

26 June 2012

Dear Parent/Carer

**Longforgan Primary School and Nursery Class
Perth and Kinross Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. During our visit, we talked to parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how the school meets the needs of all children and the development of children's skills for learning, life and work. We also looked at the tracking of children's personal achievements and progress across their learning and the development of self-evaluation across the staff team. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Across the school, children are highly motivated, confident and engaged in their learning. Children respond very well to the high expectations staff have of them. In the nursery children are learning exceptionally well. They enjoy making their own choices about where they want to play and choose confidently from a wide range of activities and resources. At the primary stages, children are engaged in active and purposeful learning. They make effective and regular use of information and communications technology to support and extend their learning across the curriculum. At all stages, children are developing important skills for learning and for life. They set targets for their class work and out-of-school activities, and know what they need to do to achieve these.

Across the nursery and primary stages, children achieve very well in a variety of ways. In the nursery, children listen very well to adults and to one another. They talk happily about what they are doing while they play. Almost all children recognise their name and a few can write their own names and stories. Almost all children enjoy learning about numbers. They use mathematical language confidently when comparing sizes of objects they find in the playroom and outdoors in their garden. At the primary stages, children's attainment in English language and mathematics has remained high in recent years and children are continuing to make very good progress in their learning. At all stages, children listen and talk with great confidence. They are articulate and keen to offer opinions about their learning, the school and their ambitions. Across the school, children show a keen interest in

reading and talk enthusiastically about novels they have read. They write very well for a wide variety of purposes, often linked to other areas of their class work. Children are developing an astute awareness of how their numeracy skills are used across their learning and in real life situations. The pupil-run school bank allows all children to develop their knowledge about finance in a personalised and highly relevant way. Children develop their personal and social skills very effectively through participating in the school's wide range of charity and enterprise activities. The involvement of all children in the school's committees enables them to develop their leadership and citizenship skills, and contribute to improving their school. The important skills and talents that children develop outwith school are also encouraged and celebrated by all.

How well does the school support children to develop and learn?

The school has used Curriculum for Excellence really well to improve learning, teaching and achievement. Children in the nursery and primary stages benefit from a rich and relevant curriculum that is based on active and investigative approaches to learning. As a result, children are learning to apply a range of high-order skills, such as problem-solving, organisation and leadership across their learning. An innovative way of organising the early years' curriculum ensures children in the nursery make a very smooth transition into P1. Through committees and topic work, children have very good opportunities to learn together in mixed-age groups. Staff make extremely good use of the school grounds to make children's learning experiences active and interesting. The outstanding approaches to promoting health and wellbeing help children to develop informed attitudes about their own lifestyles. Across the school, staff know children very well and use a range of methods to meet the varied needs of children very effectively. Teachers and nursery staff set tasks and activities at the right level of difficulty for almost all children. Staff are skilful in their use of questioning and encourage children to think for themselves. Careful tracking of children's progress helps staff identify children who need additional support or extra challenge. Children receive very well-judged support from nursery staff, teachers, support assistants and visiting professionals.

How well does the school improve the quality of its work?

The ethos in the school is excellent. All staff and many parents give willingly of their own time to maintain the stimulating and caring environment for learning. The highly-skilled staff reflect continuously on the quality of learning and teaching in the nursery and classrooms. Commendably, they discuss and share best practice regularly with each other and with colleagues in other schools. Effective approaches to self-evaluation have led to innovative approaches to developing the curriculum and in achieving high-quality learning and teaching across the school. The headteacher and principal teacher provide highly-effective leadership for learning and are clear about their vision to ensure that every child develops as a vibrant and successful learner.

This inspection of your school and nursery class found the following key strengths.

- High-achieving and articulate children who play a key role in improving their school and community.

- The excellent learning experiences for children in the nursery and primary classes.
- The highly-effective whole-school approach to health and wellbeing, including learning outdoors.
- Partnerships with parents, agencies and the community to enhance children's learning.
- Staff teamwork and the headteacher's leadership of improvement.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to use self-evaluation to embed further Curriculum for Excellence.
- Continue to ensure that tasks and activities meet the wide range of children's needs.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/LongforganPrimarySchoolPerthandKinross.asp>.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

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