



**John Logie Baird Primary
School and Pre-5 Unit
Helensburgh
Argyll and Bute Council
23 August 2011**

We published a report on John Logie Baird Primary School and Pre-5 Unit in August 2010. That report set out key strengths of the school and areas for improvement.

This follow-through report is based on an inspection visit which was carried out in May 2011. It tells you about improvements since the original inspection in the quality of education which the school¹ provides. It also comments on how the school is getting on with the main points for action. First we focus on changes in the core work of the school. We explain how the school has got better at helping children to learn and benefit from being at the school. Next we look at the key processes which enable this to happen, including the involvement of parents². Our report also describes developments in the 'ethos' of the school, by which we mean how well children are cared for and how much is expected of them in all aspects of school life. Finally we comment on improvements in leadership to help the school achieve its aims.

A copy of this report has been placed on the HMIE website www.hmie.gov.uk. Where applicable, you will also find analyses of questionnaire returns.

¹ The term 'school' is used to include the work of the nursery class, where relevant.

² Throughout this report, the term 'parents' should be taken to include foster carers, residential care staff and carers who are relatives or friends.

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1. The school

John Logie Baird Primary School is a non-denominational school with a pre-5 unit. It serves the Glade, Clyde Arran and Churchill areas of Helensburgh.

2. Particular strengths of the school

- The use of outdoor learning to enhance learners' experiences.
- The commitment of staff to improving outcomes for children.
- The leadership of the headteacher in securing improvement.

3. How well do children learn and achieve?

Children in the pre-5 unit now experience a more stimulating and attractive learning environment. Staff are becoming confident in using children's interests to inform planning. Children are now busy and actively engaged in learning through play. They now enjoy daily opportunities to learn in an interesting outdoor area. Children benefit from more regular and effective access to information and communication technology (ICT) to help support all areas of the curriculum. At the primary stages, children are benefiting from an improved approach to developing and evaluating group work. Children in the upper stages are more effectively engaged in planning their own learning.

Children in the pre-5 unit are learning to share and take turns when playing. They are confident in writing in their own way and enjoy seeing their ideas and drawings around the playroom. Most children recognise their name in print and a few are attempting to write simple words. Children are now developing better numeracy skills. They can measure rainfall and can describe size and shape. At the primary stages, children are becoming more confident by regularly presenting their work to others. Their ICT skills are developing in a more progressive way.

Staff in the pre-5 unit have worked effectively to develop the curriculum in accordance with Curriculum for Excellence. They are increasingly planning a broad range of learning experiences. They now provide better opportunities for children to develop early literacy and numeracy skills through play. At the primary stages, staff continue to develop planning to help them deliver Curriculum for Excellence. Outdoor areas and activity-based residential experiences are used well to enhance learning.

Staff in the pre-5 unit know children well. Most children are now suitably challenged in their learning. Staff have successfully developed approaches to help record important information about how well children learn. They are beginning to use observations in a more focused way to help identify what children will learn next. Children who need additional help in their learning have well-organised support involving relevant staff, other agencies and parents.

4. How well do staff work with others to support children's learning?

Parents of children in the pre-5 unit are more actively involved in their children's learning. They take part in visits to the playroom as part of monthly 'First Friday' events. Parents of primary children who require additional support with their learning are more involved in planning and reviewing progress towards learning targets in support plans. Partnerships are being developed with Communication, Access, Literacy and Learning Scotland and Riding for the Disabled Association. Staff from the Naval Personal and Family Service help children to cope with change.

5. Are staff and children actively involved in improving their school community?

Staff in the pre-5 unit have worked well to improve their practice and develop new skills that help children learn. They now feel confident to

undertake increased responsibility for leading developments. Senior managers regularly visit the playroom and provide staff with positive comments and suitable challenges to develop and improve children's learning. Staff have benefited from visits to other nurseries and now reflect and share their own developing good practice. The headteacher has been successful in involving parents and staff in evaluating the work of the pre-5 unit. Staff at the primary stages benefit from visiting each other's classes. This is helping to improve consistency in learning approaches.

6. Does the school have high expectations of all children?

Staff in the pre-5 unit provide a calm, welcoming and purposeful learning environment. They celebrate children's achievements through displays and profiles. Staff encourage positive behaviour through the appropriate use of praise. At the primary stages, staff are now more consistent in the way that they manage behaviour. There is a calmer, more purposeful ethos in classrooms and corridors. Children like the way that their achievements are celebrated, particularly through the use of the 'Wonderful Work' board.

7. Does the school have a clear sense of direction?

The headteacher has provided strong support in making necessary improvements in the pre-5 unit. With effective support from the depute headteacher, improvements have continued at the primary stages. Principal teachers have taken on new remits and effectively managed the challenges that these have brought with them. Staff across the school are highly committed to improving outcomes for children. With continued support and guidance, the school has the capacity to continue to improve outcomes for children.

8. What happens next?

There are clear signs of significant improvement since the original inspection. The school now performs much better overall. In the pre-5 unit, improvements in performance, children's experiences and the arrangements to meet learning needs are now at a satisfactory level or better. We will make no further visits in connection with the inspection report of August 2010.

HM Inspector: Marie McAdam

23 August 2011

When we write reports, we use the following word scale so that our readers can see clearly what our judgments mean.

excellent	means	outstanding, sector leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

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