

They have developed an awareness of a numeracy rich environment and are implementing this across the school. Through focus child discussions children have told us they were more confident sharing their mathematical thinking and offering their solutions to Number Talks. We will continue to prioritize attainment in maths and numeracy next session.

Key Priority Three: Profiling and Reporting

Whole school implementation of the Focus Child cycle has been carefully planned, moderated and monitored over a period of 4 years, and is now in place from nursery to P7. This approach allows for regular, timeous feedback to parents, which includes data and feedback from practitioners, learners and families. This is coupled with the use of our online profiling platform, Learning Journals, which can be accessed by learners, families and staff. Learners benefit from regular communication between home and school to support learning and wider achievements. During each Focus Child cycle parents tell us that they are well-informed about their children's progress throughout the year, when it is most relevant to them, and next steps can be planned and discussed together.

Almost all parents feel confident when having discussions with their children about learning. In response to the question 'I receive helpful, regular feedback about how my child is learning and developing', 93.3% of parents strongly agreed/agreed. 87% of parents strongly agreed/agreed that the school gives me advice on how to support my child's learning at home. We will continue to improve and enhance this system by planning for opportunities to moderate the quality of our assessments and professional judgements around attainment of a level. We will continue to involve our learners in this process to develop their awareness of where they are in a level and their next steps. We will also continue to work with colleagues across our LMG to ensure consistent, sustainable approaches to profiling and reporting are being used.

Improvement Priorities for session 2025/2026

- Raising attainment and promoting challenge in literacy and numeracy through a focus on moderation and assessment.
- Nurture Principle 3 - Build on the positive changes made to our school environment by achieving Nurture Principle 2, with a focus on nurture and outdoor learning to support the development of wellbeing.
- Develop a Learning and Teaching policy which identifies the school and ELC setting's agreed approaches to highly effective practice.

We will also continue to develop a whole school approach to writing, Number Talks and Numeracy Schools strategies.

Longforgan Primary School

Growing Together, Achieving Excellence



Standards and Quality Report

June 2025

Priorities: We promote

- A safe, nurturing environment and healthy, active lifestyles
 - High quality, child-centred learning experiences
- The development of responsible citizens who contribute effectively in our school community

School Values

Ambition, Respect, Togetherness

Attendance, Attainment and Achievement

Attendance for this session is 96% (Which is above the Perth and Kinross average)

Attainment

Curriculum for Excellence Levels

<u>Early Level</u>	<u>Generally achieved by the end of Primary 1</u>
<u>First Level</u>	<u>Generally achieved by the end of Primary 4</u>
<u>Second Level</u>	<u>Generally achieved by the end of Primary 7</u>
<u>Third Level</u>	<u>Generally achieved by the end of S3</u>

A recent review of the attainment data for session 24/25 has highlighted the following key points.

Almost all ante-pre and preschool children have met the expected developmental milestones.

In P1 all children achieved the expected level in both literacy and numeracy.

In P4 almost all achieved the expected level in both literacy and numeracy.

In P7 most children achieved the expected level in literacy and numeracy. All achieved second Level in Listening and Talking.

Through Self Evaluation, we have graded ourselves:	
1.3 Leadership of Change	Very Good
2.3 Learning and Teaching	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Good

Achievement – Highlights

We provide a range of opportunities for our children and promoting wellbeing. Equality and inclusion are at the heart of these.

- Our Quality Improvement Review highlighted the welcoming, nurturing and inclusive ethos and culture embedded across the school setting and community.
- We are proud to have achieved our Rights Respecting Gold Award - June 25.
- Children are given opportunities to take on meaningful leadership roles, such as Pupil Council members, House Captains and 'mini teachers'.
- Learners access a range of opportunities to improve HWB, represent the school and achieve success in sports. Many of our learners have taken part in cricket, athletics and cross country with great success.
- Pupils share their learning with Parents/Carers through Open Doors, Nursery/P1/2 Nativity, Learning Journals and the School Play to name a few.
- In Nursery – Play on Pedals was a hugely successful programme.
- PEF funding has allowed additional staffing to provide the opportunity for identified learners to make progress in maths, literacy and HWB.

Pupils from Nursery to P7 have enjoyed trips out of school. From our whole school trip to Perth Theatre and our annual residential trip to Crieff for P6 and P7. We have also had many experiences in school such as parents/carers to talk about their careers and our newest school member – Oakley the Therapist!

Leadership

The recent Quality Improvement Review highlighted that the Headteacher has a collegial approach to leadership allowing staff to bring ideas to the fore. Staff collaborate together to achieve priorities. Primary staff all have devolved leadership roles such as leading a Committee and being the lead for attainment priorities in literacy and numeracy. All staff in our Nursery have participated in an ELC Exchange Project with other settings in the Carse. The Project aims to develop collegiate working approaches to support sharing good practice, taking forward new initiatives, and moderating learning, teaching and assessment. The children take responsibility by being House Captains, Committee Chairs and members, Pupil Council members, Playground games Leaders and Sortie-Outers. Our very active Parent Council also lead successful fundraising events throughout the year to support the school.

Key Priority One Raising Attainment in writing

The Senior Leadership Team and feedback from a recent Quality Improvement Review recognises that recent professional learning on approaches to writing has had a positive impact on children's writing skills and attainment. Individual teachers are making increasingly effective use of data to identify where support and interventions are required. The overall aim to increase writing attainment by 5% in June has been achieved and writing attainment is now 83% and above across all year groups. Moderation has been successfully implemented between our school and another Carse school to ensure consistency across levels in writing and promote collegiate discussion. SLT and QIR feedback notes that the quality of writing, using the Explicitly Teaching Text Types framework and approaches, has improved for almost all learners across the school. Support visits in term 4 showed a clear progression across the school, starting in nursery where children are confident to talk about a personal experience, using the description bubbles as prompts.

Key Priority Two – Raising attainment in numeracy

Data analysis shows that attainment in literacy and numeracy over the last three years has increased. The recent QIR recognized that this year's focus on numeracy is beginning to impact positively on classroom practice and learner's experiences in maths and numeracy. All teaching staff use a diagnostic and summative assessments to enhance formative assessments and make sound judgements. In numeracy, Highland Diagnostic assessments are used from P4-7 and the data used to inform next steps. Staff have been involved in PKC Numeracy Schools training and have increased confidence in teaching maths and numeracy strategies.