

28 January 2025

Dear Parent/Carer

In November 2024, a team of inspectors from Education Scotland and the Care Inspectorate visited Twechar Primary School and Early Learning Centre. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The effective leadership of the acting headteacher, senior leaders and staff. They have a strong vision and clear plan for achieving positive outcomes for children in the school and Early Learning Centre.
- Effective collaboration with a wide range of partners. Senior leaders and staff work well with partners to support children to develop important skills and knowledge and experience success.
- The very positive relationships between staff and children in the school and Early Learning Centre. Staff's nurturing approaches are supporting children's wellbeing and helping ensure they feel included and cared for.
- Confident and enthusiastic children who are proud of their school and Early Learning Centre. They are keen to share and celebrate their successes and achievements.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Dunbartonshire Council.

- Senior leaders should continue to develop effective approaches to promoting children's wellbeing across the school and the Early Learning Centre in line with national guidance.
- Across the school, develop consistent high-quality approaches to learning, teaching and assessment. This will support senior leaders and teachers to better meet the needs of all children.
- Senior leaders should organise opportunities for teachers to work with each other and colleagues in other schools to develop further their understanding of national standards across the curriculum.
- Senior leaders should raise attainment in literacy and numeracy. They should ensure that staff support and challenge all children effectively. This will help children to make the best possible progress in their learning.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Twechar Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

We gathered evidence to enable us to evaluate the early learning and childcare setting using the quality indicators from [A quality framework for daycare of children, childminding and school-aged childcare](#). The framework supports settings, providers and inspectors to assess what is working well and what needs to be improved. Following the inspection of each setting, the Scottish Government gathers details of our evaluations to keep track of how well early learning and childcare settings are doing. The Care Inspectorate evaluations are also used by local authorities when considering how settings are meeting the national standard for funded early learning and childcare.

## The Care Inspectorate's evaluations for the early learning and childcare setting are:

Detailed evaluations	Evaluation
<b>Key question 1: How good is our care, play and learning?</b>	<b>good</b>
<b>1.1 Nurturing care and support</b>	<b>good</b>
<b>1.3 Play and learning</b>	<b>very good</b>
<b>Key question 2: How good is our setting?</b>	<b>very good</b>
<b>2.2 Children experience high quality facilities</b>	<b>very good</b>
<b>Key question 3: How good is our leadership?</b>	<b>adequate</b>
<b>3.1 Quality assurance and improvement are led well</b>	<b>adequate</b>
<b>Key question 4: How good is our staff team?</b>	<b>very good</b>
<b>4.3 Staff deployment</b>	<b>very good</b>

## Requirements made by the Care Inspectorate for the early learning and childcare setting.

As a result of the inspection, no requirements were made.

## Areas for improvement made by the Care Inspectorate for the early learning and childcare setting.

As a result of the inspection, the following areas for improvement have been made.

1. To ensure continued positive outcomes for children, the manager should ensure they take a key role, along with the management team in the early years centre, in implementing a

robust quality assurance system with a focus on monitoring children's personal plans and medication policies and procedures. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

2. To ensure that children are safeguarded and protected from harm, the provider and manager should implement robust systems and processes in relation to child protection. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20). 'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies.' (HSCS 3.25)

### **Previous requirements made by the Care Inspectorate for the early learning and childcare setting.**

During the previous Care Inspectorate inspection, the setting had no requirements and one area for improvement. This area for improvement has been met.

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Twechar Primary School | Inspection Report | Education Scotland](#)

### **What happens next?**

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. East Dunbartonshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

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HM Inspector

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Care Inspector