

Leadership

Leadership at all levels supports all learning and achievement in Longforgan, and all staff and pupils benefit from having opportunities to drive forward our priorities.

Staff:

Committees, curricular areas, Nurture Leadership Group, Family Learning events

Children:

House Captains, Pupil Council, Reading Leadership Group, Reading Buddies, Peace Makers, collaborative activities in class

A new leadership opportunity arose this year as we registered to work towards gaining our Reading Schools Award. This group is led by a member of support staff, and a representative group of children from P3-6

This whole school approach, where staff and children work together towards shared goals, has led to the achievement of our Digital Schools Award. We also expect to achieve our Eco-Schools Award early next session.

Improvement Priorities for session 2023/24

- Raising attainment in writing
- Adopting a whole school approach to Nurture
- Moderation

We will also continue to work on raising attainment in numeracy through our ongoing programme of diagnostic assessments and focused intervention. We are working towards achieving our Reading Schools Award and our Eco-Schools Award.

Longforgan Primary School

Growing Together, Achieving Excellence



Standards and Quality Report

June 2023

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

Session 2022-23 has seen a return to uninterrupted learning, following the challenges brought about by the pandemic. We have also been able to welcome parents and partners back into school to participate in our wider achievements and celebrations, including the Nativity in December, St Andrew's Day and Burns' Day celebrations, school trips in the summer term, and the grand finale – the School Show!

Attendance for this session is 96% (Perth and Kinross average 90%).

Progress and Achievement

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

At Early Level (generally achieved by the end of Primary 1) almost all children achieved the expected level in both literacy and numeracy.

At First Level (generally achieved by the end of Primary 4) almost all achieved the expected level in literacy, and most attained in numeracy.

At Second Level (generally achieved by the end of Primary 7) the majority achieved in both literacy and numeracy.

18% of learners continue to achieve ahead of time at all levels.

We have continued to involve learners and their families in meaningful discussions about their current learning, how they are being supported and challenged in school, and what next steps will be taken to ensure appropriate progress is being made.

We continually look to improve our process for reporting to parents to ensure information shared is reliable, relevant and delivered at a time and in a way that brings about the maximum benefit to learners. Our Focus Child cycle is fully embedded across Early Level, and has been trialed in Primary 3 and Primary 6/7 this session. Following consultation with, and feedback from, learners, staff and parents, this cycle will be fully implemented across the whole school from August 2023. We will continue to gather the views of all stakeholders as this process develops. Information about our reporting system can be found in the Policies section of our School Information Padlet: <https://padlet.com/Lauren25Budd/longforgan-primary-school-information-2btoutpr1t3xlw8t>

Celebrating achievements linked to our school values of Ambition, Respect and Togetherness has led to a deeper understanding of this by both learners and parents. All children, even those in Nursery, can talk confidently about how they 'live' our school values, and how this is recognised and rewarded in class, in the playground, at lunchtime, and in our weekly assemblies. Our school values link closely to the UNCRC and recognises the importance of pupil voice. We are a Gold Level Right's Respecting School.

We have evaluated our progress using the following Quality Indicators:

1.3 Leadership of Change (Very Good)

2.3 Learning and Teaching (Good)

3.1 Ensuring wellbeing, equity and inclusion (Very Good) and

3.2 Raising attainment and achievement (Good).

The data we collect, from a variety of sources throughout the school session, helps us to shape our improvement priorities for the following year.

Learning

Universal supports to ensure inclusion and accessibility for all are in place from nursery to Primary 7, and these are used consistently. All staff engage in regular professional learning opportunities to support our inclusive practice. This will be strengthened next session by our adoption of whole school nurture principles.

Our learning and teaching strategies are underpinned by a Growth Mindset approach and learning from our mistakes is an integral part of development. This is very much supported by our commitment to embedding play pedagogy throughout the school, where children are encouraged to develop skills, resilience and creativity in all aspects of their learning. We have a focus on developing higher order thinking skills which support learning across the curriculum. These are particularly evident across Early and First level where children have benefitted from a 'learning through play' approach for several years.

Assessment happens continuously and our professional judgements are supported and validated through formal assessment, including Scottish National Standardised Assessments (SNSAs). Staff engage in termly tracking meetings, using a variety of data and evidence, to support professional judgements informing attainment in Curriculum for Excellence levels. This will be further consolidated by rigorous moderation practices across schools next session.

Targeted support is given where required. This session has seen a continued focus on supporting attainment in numeracy, with gaps in learning identified through diagnostic assessments and focused group/individual work. We work closely with learners and parents to identify areas where additional support may be needed, for example, through our Focus Child meetings, Child's Plan meetings, and liaison with Pupil Support staff. We seek input and support from partner agencies (CAMHS, school nurse, Speech and Language therapist, Family Learning Practitioners) to ensure we meet the needs of all learners.