work being assessed. Children's ability to self- and peer-assess their own work, and that of others, more accurately should continue to be developed. Teachers should ensure that children's work is marked and reviewed sufficiently regularly to inform their planning and understanding of children's progress. Staff should build on the existing positive practice to increase the quality and consistency of written feedback across the school.
- Younger children have very limited opportunity to engage in play-based learning. They benefit from learning in classrooms that are spacious and conducive to play-based approaches. However, significant development is required to ensure the learning environment supports children to access a range of quality play experiences. Senior leaders and staff should engage with national practice guidance and professional learning to inform the development of play-based learning.
- All teachers use interactive whiteboards effectively to support whole-class learning. Older children confidently use digital technology, such as tablets and laptop devices, to display data and carry out topic-based research tasks. They use an application-based programme to develop coding skills appropriately. Younger children use digital technology well to access web-based games to reinforce and extend learning, such as numeracy skills. Children would benefit from increased access to a broader range of devices to further develop their digital skills. As the children in the recently introduced Digital Leader group develop their role, there is potential for them to support the development of digital skills across the school. For example, by supporting younger children to develop their digital skills.
- Teachers value the opportunities outdoor learning provides. For example, senior leaders have developed numeracy planners to support outdoor learning. Children engage positively with whole-school school grounds events. These provide opportunities for children to develop their gardening skills, care for the environment and take part in scavenger hunts. Moving forwards, staff should continue to develop the use of the school's extensive grounds and surrounding area to provide high quality outdoor learning. They should ensure that children's outdoor learning experiences build their skills progressively as they move through the school.
- The acting headteacher has introduced a comprehensive assessment calendar. Staff's implementation of this is strengthening the consistency of timing and the assessment type being used across the school. Staff use formative, summative and standardised assessments appropriately to collect assessment evidence. In a few lessons, staff use ongoing assessment well to directly influence learning and teaching. Senior leaders should continue to monitor the impact of approaches to assessment to ensure they effectively support staff to assess children's progress and inform planning.
- Across the school, teachers work well as a team to moderate their professional judgements on children's progress. They engage in helpful moderation activity with colleagues from cluster schools. For example, teachers' ability to assess listening and talking is improving as a result of

their recent engagement in cluster moderation activity. The provision of time for moderation activities within the current school improvement plan is supporting this development.

- Teachers plan over different timescales to meet the needs of children across the curriculum. They use progressive pathways appropriately to support planning across all areas of the curriculum, including topics which link different areas of the curriculum together. Teachers seek the views of children when planning, particularly in relation to topic work. Children share what they already know, would like to learn, and how they would like to learn. Staff should continue to develop opportunities for greater personalisation and choice in children's learning.
- This session, all teachers have begun to make use of a more robust tracking system. This is strengthening their ability to identify and support the progress of all children in literacy, numeracy and health and wellbeing. Senior leaders meet with staff each term to discuss the progress of all children in their class. Senior leaders and staff identify children not working at expected levels and plan appropriate interventions to support them. The impact of these interventions on children's progress is reviewed and adjustments made, if necessary. As a result of this thorough approach, children are making good progress from previous levels and staff have a clearer understanding of the needs of children in their class.

## 2.2 Curriculum: Learning pathways

- Staff use local authority progression pathways across all curricular areas appropriately to inform their planning and ensure progression. They use an agreed three-year planning overview to inform which Curriculum for Excellence (CfE) experiences and outcomes they will cover, including suggested contexts for learning. This supports staff to provide appropriate progression, breadth and depth to the curriculum when planning. Staff recently reviewed the three-year overview to ensure its continuing relevance, taking children's views about areas of interest into consideration. Staff should now ensure that contexts chosen by children are appropriate and relevant to their age, stage and local context.
- Children across the school learn French in line with the 1 + 2 language policy. Teachers follow a French language programme to enable children to build their language skills progressively as they move through the school. Children from P5 upwards are not yet receiving their entitlement to learn a second additional language. Staff should take steps to address this.
- Children receive their entitlement of two hours of physical education each week. Teachers make use of progression pathway to ensure children build on skills they are developing in athletics, ball games, dance and gymnastics. Staff should continue to develop this provision to ensure it is of consistently high quality.
- Children experience learning in religious and moral education in line with national expectations. Children learn about Christianity and other world religions. Senior pupils develop their understanding of the significance of Easter through participating in an Easter Code project delivered by a local church. The school provides a dedicated prayer space for children to participate in personal prayer.
- Children have access to extensive outdoor environments that have been developed as part of a recent school improvement priority. A pupil group led an audit of outdoor learning to inform future developments. Staff worked with local partners to improve playground resources. The purchase and provision of outdoor clothing enables all children to take part. There remains significant potential to further develop outdoor learning. Staff should now consider how outdoor learning supports the development of skills in a planned and progressive way as children move through the school.

## 2.7 Partnerships: Impact on learners – parental engagement

- Parents meet with staff to discuss their child's progress through formal parent's evenings but generally feel less informed about their child's progress than before. Staff no longer have access to a digital platform previously used to provide regular updates with parents about their child's learning. The introduction of new events, such as informal end-of-day Collect and Connect, and curriculum workshops, seek to address this. These monthly family learning opportunities enable children to demonstrate and explain their learning to their parents. Senior leaders should continue to review and develop approaches to communicate with parents to ensure they feel fully informed.
- Staff have a strong understanding of the community they serve and provide opportunities for families to connect with each other. With the support of Armed Forces Community Partners, staff run events such as Forces Friday, to enable families to meet with staff in an informal setting. In partnership with the local authority Resettlement Team, the school facilitates regular English for Speakers of other Languages sessions for parents. This helps parents to support children in their learning.
- The Parent Council supports fundraising activities which enable the provision of outings and social events for children. The acting headteacher provides them with regular updates on the progress relating to school improvement initiatives. The Parent Council should now have greater involvement in decision-making around the use of PEF.

## 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

- Almost all staff carry out their duties in a calm, consistent manner, fostering a safe and nurturing environment for all children. Staff use their strong knowledge of children and families to support sensitively the wellbeing of individual children and families. For example, the recently revised school values highlight the importance of developing children's ability to establish healthy relationships. This reflects appropriately the particular needs of children who may have to move school more frequently due to their parents' military deployment. Children are now more aware of the importance of developing positive relationships.
- In most classes, staff enable children to share how they are feeling through the effective use of daily emotional check-ins. Staff use children's responses appropriately to inform timely follow-up discussions, enabling the provision of support or intervention when required. As a result, almost all children believe that they have someone they can talk to if they are worried or upset. All children self-evaluate their wellbeing against the wellbeing indicators twice a year. Their ability to understand the language of wellbeing is developing, enabling them to reflect on their wellbeing with increasing accuracy. Staff should now review the frequency of this self-evaluation activity to ensure any changes in a child's response is identified and addressed more frequently.
- Support staff's recent engagement in nurture training is beginning to strengthen the depth and consistency of practice across the staff team. Children requiring more enhanced nurture support benefit from targeted nurture provision. Children's active involvement in the design and development of the attractive and well-resourced nurture room, enables them to feel calm and safe within the space. Staff use standardised assessments effectively to measure the impact of nurture intervention strategies. Children in receipt of support set relevant individual wellbeing targets and are increasingly able to identify appropriate strategies they could use to overtake them.
- An anti-bullying policy was developed in 2024 with the involvement of children, staff and parents. Staff use the curriculum well to develop children's understanding of bullying and respectful relationships. Senior leaders monitor the views and experiences of children by engaging them in twice yearly wellbeing and anti-bullying surveys. A whole-school anti-bullying week promotes consistency in understanding, expectations and approach. Despite this, around a fifth of children and parents believe that the school needs to improve further its approach to tackling bullying. Staff should continue to work with the whole school community to further develop a shared understanding of the school's anti-bullying policy.

- Last session, targeted interventions and effective tracking led to a notable decrease in negative behaviours in class and in the playground. Children and staff reported improved relationships and the use of more respectful language and behaviour as a result of these interventions. The recent development of a Playground Charter, developed in partnership with children, is strongly linked to children's rights. Children and adults understand the clear roles and responsibilities they have in upholding the playground charter. As planned, staff should continue to increase children's understanding of their rights. This should strengthen children's ability to recognise how these rights relate to their own lives and that of others.
- Senior leaders have put structured programmes and resources in place across all stages to support children to develop resilience. All staff are beginning to embed the use of restorative approaches, using consistent visual prompts to support restorative conversations. Informative posters around the school building ensure staff have ready access to clear guidance on how to co-regulate effectively with a child. Children are becoming increasingly aware of strategies they can use to manage their feelings. This enables them to re-engage in learning more quickly.
- Almost all children believe the school teaches them to have a healthy lifestyle. Staff make effective use of partnerships with local emergency services to support the delivery of the health and wellbeing curriculum. For example, Royal National Lifeboat Institution teach children about water safety, while the Police support the delivery of internet safety. Children understand the importance of water and digital safety as a result of these partnerships. Most children believe the school provides them with lots of opportunities to engage in physical activity. Children know that regular exercise helps them to be physically healthy. There is potential for staff to include more links to food and health in topics that link different areas of the curriculum together.
- The acting headteacher has strengthened approaches to tracking children's progress in relation to the health and wellbeing curriculum this session. Staff engagement in regular tracking meetings with senior leaders enables the timely identification and removal of barriers to learning due to wellbeing needs. Across the school, sustained progress is evident for most children in relation to the health and wellbeing curriculum.
- A well-established transition programme is in place to support children as they transfer from primary to secondary school, including enhanced transition for those who need it. Effective partnership working ensures that Armed Forces families receive support as children enter and leave the school. Children benefit from lunchtime clubs designed specifically for Armed Forces children. These clubs support children to develop friendships with peers who may have similar experiences. Staff work closely with the local authority Resettlement Team. This support helps children and families joining the school from other countries to integrate well into the life of the school and community.
- Senior leaders ensure that all staff engage in mandatory annual child protection training. All staff are aware of their statutory responsibilities in respect of children's rights, wellbeing and the inclusion of all children. They understand their local authority child protection policy and procedures. Staff participate regularly in relevant professional learning to increase their knowledge, understanding and confidence when carrying out their roles. Children receive appropriate guidance and support as a result.
- Staff track and monitor the progress of all children who experience barriers to learning closely to ensure that they meet their needs well to overcome barriers. The recent introduction of a

'monitoring of impact pilot' is beginning to improve the quality of measurable targets set within children's individual support plans. Staff ensure that the views of children and parents inform the target-setting and review process. Senior leaders liaise closely with a range of relevant partners to meet the needs of individual children. Staff are becoming more skilled in supporting specific groups of children, such as those who are care experienced, to overcome the barriers to learning they face.

- Senior leaders developed the school's Promoting Healthy Relationships Policy in 2024. They have correctly identified the need to update this to ensure it more accurately reflects the changing context of the school. To ensure the successful implementation of the revised policy, senior leaders should provide greater clarity regarding staff roles and responsibilities. Doing so should further strengthen the consistency of expectation and children's experiences across the school.
- An inclusive, supportive ethos is evident throughout the school. Almost all staff strive to ensure all children feel included, driven by the school's values and an increasingly rights-based approach. Staff respond appropriately to changes in the cultural diversity within the school by revising curriculum planning in consultation with children and parents. Children now experience more planned, progressive opportunities to explore diversity and multi-faith issues. This is particularly evident in the upper school, with children learning about racism. Children share their increasing understanding of racism with other classes and parents at assemblies. Staff make effective use of visiting speakers, enabling children to hear first-hand about personal experiences very different to their own. Children are highly motivated and engaged by these sessions. Staff also ensure that the school and class libraries reflect the diverse nature of the school community.
- 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 education and the catering service.

## 3.2 Raising attainment and achievement

good

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

- Overall, children's attainment in literacy and numeracy is good. Almost all children at first level, and most children at early and second level are predicted to attain expected levels in listening and talking. The majority of children at early and first level, and most children at second level are predicted to attain expected levels in reading. The majority of children at early and second level, and most children at first level are predicted to attain expected levels in writing. The majority of children at early level, and most children at first and second level are on track to attain expected levels in numeracy. Across the school, a few children exceed expected levels.
- The majority of children who require additional support make good progress towards their individual learning targets. A few children make very good progress towards their personal targets.
- The development and implementation of a policy to support children with English as an additional language is leading to most children making very good progress in their acquisition of English language. Senior leaders ensure that children's language competency is tracked, using clear measures and a phased approach. Appropriate individual language plans are in place for children who require them.

### Attainment in literacy and English

- Across the school, children are making good progress in literacy and English.

### Listening and talking

- At early level, the majority of children answer questions about texts to show their understanding. Children need to develop further their turn-taking skills when listening and talking as part of a group. At first level, most children listen and respond to others in a respectful way. For example, children use eye-contact, nod and ask and answer questions. They contribute to group discussions appropriately. Children would benefit from more opportunities to select spoken texts regularly for enjoyment. At second level, most children identify the difference between fact and opinion with suitable explanation. They would benefit from further opportunities to build on the viewpoints of others. A few children should develop further their ability to listen and respond to others in a respectful way.

### Reading

- At early level, the majority of children read simple sentences and familiar text well from left to right and top to bottom. They hear and say accurately the different single sounds made by letters. They should continue to develop their ability to hear and blend sounds made by a

combination of letters. At first level, most children make appropriate suggestions about the purpose of a text. They use punctuation and grammar with increasing confidence to read with understanding and expression. Children should be encouraged to read a broad range of texts for enjoyment and explain their preferences. At second level, most children identify the main ideas of a text and provide relevant supporting details for their answer. They respond appropriately to literal and inferential questions. Staff should continue to develop children's note-taking skills to create new texts that show an understanding of a given topic.

## **Writing**

- At early level, the majority of children form letters correctly. They write words from left to right, leaving spaces between words when writing. Children would benefit from opportunities to reinforce and apply their writing skills through play-based activities. At first level, most children include relevant information in written texts and organise their writing in a logical order. They should check their writing more consistently to ensure their correct use of punctuation. At second level, most children organise and present information in a logical way when writing to convey information, for example, by using headings. Across the school, children should be supported to improve the layout and presentation of their written work.

## **Attainment in numeracy and mathematics**

- Overall, children are making good progress in numeracy and mathematics.

## **Number, money and measure**

- At early level, the majority of children count up to and backwards from 20. They count to 10 in twos. They know the months of the year and link daily routines to time sequences. They order objects according to size, from shortest to longest. Staff should continue to reinforce and extend children's knowledge of number. At first level, most children add different amounts of money to make given totals correctly. They round whole numbers to the nearest 10 and 100. They use the correct notation for common fractions and identify equivalent fractions. At second level, most children compare, order and add fractions accurately. They understand the difference between profit and loss and calculate the perimeter of a compound shape. At first and second level, children need more experience of problem-solving to apply their knowledge of number, money and measure.

## **Shape, position and movement**

- At early level, the majority of children name, identify and sort basic two-dimensional shapes correctly. They are less secure in their knowledge of three-dimensional objects. At first level, most children use positional language, such as quarter turn, half turn and compass points to describe, follow and record directions. They should develop further their ability to describe, plot and use two figure grid references. At second level, most children use correct mathematical language to describe acute, obtuse, reflex and straight-line angles. They are less confident in their understanding of the radius and diameter of a circle.

## **Information handling**

- At early level, most children sort objects correctly by colour. They follow and extend patterns using objects. Most children at first and second level, analyse, interpret and draw conclusions from a variety of data, such as tables and surveys. This activity is often linked to topics of study, such as World War II and the slave trade. This helps children to apply their knowledge in different contexts. Children create a range of graphs and pie charts, including through the use of technology. They should continue to develop their ability to draw conclusions about the reliability of data.

## **Attainment over time**

- The acting headteacher correctly identified the need to strengthen the systems and processes used to track children's attainment over time and has taken appropriate steps to address this. She rightly identified a range of factors impacting on the validity of data over time. These factors included the transient nature of the pupil population and the increasing number of children joining the school with English as an additional language. Staff now make effective use of new, more robust tracking systems to monitor children's progress. Staff are now more able to identify different cohorts of children, such as those affected by poverty or in receipt of additional support. The attainment of children who have attended the school for several years indicates significant increases in attainment in reading and writing over time. The pattern of attainment in numeracy is more variable.

## **Attendance**

- At the time of the inspection, attendance was 95.6%. Overall school attendance for session 2024/25 was 94.8% which is in line with the national average. Just over 12% of children had absences above 10%, much lower than the national average. These figures demonstrate a significant improvement on the previous year. The overall attendance level improved by 2.3% and the number of children with more than 10% absence reduced by 11.2%. There have been no exclusions over the last five years. Staff implement local authority absence procedures and protocol appropriately. Effective systems are in place to ensure the reasons for absence are understood and addressed where possible. Children's absence often relates to the military deployment of parents. For example, parents may take family time before or after a period of deployment. A few children attend part-time in line with local authority procedures. Staff ensure these children are supported by appropriate planning and maintain a focus in increasing children's time in school.

## **Overall quality of learners' achievements**

- Children's achievements are shared through attractive wall displays and at assemblies. Most children believe they have the opportunity to share their wider achievements with an adult who knows them well. Children are proud to receive certificates linked to the school values. They particularly value the 'Above and Bee-yond' certificate that is awarded to children whose actions go above and beyond the school values. Children develop their traits as responsible citizens and effective contributors through their achievements, for example, children enjoy visiting a local care home to entertain the residents by singing to them. Almost all parents believe the school helps their child to be more confident.
- Staff and partners provide a wide range of clubs for children through which they develop a range of skills. Almost all children believe the school offers them the opportunity to take part in activities beyond the timetabled day. Children develop their sporting and teamwork skills through participation in gymnastics, football, running and darts. Their involvement in the construction and art clubs supports the development of creative skills. Staff track the participation of all children in clubs and activities. Senior leaders use this information to signpost children to activities to ensure no child misses out. As a result, almost all children have participated in at least one school club. As planned, senior leaders should develop this tracking system further to enable them to track the skills children are developing through their participation in achievement activity.

## **Equity for all learners**

- Staff know children and families very well and have a sound understanding of the socio-economic context of the school. With support from the Parent Council, they provide

support to reduce the cost of the school day by funding, for example, school trips. The school supports families discretely with the cost of the biennial school residential trip. Senior leaders should now work with partners and the wider school community to develop further ways to support the equity of children's school experiences.

- Senior leaders use PEF to enhance staffing to support children through planned interventions in numeracy, writing and to support assessment. Senior leaders use data well to track the impact of PEF at regular intervals across the school session. This enables them to evaluate the progress targeted children are making. In June 2025, attainment of children living in SIMD deciles 1 and 2 for literacy exceeded those living in higher deciles.

### Context

The specialist provision learning centre supports children with a wide and complex range of additional support needs. The current roll is 11 children arranged across two classes. The centre is staffed by 2.2 full time equivalent teachers and a team of support staff. The acting headteacher provides leadership and operational management for the centre. Children from Argyll and Bute access the provision through the Education Resource Group. The learning centre opened in 2022. Staff and children moved to temporary accommodation alongside the mainstream school in 2024. They returned to refurbished premises in 2025. Staffing changes have occurred this session due to staff absence. The learning centre has expanded within the past year, growing from five to 11 children and from two rooms to five. The learning centre is now operating within a period of greater stability than in previous months.

### Leadership of change

- Senior leaders have recently refreshed the school's vision, values and aims with meaningful consultation involving children, families and staff, including the learning centre community. This collaborative approach has strengthened shared ownership and helped staff promote the centre's aim of enabling children to learn and thrive together. Staff place children's rights at the heart of their work. This supports positive relationships and a caring ethos.
- The school improvement plan identifies broad priorities for developing the learning centre. These priorities include strengthening the quality of provision, improving tracking processes, enhancing planning, and ensuring evidence of attainment is robust. Senior leaders should now provide clearer, more specific actions and establish systematic approaches for evaluating progress to build a shared understanding of immediate priorities. They should prioritise strengthening the planning of learning to meet the needs of all children. They should continue working with the local authority to agree support for children whose needs are not met within the learning centre.
- Teachers show strong commitment to developing their expertise and supporting children with complex needs. They engage in professional inquiry and postgraduate study, strengthening their understanding of, and ability to support, children's needs. Their leadership has influenced practice across the school. Staff created two sensory rooms to support children's sensory needs. This work has increased staff awareness of sensory regulation and is helping embed more consistent approaches to supporting children's sensory needs.

### Learning, teaching and assessment

- Staff interact positively with children to help them feel secure and motivated to learn. Staff use their detailed knowledge of each child to help children sustain engagement. A few children are at the early stages of sustaining their attention, and staff adapt expectations appropriately. Most lessons are appropriately challenging, and children engage well in learning. Staff use familiar routines and preferred topics to support improved focus for children.
- Teachers use evidence-based approaches to support learning effectively. Staff use play well to encourage children's exploration and practise of new skills. They collaborate well with each other to share successful strategies. Children move between classes to experience learning

which suits their needs. This teamwork contributes well to improved progress for almost all children.

- Teachers use a range of formative and summative assessments. They plan assessments alongside learning and use resulting information to identify next steps for children. Teachers use an assessment calendar to plan discussions about children's progress with senior leaders. They have a clear understanding of children's development stages.
- Staff use CfE experiences and outcomes, and the pre-early level milestones, to plan learning. They break children's progress into small steps that capture incremental learning. They are beginning to track children's progress in detail. Senior leaders should now work towards a more consistent approach to planning, tracking and monitoring across the learning centre. This should help maintain continuity during periods of staffing change, as experienced in the months before the inspection.

### **Ensuring wellbeing, equality and inclusion**

- All children have wellbeing and action plans that document their additional support needs effectively. Staff use wellbeing indicators to track children's progress and work closely with families to ensure most children receive timely support. Senior leaders communicate regularly with staff and families to review these plans and adjust support when necessary.
- A few children do not benefit from plans that fully meet their needs, and this affects their attendance. Senior leaders should work with the local authority to consider all available options for coordinating support for these children. This may include developing coordinated support plans and ensuring earlier involvement from partner agencies.
- A few children display behaviour that affects their peers and requires staff to intervene to keep individuals safe. Staff have completed training in de-escalation techniques, to support most children well. Senior leaders should now work with the local authority to ensure training reflects the level of intervention required for children who need enhanced support.
- Almost all children feel safe and nurtured within the learning centre. Staff meet children's health and personal care needs sensitively, including supporting toileting. Although staff record intimate care routines, the learning centre does not yet have an overarching policy for intimate care. They should now develop this policy and ensure staff understand and follow agreed procedures.
- Children benefit from regular access to well-designed areas that support their sensory needs. They use quieter, low-stimulus spaces when they need calm time. They also access a well-equipped sensory room with spinning stools, deep-pressure frames and soft-play equipment when they need increased movement. These spaces offer therapeutic sensory experiences and help children manage their sensory needs more effectively. Staff work well with partners, including speech and language therapists, educational psychologists and occupational therapists, to meet children's needs effectively.
- Children learn about inclusion and diversity through the curriculum, celebrating festivals such as Eid and Easter. They participate in Autism Awareness Week and National Neurodiversity Day. This supports children's understanding of their own and others' diverse needs.

## **Raising attainment and achievement**

- Almost all children make good progress in literacy and numeracy. Most children make very good progress in developing their communication. Children work across the pre-early level milestones and within early and first levels in literacy, numeracy and other curriculum areas. A few children show strengths in literacy or numeracy. Staff recognise these strengths and plan learning that supports further progress.
- The majority of children have joined the learning centre within the past year. As a result, there is limited information about their attainment over time. Senior leaders have identified rightly the need to collect and analyse attainment data systematically. A clear approach to gathering data will support staff to identify patterns in children's progress.
- Children make considerable progress in their social development. They build friendships, sustain group learning and express their needs increasingly well through speech, signing and pictorial symbols. This represents significant achievement for all children within the learning centre.
- Almost all children experience increased equity through attending the learning centre. They access mainstream lessons, assemblies and events, and a few move into full-time mainstream education. Children take part in trips, community visits and pupil council activities, strengthening their confidence and interpersonal skills. Staff should now advance plans for outdoor learning to further develop resilience, teamwork and connection with the environment.
- Almost all children increase their time spent in school from previous placements, with most children attending for the whole school week. Where this is not the case, senior leaders should work with the local authority to identify early measures to ensure equitable access to education for all 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.