



Standards and Quality Report 2024 - 2025

John Logie Baird Primary School, Learning Centre and ELC

"Learning and Thriving Together"



Context of the school

John Logie Baird is a non-denominational Primary School, Specialist Provision and Early Learning Centre (ELC). Our Specialist Provision, “Blossom Learning Base”, is a nurturing environment where children have additional support needs or require an alternative curriculum and are supported to thrive. We have a very inclusive approach where every child is helped and supported to fully integrate wherever possible and to reach their potential. Our Early learning Centre accommodates a range of children from 2 to 5 years old

With the launch of Argyll and Bute’s vision for education “Our Children, Their future, Thriving Together” we consulted our community in May 2025 on creating a vision and values that truly reflects our current context and aligns with “Thriving Together”.

Vision: ***Learning and Thriving Together***

- Aims:
- J is the journey to success
 - L is learning for life
 - B is the building of self-belief and achievement
 - P is for perseverance, never give up
 - S is for supporting a sustainable environment

Our updated community values are:

Curiosity, Respect, Manners, Equity, Healthy Relationships

Our associated Secondary School is Hermitage Academy.

We have a roll of 101 children in our school. Including our learners in our Learning Centre 46% of our learners have at least one additional support need. Presently, we have 32% of our children who are from an armed forces family, serving or veteran. Our children can experience the joy of new children joining and the sadness of children leaving due to the nature of military postings, so relationship building is very important. Our catchment area consists of a mixture between private, council and military housing. Our roll by SIMD quintile is as follows:

Q1 - 13% Q2 - 3% Q3 - 72% Q4 - 4% Q5 - 8%

54% of our learners receive Free School Meal Entitlement.

Over the last year the school has enrolled 14 refugee families, and as such a dedicated EAL teacher was deployed to work alongside our learning support team during session 2024 - 2025.

Our current class configuration currently comprises of 5 mainstream classes and 2 Specialist provision Classes.

The Leadership team consists of our Acting Head Teacher who has been in post since April 2025. Our Principal Teacher who and an Acting Principal Teacher who just joined us in August on a secondment from a class teacher post in another local school.

We were joined in August by several new teaching staff members; Two Class Teachers 0.6FTE, one Class Teacher 0.4 FTE in mainstream and in the Learning Base two class teachers 0.2FTE and a 0.8FTE. We have 3 1.0FTE full time permanent class teachers and a 0.2FTE Music Teacher.

It was discovered that our school had RAAC within its construction. As a result, we had to decant to temporary accommodation, with 1.5 days exceptional closure granted by the Scottish Government to aid the move, from August 2024 through until July 2025. In August 2024 our 2-year-old children moved to Colgrain ELC, and our 3- and 4-year-old children moved to St Joseph's ELC. Regular board meetings and ample opportunities have been provided to ensure smooth transitions at both ends of the decant process. In August no concerns were received by the decant communications indicating that the whole effort was handled well. Our school children were excited and enthusiastic to move to their 'new school'.

We recently had two exceptional closure days in June 2025- and one in August to decant back from the temporary accommodation to our original building, this was also a huge success and we look forward to inviting our community to our "Grand Re-Opening Event" in September. Our ELC is due to transition back to us in October, collaboration over this transition is currently underway.

Review of SIP | Priority 1

Improve the quality of teaching, learning and assessment

Progress and Impact:

- Almost all staff completed anticipated training on ‘Counting on Excellence’, A+B Numeracy Framework. This has ensured that all teaching staff have shared high expectations for all pupils
- Almost all school staff attended modelled lessons provided by the local authority lead in Numeracy this session. This has resulted in staff reporting increasing confidence in their ability to implement Maths Mastery strategies modelled and outlined within the framework.
- All teaching staff can demonstrate increasing confidence in the planning and assessment of Numeracy using improved resources. As a result, classroom observations from the Education Manager, Leadership team and Peer observation evaluations have evidenced emerging consistencies in staff’s pedagogical approaches and formative assessment strategies.
- The implementation of White Rose maths scheme was purchased to complement the Counting on Excellence Numeracy framework. This has ensured all learners in the LCR and Primary have access to similar learning resources and approaches in mathematics. As a result, learners are demonstrating a better understanding of the use and role of manipulatives and diagrams across mathematics lessons.
- Quality Assurance activities such as, planning feedback and class observations, indicates improvements in the pace of learning across all stages, including the LCR. This will continue to be a focus for quality assurance next session through implementation of Counting on Excellence Numeracy progression framework for all learners.
- All teaching staff engaged in the cluster moderation process through moderation of HQAs within Numeracy in November 2024. As a result, staff are beginning to build more robust evidence to support their professional judgements when discussing attainment and achievement of a level.
- Implementation of PUMA Assessments are included in the wider range of evidence supporting professional judgments. Agreement of consistent standardised testing at key periods in the session at a cluster level will continue to support quality transition for our P7 leavers.

Our numeracy data shows a 13% increase in attainment for our P1/4/7 combined levels when compared to June 2024:

June 2024	60% on track or beyond
June 2025	73% on track or beyond

This data also indicates the individual stage increase within the P1/4/7 numeracy attainment:

June 2024	P1 56%	P4 57%	P7 64%
June 2025	P1 79%	P4 69%	P7 70%

This demonstrates the improvements in the quality of learning, teaching and assessment in numeracy for our children this session.

Our progress through ALP measures (Assessment Level Progress – X B R A) shows the majority of our children moved up 1 or more ALP level within the session. With the exception of 2 stages, where other factors influenced the attainment data this session.

Next Steps:

- Member of support staff to be upskilled in key theories such as Maths Mastery/Recovery interventions and timetabled to work with key staff to build effective skills in quality interventions.
- Our attainment data demonstrates an attainment gap of 39% for children receiving FSM who are not achieving expected levels in numeracy. Allocated PEF teacher will work alongside class teachers to identify intervention needs for target learners and train ASN staff in effective implementation of key strategies for learners not yet working within their expected level.
- Professional learning action enquiry will see a focus on differentiation and challenge for identified staff. Findings from this will be shared with all staff.
- SIP priority 1 - Teaching, Learning and Assessment will take place through quality assurance activities in numeracy learning observations ensuring quality in teaching and learning taking place.
- Teaching staff to access PUMA data and use this with a range of evidence to support target setting with continued analysis of data throughout the session.

Review of SIP | Priority 2

Improve/develop Inclusive Outdoor Environments

Progress and Impact:

All learners have had increased access to learning in the outdoors at JLB this year. As a result of this the different types of learning in outdoor areas has increased from PE in the playground to ensuring our learners now have valuable experiences not only within the school grounds but in local green spaces, local forest spaces, and out in the wider community including Hermitage park and the Helensburgh Town Centre.

All class teachers reported that their confidence in delivering quality outdoor experiences is beginning to increase. Emerging good practice is evident through observed practice and learner engagement in outdoor experiences. Moving forward, staff will use the features of good practice observed to build policy and guidelines around approaches to outdoor experiences.

Robust and responsive planning following the audit of curricular overviews enabled us to ensure enhanced opportunities in terms 3 and 4 in the outdoors through our IDL and including mathematics learning. Teaching staff engaged in collaborative enquiry during our February In-service Day which helped to shape the Water World IDL. This enabled a more natural link to concepts within Global Goals, enhancing commitment to Global Citizenship and Learning for Sustainability across the school during our 8-week block of learning in term 3. Staff are now beginning to embed consistent, meaningful outdoor learning across the school and each child has access to /the outdoors for a variety of purposes at least twice per week.

In term 3, Leuven Scale observations demonstrated increased scoring for wellbeing and involvement in Numeracy in all classes. Ensuring regular numeracy outdoor experiences took place was established through the purchase of waterproofs and wellies for all learners in the school. This allowed equitable access to numeracy-based lessons as well as whole school orienteering forest activities for all learners.

Learners from the LCR consistently experienced outdoor learning with their mainstream peers which led to improved relationships with their mainstream peers and further enhanced the quality of inclusion for all learners.

Baseline healthy relationships survey data was used to shape pareto charts started in December to measure outcomes for children in the playground related to relationships and conflicts. Based on baseline data, each class set specific targets for the children to achieve throughout the year. Targets achieved were celebrated in newsletters with families and whole school assemblies. All classes showed a significant shift to more positive desirable behaviours being displayed outdoors in the playground.

Gathering of pupil voice through our VIPs group, ECO committee and P6/5/4 Playground Pioneers group drove forward the audit of our school grounds and subsequent development of targeted areas. As a result of this we have now effectively developed targeted areas within our school grounds areas. Through partnership

building within the wider community the children have now built an ever increasing range of positive links with community partners which has enabled us to significantly develop our school grounds for learning and sustainability and loose parts during playtime experiences for learners in the following ways:

- Davies Wood - Donation and construction of two large Mud Kitchens
- Henry Bros - Joiner working with learners to build Raised Beds and Play Bus
- Kwik fit - Donation of Tyres for playing and planting
- Craigend Nursery - Provision and donation of plants and soil
- HMNB Clyde - provision of crates for loose parts play
- Roof Class Scotland - Provision of Loose parts - joiner to build frame for P2/1 Sand Pit
- Local Plumber - provision of old bath for Water Play
- RNLI - Provision of Rowing Boat - "A ship called equity" reflecting our school values and for imaginative role play
- Development of an outdoor picnic / seating area
- development of outdoor water play - bath
- Development of outdoor music station
- Development of literacy - enhanced opportunities for outdoor writing provision

Consequently, we have also found a positive change in the level of parental involvement. Attendance for our School Grounds Development afternoons consistently rose from one family to 11 families in the course of two months. The majority of our parents joined us for our "World Water Day" event in March and all parents surveyed stated that they felt their child's curiosity and creativity in the outdoors had been enhanced following the learning that had taken place.

We have been told on many occasions from visitors and parents that since March our school "looks happier, sounds happier and feels happier".

Our P7/6 class received targeted input to reduce incidents of conflict and build positive strategies within the playground. The Quality Improvement model was implemented to track trends and progress in reducing negative behaviours within this class:

By June 2025, 62% of P7/6 children will feel respected and have healthy relationships at school. (Baseline was 31%)

By March 2025, 100% of P7/6 children used respectful language in the playground. (Baseline 79%)

By May 2025, 100% of P7/6 children were respectful with their hands and feet in the playground. (Baseline 77%)

Next Steps:

- Literacy and Numeracy planners to include explicit links to focused outdoor learning experiences and rich outdoor spaces
- Biodiversity area to be developed following decant - Sustainability Leadership Working Group and Eco school responsibility for development
- STEM ambassadors to have clear outdoor learning priority in leadership working group related to family learning and Eco schools
- Further embed outdoor learning thorough development of family learning and engagement
- Outdoor learning timetable to be implemented to ensure staff pupil ratio allows for OL to take place

Review of SIP | Priority 3

Improve Knowledge and Skills of staff in effective formative feedback

Progress and Impact:

Progress on this priority as outlined in the SIP was limited due to the unexpected long term absence of the Head Teacher after an injury. SLT time was prioritised to decant facilitation and securing progress in other priorities this session.

Staff enjoyed the space provided for professional reading, however there was an imbalance in time allocated to other priority areas which impacted on the quality discussions required to progress well in this area. As a result, the allocation of professional reading to allow for this collaborative discussion will be a stronger feature of the learning, teaching and assessment priority in the next session.

Class teachers were offered opportunities for key professional reading from Dylan Wiliam texts. Each staff member explored a formative assessment strategy. Staff will build on this work as planned using a key focus within the cluster moderation plan on Listening and Talking. Effective feedback within Listening and Talking will support continued work here next session.

The Acting Head Teacher worked towards creation of a culture of professional learning to enhance Learning Teaching and Assessment. One cycle of professional learning using research from Bruce Robertson, Dylan Wiliam and John Hattie with a focus on Learning Intentions, Success Criteria and Pupil Engagement through effective questioning.

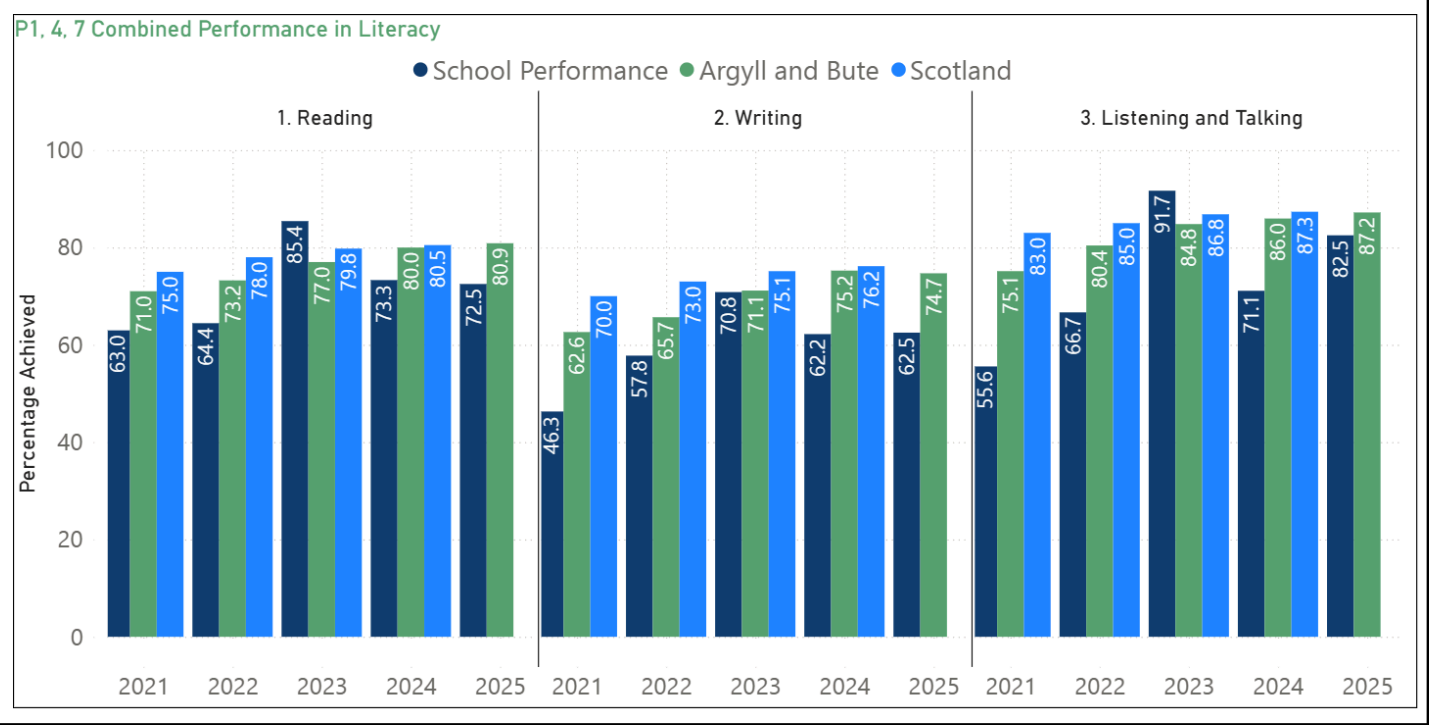
Through Education Manager observations and Peer observations evidence shows that quality of teaching has progressed from with a positive shift towards emerging “good” practice in some classes. Through dialogue during collegiate sessions teachers are now beginning to demonstrate greater depth of understanding of what makes quality teaching and learning, and are beginning to articulate with more confidence their ability to use and adapt assessment tools and approaches to assess learning and improve outcomes for learners across the curriculum.

Next Steps:

SLT will adapt this priority to support continued work in LTA. Through analysis of June 2025 data, Numeracy work will continue with additional focus on Writing. Embedding collaborative, action research learning with professional reading and quality moderation will enhance progress in this area next session. Themes from this priority will feature in the cluster moderation priority using listening and talking as a focus as well as be included and incorporated into the LTA school-based improvements within Writing and Numeracy.

1.1 Attainment Data

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



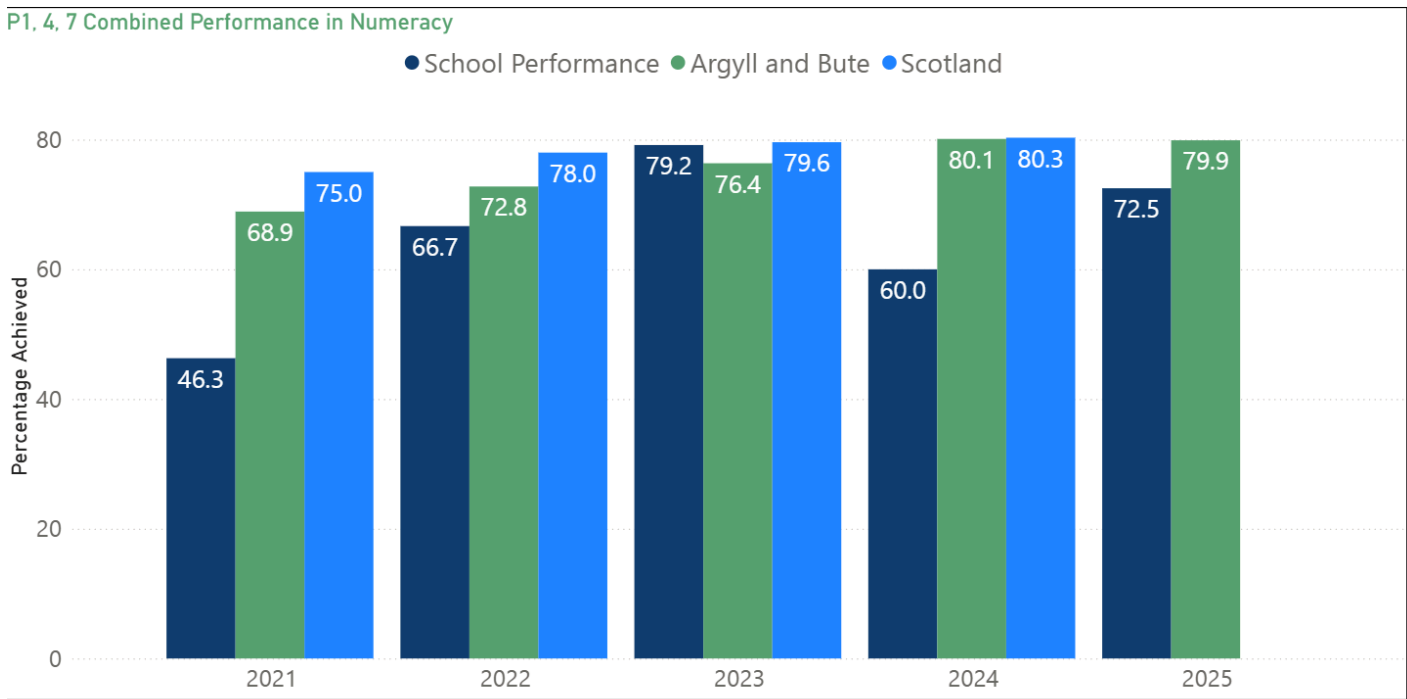
Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

1.2 Attainment Data

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level – P1/P4/P7 combined.

Due to the Covid 19 pandemic, there was no collection of ACEL data by Scottish Government in 2020.

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
 - How have you addressed any gaps in participation?

We have achieved our Rights Respecting Schools Silver Award and will be working towards achieving our Gold in 2026. This has resulted in learners who are now aware of their rights and how they can uphold the rights of others. Alongside implementation of Class Charters this has impacted positively on engagement within the classroom,

Children are involved in the life of the school through the Pupil Council (Voices in Primary) Eco, RRS, Charities, and a variety of extra curricular groups. All children have regular opportunities to have their voice heard through the various pupil groups and through our use of HWB survey. Recent feedback demonstrated that children feel their voice is heard and that they have opportunities to be involved in the life of the school. They also felt they were consulted and given choices about their learning.



Children have opportunities to contribute to the wider community through charity events - Shelter, Armed Forces Day, links to the community foodbank, working with the community to develop an infant play area, work with and our partnership with Morar Lodge Care Home which involves children performing for the residents and engaging in learning activities. Children are now more aware of the

contributions that they can make to society and how their actions can impact positively on the lives of others locally, nationally and globally.



Through robust analysis of a variety of data (FME / SIMD Q1 &2, 6 priority family types) we target cohorts of learners to ensure we provide a range of clubs that meet the needs and interests of those learners. We use a variety of trackers to ensure all learners are assigned a club. Class teachers regularly update Wider Achievement Trackers to include club data and data regarding personal achievement. In 2024 -2025 we offered the following clubs; Sensory/Crafts, Art and Crafts, Netball, Christmas gift decorating, Construction/Lego, Baking, Military Club, Coding, Football). We regularly provided support for two children with Additional Support Needs to ensure they accessed an after school club.

Next session we will ensure that all learners have access to extra curricular experiences during the school day.

Our children have opportunities to participate in a wide range of sporting events e.g. HALCO schools football and netball team events, HALCO schools cross country events, Christian Aid sponsored swim and P7 Hermitage Academy Sports Day, as part of transition. This has resulted in feelings of inclusion and success for most of our learners.



We work in partnership with local partners including Forces Children Scotland Participation Lead, Christmas appeal RBS and Tesco, Service Pupil Advisor, Active Schools, local businesses and employers (Morrisons, Faslane Naval Base, Fire Service, Community Police, MoD police, RNLI) and charities (Community Foodbank) to provide children with opportunities to experience wider achievement. (Military Kids review)

Children are provided with opportunities to participate in performances e.g. our school show Aladdin Trouble, Christmas Community Nativity including creative ways, such as filming, with children who otherwise would not include themselves in a performance.



All teachers have a record of children's achievements in school and recognise their achievements by awarding certificates.

Children's achievements are recognised and celebrated within the school and shared via xpressions e.g. when classes reach their playground behaviour target.



Pupil Equity Funding

Summarise progress and next steps in relation to pupil equity funding

Progress and Impact:

Targeted groups of learners included **SIMD Quintile 1** children in Primary 3, 4, 6 and 7. The Pupil Equity Funded Teacher worked with small groups and individuals from the targeted cohorts across these primaries. Interventions primarily focused on **reading** and **writing**. Targeted interventions prioritising phonics, common words, sight vocabulary, spelling, reading comprehension and writing were delivered through active, games based activities with a strong focus on summative and formative assessment to inform next steps.

Writing

- 86% of targeted Q1 children achieved their individualised intervention targets for writing
- 29% of targeted children progressed by 2 XBRA levels
- 42% of these targeted children achieved expected XBRA level

The current attainment:

- Q1 children on track or exceeding in writing is 64.7%
- Q2-5 children on track or exceeding in writing 54.1%

This is significant as Q1 are exceeding by 10 % in writing.

Next Steps:

Due to an increase of resettled pupils (Q3) and FSM entitlement, Q1 will no longer be our targeted cohort for 2025 -2026. FSM entitlement children accounts for more than 50% of the school population and include a larger number of families with higher risk of different poverty related factors, primarily minority ethnic, lone parents and larger families with 3+ children.

Reading

50% of targeted children achieved their individualised intervention targets for reading.

25% of targeted children exceeded their individualised intervention targets for reading.

50% of these targeted children achieved expected XBRA level.

The current attainment;

- Q1 children on track or exceeding in Reading is 64.7%
- Q2-5 children on track or exceeding in Reading is 61.2%

Closing the the attainment gap between the two cohorts to within 3.5%

Next Steps: Due to an increase of resettled pupils and FSM entitlement, Q1 will no longer be our targeted cohort for 2025 -2026. FSM entitlement children accounts for more than 50% of the school population and include a larger number of families with higher risk of different poverty related factors i.e minority ethnic, lone parents and larger families with 3+ children..

Talking and Listening

No target was set for Talking and Listening however 100% of targeted children for Talking and listening achieved their personal targets

They also achieved the expected XBRA level in Talking and Listening

The current attainment:

- Q1 children on track or exceeding in Talking & Listening is 88.3%
- Q2-5 children on track or exceeding in Talking & Listening is 79.3%

This is significant as Q1 are exceeding by 9% in Talking & Listening .

Next Steps:

Due to an increase of resettled pupils (Q3) and FSM entitlement, Q1 will no longer be our targeted cohort for 2025 -2026. FSM entitlement children accounts for more than 50% of the school population and include a larger number of families with higher risk of different poverty related factors, primarily minority ethnic, lone parents and larger families with 3+ children.