

23 June 2026

Dear Parent/Carer

In June 2025, HM Inspectors published a letter on Logans Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and North Lanarkshire Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the acting headteacher and staff. We heard from the acting headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

School leaders now need to prioritise the improvement activities that will make the greatest impact on children's experiences and outcomes. They should increase the pace of change across the school and nursery and measure more robustly the impact of changes to practice.

The acting headteacher has worked very effectively with staff to transform the culture and ethos across the school and nursery. As a result, the school is a calm, settled and happy place for children and staff to be. The acting headteacher is supported very well by an acting leadership team who work very competently with staff to make improvements. This includes the acting principal lead in the nursery who works ably alongside staff to make improvements to the setting. The acting leadership team are highly visible to children, staff and parents and have helped staff make very strong progress in improving the school and nursery.

Since the last inspection, staff used helpful action plans to support them to improve the school and nursery. The acting headteacher worked tirelessly with staff to develop a strong team approach to improving the school and nursery. Staff feel listened to and supported very well to make improvements to their practice. They now feel there is clearer direction to support improvement. This has resulted in everyone working better together to improve the school and children's experiences and outcomes.

Local authority officers have provided ongoing support to the school and nursery. Staff have benefited from professional learning and support to guide and improve the pace of change. The local authority should continue to support the acting leadership team to embed improvements. They should support the acting headteacher to reintroduce areas of the life of the school that had previously paused.

There has been strong progress in this area for improvement. It is important that all staff sustain the current and effective pace of change.

In the school and nursery, staff now need to plan more effectively for children who require help to settle and engage positively with their learning.

The acting headteacher has prioritised, and been successful at, building positive and supportive relationships across the school community. Staff, children and parents worked very well together to instil a highly positive ethos across the school and nursery. Relationships are now a strength within the school and nursery which are both calmer, settled and safer places for children and staff to be. Children focus well almost all of the time on their learning activities in the playroom and classrooms. Children are proud of their school and are happy and excited to talk to visitors about how their school has improved. When children need extra help, staff now provide quick and effective support to help children settle back into class.

The acting leadership team and staff worked effectively with children to change the school's values. The values are now written and displayed in a way that children understand. Staff refer to the values throughout the day to help children understand how their behaviour and actions impact on the school community. Children shared that there are now high behaviour and learning expectations for everyone across the school and nursery. They comment that this is resulting in children being more settled and engaged in their learning. They feel safer and enjoy coming to school and nursery each day.

There has been very positive progress in this area for improvement.

Teachers should prioritise planning and assessment for effective learning and teaching. They need to increase the pace of learning to improve children's attainment in literacy and numeracy.

The acting leadership team has worked with teachers to improve significantly how teachers plan children's learning. Teachers share that they are given better guidance when planning for learning. This is resulting in more consistent learning and teaching across the school.

Teachers continue to plan helpful assessments to gather evidence about how well children are doing in their learning. They analyse this information and use it effectively to provide the right level of challenge for children. Children are now making better progress in literacy and numeracy. There has been a steady increase in the number of children moving towards being on track with their learning. As a result, children's engagement has increased and they enjoy their learning. Teachers should continue to embed this approach to support all children to improve their progress.

There has been positive progress in this area for improvement.

In the nursery, staff now need a clearer and stronger framework for improvement as a priority. Staff should ensure children benefit from experiences that support their learning and developmental needs more effectively. This includes improving the routines and flow of the day in the nursery. The nursery team should share improvements with staff across the

early level to ensure children benefit from appropriately progressive experiences as they move from nursery to school.

The acting leadership team has a clear understanding and knowledge of the strengths and areas to improve across the nursery. Acting leaders' actions are having a major impact on improving children's experiences and outcomes. The seconded officer from North Lanarkshire's Early Years Quality Team has worked very well with staff resulting in much improved playroom procedures. As a result of this strong leadership, staff's morale is higher.

The nursery team has made considerable improvements to children's learning. Staff have improved very effectively how they interact with children. Together, they have improved the indoor and outdoor environments, resources and the experiences on offer for children. These changes have had a very positive impact on the quality of learning, teaching, wellbeing and children's progress. As a result, children are making better progress.

Staff's relationships with children continue to be caring and respectful. Together with the acting leadership team, they have reviewed and improved nursery routines. Staff are more responsive throughout the day to children's social and emotional needs. Children receive focused support when needed. As a result, children have a much-improved experience. All children, including those who are new to the nursery, settle quickly into daily routines.

Staff have established nursery environments which are literacy and numeracy rich. As a result, children's progress in communication and language, mathematics and in health and wellbeing is much improved. Staff have developed effective systems for gathering information on children's progress and development.

There has been very strong progress in this area for improvement. A strengthened leadership structure has been established, supported by the Early Years Quality Team, with clear roles, expectations, and monitoring processes more clearly defined. This is resulting in improved consistency and a shared understanding of improvement priorities for the nursery.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. North Lanarkshire Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Gillian Frew
HM Inspector

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