

All Saints Primary CLB

Standards and Quality 2025-26

Context of the Establishment

Our Establishment

All Saints Communication and Language Base (CLB) is a non-denominational, alternative provision based in All Saints Primary School, located in the east end of Greenock. In 2025–2026, we supported 32 pupils across 5 classrooms. At the beginning of the academic year, four of our pupils attended on a part time basis (2 days each week) and as the year progressed, we transitioned 2 pupils back to their base schools on a full time basis while another had his time increased to attend the CLB full time.

We have a team of 6 teachers, 1 principal teacher, and 12 dedicated Pupil Support Assistants. A clerical assistant works four days a week, and our base is overseen by the Head Teacher and Depute Head. Two janitors (employed by OES) help maintain both the primary school and our base.

Our learning spaces are bright, open, and welcoming. Three of the five classrooms have direct access to quiet outdoor areas, four of the classrooms have access to a shared open-plan learning space and one classroom is based within the Mainstream school. Pupils can enjoy a smaller, quieter playground during breaks, as well as access to the main school's dining hall, nurture spaces, library, and gym halls. We also benefit from a wide range of outdoor areas including multiple playgrounds, a football pitch, nature trail, outdoor amphitheatre, and gardening zones.

Vision

In a nurturing, inclusive community, we aim to give every child the best chance to succeed through high-quality learning experiences.

Our Aims

Shaped by our whole school community, our values guide everything we do:

- **Respect**
- **Honesty**
- **Kindness**
- **Determination**

What We Aim For

Working within *Curriculum for Excellence*, we focus on helping all children achieve their potential and build key life skills. We want our learners to be:

- **Successful Learners** – Reaching their full potential through great teaching and learning.
- **Confident Individuals** – Proud of who they are and connected to their communities.
- **Responsible Citizens** – Respectful of themselves, others, and diverse cultures and faiths.
- **Effective Contributors** – Independent, resilient, and able to work well in teams or on their own.

Communication & Language Base Profile

- **63%** of our pupils live in SIMD 1 & 2 (the most disadvantaged areas).
- **57%** of our pupils receive free school meals.

Establishment priority 1

NIF Priority

Improvement in children and young people's health and wellbeing

Choose an item

NIF Driver

Assessment of children's progress

Teacher professionalism

HGIOS

3.1 Ensuring wellbeing, equality and inclusion
Choose an item.

UNCRC

Article 28: (Right to education):

Article 3 (Best interests of the child):

Outcome:

1. By December, 2025, 100% of identified classrooms and shared spaces will display consistent and appropriate visuals. This will ensure Learners experience increased consistency and clarity in the school environment through the effective use of visuals
2. By January, 2026, 80% of learners requiring support with engagement and regulation show an increase of at least one point on Leuven Wellbeing and Involvement scales/GMWP.
3. Through completion of Leuven observations/GMWP at least three times per year, concerns will be identified ensuring timely support leading to improved wellbeing for all children.
4. By March, 2026, 85% of learners report a positive sense of wellbeing in annual pupil voice survey

PEF used to support closing the gap:

Health and Wellbeing Coach, £26,558.60

Progress and impact of outcomes for learners:

The CLB has made strong progress in improving consistency and supporting learner wellbeing across the session 2025-2026. The implementation of Communication Friendly visuals has been fully achieved, with all identified classrooms and shared areas now displaying consistent, purposeful visuals. This has contributed to a calmer, more structured learning environment, improving clarity and supporting learners' independence.

Targeted interventions and consistent use of Leuven Wellbeing and Involvement scales alongside GMWP measures have resulted in the majority of identified learners demonstrating improved engagement and regulation, with most achieving at least a one-point increase. This reflects the positive impact of focused support strategies and staff awareness of individual needs.

The systematic use of Leuven observations and GMWP tracking across the year has strengthened early identification of concerns. This has enabled timely, targeted interventions, ensuring that learners receive appropriate support and contributing to improved outcomes in wellbeing. For example, targeted pupils received 1:1 or small group input from the HWB Coach to support re-engagement in learning and emotional regulation.

Pupil voice data further reinforces this positive picture, with the majority of learners reporting a strong sense of wellbeing within the CLB and across the school. There is now a representative from the CLB on each of the Pupil Voice groups within the school, ensuring their voices are being heard and they are part of leading the change throughout the school community.

Overall, these outcomes demonstrate clear progress towards creating a nurturing, inclusive environment where children feel safe, supported, and ready to learn.

Next steps

- Develop a clear identity, name and ethos for the CLB**
(QI 1.2 Leadership of Learning; QI 2.1 Safeguarding and Child Protection)
 We will work collaboratively with staff, children and partners to establish a shared vision, values and identity for the CLB. This will promote a consistent nurturing ethos, strengthen understanding of its purpose and ensure all approaches reflect children's rights, wellbeing and inclusion.
- Embed the use of Crisis Curve planning to support increasing complex needs**
(QI 2.4 Personalised Support; QI 3.1 Ensuring Wellbeing, Equality and Inclusion)
 We will develop staff confidence and consistency in using Crisis Curve approaches to support learners at risk of dysregulation. This will improve early intervention, reduce escalation and ensure predictable, supportive responses across the CLB and wider school.
- Strengthen approaches to assessment and planning for new pupils**
(QI 2.3 Learning, Teaching and Assessment; QI 2.4 Personalised Support)
 We will refine induction and assessment processes, including early Leuven and GMWP baselines, to ensure needs are identified promptly. This will support timely planning and enable targeted interventions from the outset for all new learners.
- Extend inclusive practice within mainstream learning environments**
(QI 3.1 Ensuring Wellbeing, Equality and Inclusion; QI 2.4 Personalised Support)
 We will build capacity across the school through professional learning and collaborative working, ensuring CLB approaches (including visual supports, regulation strategies and nurturing practice) are consistently applied in mainstream settings to support inclusion.
- Strengthen self-evaluation and tracking of wellbeing and engagement**
(QI 1.1 Self-evaluation for Self-improvement; QI 3.1 Ensuring Wellbeing, Equality and Inclusion)
 We will continue to use Leuven observations, GMWP data and pupil voice to evaluate impact and inform next steps. This will ensure improvements are evidence-based and lead to measurable gains in wellbeing, engagement and inclusion.

Establishment priority 2

NIF Priority

Improvements in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Assessment of children's progress
 School Improvement
 Performance information

HGIOS QIs

3.2 Raising attainment and achievement
 2.3 Learning, teaching and assessment

UNCRC

Article 28: (Right to education):
 Article 3 (Best interests of the child):

Outcome:

1. By June 2026, the percentage of learners achieving expected levels in writing will increase by 13% through targeted teaching of sentence structure, single paragraph outlines, and a consistent focus on core writing targets across the curriculum.
2. By June 2026 there will be a 12% increase in reading attainment across the CLB.
3. By June, 2026, there will be an increase in the number of learners at Early and First Levels achieving expected levels in Numeracy by 15% through consistent embedding of SEAL strategies and enhanced conceptual teaching.
4. By June, 2026, all staff will implement agreed evidence-based approaches to assessment and tracking. This will be evidenced through moderation and regular progress meetings with SLT.
5. By December, 2025, all identified learners will be accessing targeted interventions in literacy and numeracy. These pupils will be identified as a result of improved data use and consistency in monitoring to identify and respond to gaps in learning.

Progress and impact of outcomes for learners:

The CLB has made steady progress in improving attainment in writing and numeracy, with a 6% increase in writing and a 10% increase in numeracy. Although both targets were not fully met, consistent approaches, including a focus on core writing skills and the embedding of SEAL and conceptual understanding, are beginning to have a positive impact on learners' confidence and application of skills. Most learners are making progress from their starting points.

In reading attainment has decreased from 47.8% to 41%, however there has been an increased complexity of need and a higher number of new learners requiring intensive support have impacted outcomes. Nevertheless, we have clear evidence and tracking of individual pupil progress, particularly in engagement and in early reading.

Very good progress has been made in strengthening assessment, tracking and targeted support. Almost all staff are now implementing agreed approaches to assessment and beginning to use B-Squared more consistently. Improved use of data has ensured that all identified learners access targeted interventions, leading to more robust tracking and better-targeted support overall.

Overall, the CLB is demonstrating positive progress with increasing consistency in practice, providing a strong foundation for further improvement, particularly in accelerating attainment in reading and writing.

Next steps

- **Raise attainment in writing through increased consistency and targeted support**
(*QI 2.3 Learning, Teaching and Assessment; QI 2.4 Personalised Support*)
We will further embed consistent approaches to teaching writing, with a continued focus on sentence structure and paragraph organisation. Increased targeted support and planned opportunities for writing across the curriculum will accelerate progress for learners not yet achieving expected levels.
- **Improve reading attainment through structured approaches and early intervention**
(*QI 2.3 Learning, Teaching and Assessment; QI 3.1 Ensuring Wellbeing, Equality and Inclusion*)
We will implement more structured, progressive reading approaches, with a focus on early reading skills and comprehension. Enhanced early identification, targeted interventions and consistent teaching approaches will support improved outcomes, particularly for learners with more complex needs.

- **Accelerate progress in numeracy through consistent embedding of SEAL and conceptual approaches**

(QI 2.3 Learning, Teaching and Assessment)

We will continue to embed SEAL strategies and strengthen conceptual teaching to deepen understanding and application of numeracy skills. Increased opportunities for talk, reasoning and problem-solving will support learners to achieve expected levels.

- **Strengthen consistency in assessment and tracking approaches**

(QI 1.1 Self-evaluation for Self-improvement; QI 2.3 Learning, Teaching and Assessment)

We will continue to support staff to develop confidence and consistency in the use of B-Squared and agreed assessment approaches. Regular moderation and progress meetings will ensure robust tracking of progress and clearer identification of next steps.

- **Enhance use of data to further target interventions**

(QI 2.4 Personalised Support; QI 1.1 Self-evaluation for Self-improvement)

We will refine use of attainment and wellbeing data to ensure interventions are increasingly precise and responsive. This will support earlier identification of need and ensure all learners are appropriately supported to make sustained progress.

Data

Key Strengths:

School/ ASN provision

We have continued to implement robust assessment procedures that provide a clear and accurate understanding of learners' current attainment levels. This has enabled precise tracking of progress, identification of trends over time, and targeted planning to support continued improvement.

All Saints Primary School					CLB PUPILS								
Number of Pupils On Track/Beyond Expectation					Number of Pupils				Percentage of Pupils On Track/Beyond Expectation				
Listening & Talking	Reading	Writing	Numeracy		Listening & Talking	Reading	Writing	Numeracy	Listening & Talking	Reading	Writing	Numeracy	Literacy
P1	4	3	3	2	4	4	4	4	100.0%	75.0%	75.0%	50.0%	
P2	1	2	1	1	8	8	8	8	12.5%	25.0%	12.5%	12.5%	
P3	2	2	1	2	3	3	3	3	66.7%	66.7%	33.3%	66.7%	
P4	2	3	1	3	5	5	5	5	40.0%	60.0%	20.0%	60.0%	
P5	3	2	1	2	4	4	4	4	75.0%	50.0%	25.0%	50.0%	
P6	3	1	1	1	5	5	5	5	60.0%	20.0%	20.0%	20.0%	
P7	0	0	0	0	0	0	0	0	-	-	-	-	
Total	15	13	8	11	29	29	29	29	51.7%	44.8%	27.6%	37.9%	
P1, 4 & 7	6	6	4	5	9	9	9	9	66.7%	66.7%	44.4%	55.6%	

This data shows gains across all areas of literacy and numeracy. Although we did not make the gains in reading, writing and numeracy that we had predicted, we have increased in all areas. There has been movement of pupils into, and out of, the CLB and one pupil who was on track who is now a non-attender. These factors have all contributed to us not achieving the predicted increase.

Key Priorities:

School/ASN provision

Reading:

Further embed approaches to *Learning to Read* and *Reading to Learn* across all five classes, following 'The All Saints Way'. This will ensure continued increase in attainment over time.

Writing:

Continue use of SPO to focus on core targets of writing. Begin to implement Key Principles of Writing to ensure an evidence-based approach is used that is consistent with practice in the mainstream school.

Numeracy:

CLPL sessions for all staff on using CPA approach and embedding SEAL strategies to further increase attainment.

Quality Indicators

1.3 Leadership of Change Good	1.3 Leadership of Continuous Improvement (ELC QIF) Choose an item.
Key Strengths: School/ASN provision • Appointment of permanent Principal Teacher and partnership working with Depute Head Teacher which has ensured a smooth transition and establishment of robust systems. • Individual teachers taking leadership opportunities i.e. ASN Leadership course & presenting staff CLPL on effective iPad work. • Beginning of collaborative planning across classes to provide consistent, high-level learning opportunities. Key Priorities: School/ASN provision • Establishing new name/identify for the CLB, working with pupils, parents and partners. • Developing more collaborative planning across classes. • Developing more teacher leadership opportunities.	

2.3 Learning, teaching and assessment Good	3.3 Learning, teaching and assessment (ELC QIF) Choose an item.
Key Strengths: School/ASN provision • All staff have been trained in research-based approaches to reading which are now embedded in each class (as evidenced through class observations). These approaches will ensure continued progression over the following years. • All teaching staff have been trained in writing approaches, including use of core targets, single-paragraph outlines and assessment procedures. The use of SPO has shown an increase in engagement in writing and application of core targets. • Initial SEAL training has been completed and these approaches are being used consistently in Room 1-3 and as an intervention, as required, in Room 4-5. • Tracking of pupils using B-Squared is more consistent throughout the CLB. This is being used to inform professional dialogue with Class Teachers and SLT and to inform next steps in learning. Key Priorities: School/ASN provision • Continue with embedding The All Saints Way approach to teaching reading. • Implementing the Key Principles of Writing and participating in moderation events with mainstream colleagues to support TPJ in assessing writing. • Further CLPL on SEAL and CPA approaches in Numeracy.	

- Continue to track all learners using B-Squared and baseline new pupils to evidence their progress.

3.1 Ensuring wellbeing, equity and inclusion Good	4.2 Wellbeing, inclusion and equity (ELC QIF) Choose an item.
Key Strengths: School/ASN provision • Robust systems in place to ensure wellbeing of all pupils. • Communication Friendly environment reduces barriers to learning while increasing engagement in learning, encouraging independence and inclusive practice for all pupils. Learners demonstrate greater confidence in communication, improved wellbeing and more positive interactions with peers and staff. • Inclusion opportunities for children to access learning opportunities in mainstream classes and as part of wider school community. Key Priorities: School/ASN provision • Share learner information with all staff in an effective and timely manner to ensure appropriate support. • Continue to provide Inclusion opportunities for learners. • Ensure consistency of approach towards Communication Friendly environment and remain vigilant to developing these further to suit learners' needs.	

3.2 Raising attainment and achievement/Securing children's progress Good	4.3 Children's progress (ELC QIF) Choose an item.
Key Strengths: School/ASN provision • Very good progress made in strengthening assessment, tracking and targeted support and consistency of approach. • Effective use of data to ensure targeted interventions are in place for identified learners. • All staff have undergone training to develop their knowledge and understanding of SEAL and core writing. Key Priorities: School/ASN provision • Further development to ensure consistent approaches to writing with particular focus on sentence structure and paragraph organisation. • Increase opportunities for Numeracy talk, reasoning and problem solving to increase confidence with number and achieve expected levels. • Ensure consistency of approach towards B-Squared software including timely tracking of learning and assessment.	

Key Achievements of the Establishment

Inclusive Practice:

Progress has been made in the promotion of Inclusion by providing opportunities for children and families, within the CLB, to engage positively and meaningfully with the Mainstream school community. This has included:

- Engagement with the Education Scotland Constitution change.
- The majority of pupils actively participating in the All Saints' Christmas Show.
- Almost all children choosing to spend intervals in the Mainstream infant and upper playgrounds.
- CLB children participating positively in Success Academy sessions with staff and peers from the Mainstream.
- Two children returned to their 'Home School' on a full time basis which was testament to our children and the way in which the CLB and receiving schools planned and executed the Transition Plans.

Health & Wellbeing Coach:

The HWB Coach has worked with all classes this year to engage learners in multi-skills workshops, both during PE lessons and at lunchtime clubs which has provided the children with opportunities to develop their physical and team skills. Ongoing Professional Development of Teaching and non-Teaching staff is another positive impact of these sessions.

Catholic Sacraments:

Since the beginning of the year, 3 of our children engaged with The Diocese of Paisley SPRED (Special Religious Education) group and made the Sacrament of First Holy Communion. This was a wonderful achievement for the children and their families and demonstrated the collaborative partnership between the CLB, St Laurence's Parish and Diocese of Paisley to support our children on their faith journey.

Expressive Arts:

In collaboration with Inverclyde Music Services, CLB 3 enjoyed working with 'Really Jiggered' a local folk rock band who delivered engaging, imaginative workshops which allowed our children to gain a range of Educational, Social and Wellbeing benefits.