

Summarised inspection findings

Langlands Primary School

Angus Council

23 September 2025

Key contextual information

Langlands Primary School is a non-denominational school in the town of Forfar, Angus. There are 389 pupils on the roll arranged across 15 mainstream classes and five supported classes. The school is the cluster resource school for children who require additional support with their learning. Children access the supported classes following a referral process. The headteacher has been in post for three years. She is supported by a deputy headteacher and three principal teachers. The majority of children live within Scottish Index of Multiple Deprivation (SIMD) data zones four to six. At the time of inspection, the school reported 39% of children on the roll as requiring additional support with their learning. In the September 2023 pupil census, 24% of P6-P7 pupils were registered for free school meals.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Staff model well the school values in all interactions. They promote the values very successfully with children to ensure a highly inclusive learning environment. Senior leaders and staff are highly effective in developing positive and caring relationships with children. They are respectful of children's rights. Children contribute very effectively to school life as they feel nurtured and enjoy learning.
- Most children are enthusiastic and engage well in lessons. Almost all children enjoy the wide range of learning experiences and spaces on offer. Teachers collaborate well to develop classrooms and share areas that best support the needs of all learners. They create attractive, purposeful learning environments which provide places for children to develop their creativity and independence.
- All learning areas have designated calm spaces. Children access these spaces to support them to regulate their behaviour. As a result, almost all children remain engaged in their learning. In almost all lessons, children are very well behaved and work very well together. Staff deal with the few incidences of low-level disruption sensitively and respectfully. Children are encouraged to share with their teacher how they are feeling across the school day. Almost all staff respond in a timely and nurturing manner to support children who feel dysregulated. As a result, children learn in welcoming, calm environments.
- Teachers have worked successfully together to create a clear learning and teaching framework. Almost all teachers use the framework well to support consistently high-quality learning and teaching across all stages. All teachers use a variety of well-chosen activities to start lessons. The most successful activities make clear connections to prior learning. Almost all teachers use clear and engaging explanations of the next stages of learning. Children work

well with teachers to identify activities and strategies that most effectively support them in their learning. This is supporting children to be part of the learning and teaching process.

- All teachers share the purpose of learning very well. In almost all lessons, children identify clearly how they will know if they have been successful in their learning. They link this well to the purpose of their learning. The quality and consistency of these approaches is a major strength of the work of the school. Children are actively involved in their learning and confidently explain how their learning links across different curricular areas.
- Most teachers plan learning experiences carefully that match the needs of almost all children. Following an extensive class consultation exercise, children identified that they would like more challenge in their learning. Children and staff collaborated well to identify ways challenge could be included in learning activities. This is leading to an increased level of challenge in the majority of lessons.
- All teachers use questioning to check for understanding very effectively. A majority of teachers use questioning to encourage children to think more deeply about their learning. Almost all children believe that their teachers support them well to understand how they can make progress in their learning. All teachers are skilled at providing verbal feedback to encourage children's participation in learning. Teachers make effective use of written feedback to help children improve their learning. They should consider how to use this more regularly in day-to-day work. Children use peer and self-assessment regularly. Teachers support children well to use effective peer and self-assessment effectively when assessing their own and each other's work.
- All teachers use digital technology to share planned learning and different digital applications well. Teachers use matrix barcodes well to support and share learning. Children access digital technology and confidently explain what resources they are using and how these support their learning.
- Teachers have worked well together to develop a play-based approach at early level over recent years. They make very effective use of national guidance. Teachers have engaged with local authority and in-school professional learning to develop further their understanding of play pedagogy. Teachers use the shared P1 classroom effectively to motivate children and to encourage play and positive interactions. Children develop skills very well such as independence, creativity, exploration and collaboration. They develop well their literacy and numeracy skills and knowledge through participation in developmentally appropriate and motivating play experiences. Teachers provide provocations which take effective account of children's interests. Teachers ensure there is a balance of adult-directed, and child-led play, responding thoughtfully to children's interests. Teachers observe children closely during play to assess progress and identify next steps in learning. Almost all children are highly motivated and engaged, benefitting from play which supports and extends learning across all curricular areas.
- All teachers worked well together to develop an assessment calendar to ensure a consistent approach to assessment across all stages. They use a wide range of summative and high-quality summative assessments. Teachers have engaged in high-quality professional discussion with stage partners both within the school and across the cluster. This is supporting teachers to make more reliable professional judgements regarding children's progress and attainment. Teachers participate in well planned moderation activities with colleagues in cluster schools. This supports teacher confidence in professional judgements.

- Teachers effectively use a combination of whole year, termly and weekly planners. They plan learning using progression pathways in all curricular areas linked to Curriculum for Excellence (CfE) experiences and outcomes. These have been developed to ensure there are no gaps in learning. Children are actively involved in planning what topics they would like to learn about. Teachers skilfully reflect these preferences in their planning. As a result, children believe that their views are valued and respected.
- Senior leaders and teachers meet termly to discuss each child's progress, identify if any interventions are needed and review the effectiveness of those already in place. Staff have developed ways to record and use assessment data effectively. Senior leaders have a clear focus on using data appropriately to ensure any gaps in learning are addressed through effective interventions.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is very good. At early, first and second levels, most children achieve expected national standards. A few children exceed expected national standards. Almost all children who require additional support for learning make very good progress in achieving individual targets.

Attainment in literacy and English

- At early, first and second level, most children make very good progress in listening, talking and reading. At early and second level, most children make good progress in writing. The majority of children at first level make good progress in writing.

Listening and talking

- Across the school, most children listen well. At early level, most children value others' opinions and engage very well in learning conversations. In their enthusiasm to share views, a few children talk over others. At first and second level, most children share key information. Most children contribute well to conversations, ask relevant questions and comment on how well others present information. At second level, most children are skilled when presenting information orally to classmates, other classes and staff. Across the school, a few children need to develop their confidence when speaking aloud in front of others.

Reading

- At early level, most children identify accurately letters and words. They attempt to read unfamiliar words in books. They use picture clues and illustrations to read stories and make predictions. At first and second level, most children are developing a love of reading. They engage the audience very well and read fluently with expression. They talk knowledgeably about favourite authors. At first and second level, children know different genres and articulate why they choose certain genre more than others, particularly when researching. They describe accurately features of fiction and non-fiction text. Children answer questions about texts well. At first level, a few children need to develop further their reading skills to answer inferential and evaluative questions.

Writing

- At early level, most children write sentences using capital letters and full stops. They write simple stories with colourful illustrations. At first level, most children use punctuation appropriately to enhance their writing. Across first and second level, most children write well for various purposes and audiences. They use interesting vocabulary and different language features, including alliteration and speech bubbles to enhance their writing. At second level, most children structure effectively their writing. At second level, children produce interesting

extended pieces of writing. Throughout the school, a few children need to improve their handwriting and spelling, particularly at first level.

Numeracy and mathematics

- Overall, most children are making very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- At early level, most children count to 30 and identify accurately numbers to twenty. They recognise coins to £2 and add and subtract money accurately up to 10p. At first level, most children read, write and order numbers correctly up to 1000 and round whole numbers to the nearest 10 or 100. They use appropriate notation in fractions to tenths. They solve problems well involving money and calculate change within £10. At second level, most children identify correctly the value of digits in numbers to three decimal places. They multiply and divide numbers including decimals by 10, 100 and 1,000. They create equivalent fractions, order these appropriately and express fractions well in their simplest form. At second level, a few children need to deepen understanding and recall of learning previously covered within real life contexts.

Shape, position and movement

- Most children at early level use the language of shape appropriately and recognise common two-dimensional (2D) shapes. At first level, children have a sound understanding of the properties of 2D shapes and three-dimensional (3D) objects. Most children identify symmetry in patterns and pictures. At second level, children have a sound knowledge of different angles. They describe and classify accurately using appropriate mathematical language. At second level, children need to use more digital technology skills to draw and represent 2D shapes and 3D objects.

Information handling

- At early level, most children answer questions accurately about simple graphs. At first level, most children extract key information confidently from various data sets including charts, bar graphs and tables. At second level, children interpret increasingly complex data with accuracy. Across the school, children need to develop further their use of digital technology skills. For example, to provide a wider range of data sets and presentations and enhance further their understanding within real life contexts.

Attendance

- Attendance for session 2023/24 was 91.9%, which was in line with the national average. Senior leaders have well-established processes to monitor and track whole school attendance. A minority of children attend school less than 90% of the time. Senior leaders work closely with partner agencies to support families to improve children's attendance. They identify trends, patterns and implement appropriate interventions to provide support to children and families. For example, senior leaders identified a group of children to attend the 'school of football' which has had a positive impact on improving attendance for the majority of children who accessed this support. Over the past year, attendance has improved.

Attainment over time

- Over the last three years, standards of attainment in literacy and English and numeracy and mathematics have improved in most aspects. Further work is now needed to address the slight dip in numeracy and fluctuations in writing at first level. Across the school, almost all children who require additional support with their learning have achieved personal targets in literacy and numeracy. Staff's improving use of data informs helpful overviews of children's progress over time in literacy and English and numeracy and mathematics. Senior leaders should

continue to develop systems further to track more accurately children's progress across other curricular areas.

Overall quality of learners' achievements

- Children are proud of their achievements and successes within and out with school. They speak very positively about how they value these being celebrated through awards, displays and at assemblies. As a result, their confidence and wellbeing are improving. Children gain numerous new skills, for example in sports, communication through signing, leadership and quizzing through their involvement in various clubs. They apply and transfer skills gained to new learning very well. Children are developing important skills in self-management, social intelligence and innovation through engaging in various leadership roles including as reading leaders, sports committee members, digital leaders, house captains and as members of the pupil parliament. Commendably, children who lead as 'inclusion inspirers' audited the cost of the school day and took appropriate action to help families.
- Children understand their achievements help them now and recognise they are acquiring key skills for the future. Children are developing as caring, considerate and responsible individuals. They know what they need to do to be successful, exercise responsibility and contribute to school life. Senior leaders should build on existing systems for tracking children's participation in clubs and leadership roles and link this to skills development.

Equity for all learners

- Any barriers children face regarding progress and achievement on account of family circumstances are addressed effectively by staff. The headteacher uses Pupil Equity Funding (PEF) appropriately to implement universal and targeted interventions which are improving individual children's attainment in literacy and numeracy. Those who require additional support with their learning progress well due to well-planned, targeted interventions, often involving partners and other agencies. Teachers' data analysis identifies effectively different cohorts of children who may require additional support with their learning. PEF spending plans address attainment gaps, particularly those which are poverty related. Staff are addressing successfully and closing poverty-related attainment gaps at P1, P4 and P7. Children's spelling and writing are improving as a result of staff's interventions. Children's health and wellbeing is improving through the coordinator for active schools organising activities for those who are less active.

QI 2.3 Learning, teaching and assessment

- Staff use nurturing approaches to build positive relationships and create a positive ethos throughout the classrooms. Staff use digital technology well to support learning with a few children using personal devices to support communication. Staff have reviewed the learning environments to ensure a consistent, inclusive approach which supports almost all children to participate more successfully. Across the classrooms, almost all children engage in learning in a calm, purposeful manner.
- Teachers share the purpose of learning well with all children. Children understand how they can be successful in their learning. All teachers plan lessons which meet the needs of individual learners. All staff provide frequent opportunities for personalisation and choice and differentiate learning to ensure an appropriate level of challenge for all children. Staff use a range of contexts and creative approaches to motivate children and base learning on children's interests. Staff use questioning effectively to check for understanding and use questioning to develop a deeper understanding of learning.
- Teachers use an appropriate range of assessment approaches to inform next steps in learning for each child. They meet regularly with senior leaders to effectively track children's progress. Teachers use a variety of assessment outcomes linked to milestones and CfE to track progress. They use assessment information well to inform planning for next steps in learning. Teachers are in the initial stages of data analysis and continue to develop approaches to tracking and monitoring children's progress. Senior leaders and teachers should continue with plans to use data to ensure all young people make the best progress in learning that they can.
- Teachers plan effectively using a range of long-term and medium-term plans. They plan appropriately using foundation milestones and CfE experiences and outcomes in literacy, numeracy and health and wellbeing. This ensures that almost all children experience learning that is matched well to their needs. Teachers plan appropriate activities for children to apply their literacy, numeracy and health and wellbeing skills in different learning contexts. Children experience learning in almost all curricular areas with an important focus on communication and skills they will need as they grow and develop.

QI 3.2 Raising attainment and achievement

- Almost all children are making very good progress in literacy, numeracy and health and wellbeing in relation to their individual learning targets. Children are making very good progress from prior levels of attainment.
- Children's progress in learning and communication is supporting them very well to participate in and contribute to the life of the school and wider community. Children are more confident and independent with daily routines and participate successfully in the wider life of the school. Children engage, enjoy and communicate well with a wide range of people in different contexts through regular outings. Children are applying their skills and increasing their achievements appropriately through active participation in their local community. They practise their life skills well in a range of different environments, including the Anchorage, the local library, and the local shops.
- Teachers use data well to track and monitor children's progress using their new tracking approach. They use online journals to help them record group learning and individual children's achievements and progress. Teachers are improving their approach to assessment matched to

children's individual targets. This is helping teachers to make more accurate judgements of children's progress. They would benefit from sharing judgements with other professionals to confirm and reach an agreed understanding of standards. This should support them further to make informed decisions about how well children and young people are learning and progressing.

- Senior leaders and teachers now need to ensure that they analyse data and evidence of children's progress over time more robustly to help them identify any trends and patterns in children's progress and achievement.

Other relevant evidence

- All children receive their full entitlement to two hours of high-quality physical education each week.
- Children across the school learn French and children in P5 to P7 learn Scots as part of the 1+2 modern language approach. All teachers use the school's progressive planners to plan learning experiences.
- Children enjoy a range of fiction and non-fiction books in class appropriate to their age and stage. They have regular access to the school library and have opportunities to visit the local library which is helping to promote reading for enjoyment.
- Senior leaders plan to enhance further consultation approaches with parents, pupils and staff on how best to invest Pupil Equity Funding. This will allow the school community to share their thoughts and ideas on how funding could be spent.
- Children receive their entitlement to Religious and Moral education. There are established links with the local church. For example, children in the Hub and supported classes visit a local café organised by the church and the minister comes to support seasonal celebrations and assemblies.

Practice worth sharing more widely

Senior leaders ensure the school's vision and values for inclusion is at the heart of practice and informs improvements across both mainstream and supported classes. They promote the values very successfully with children and engage with children to ensure a highly inclusive learning environment.

Staff engaged with children to review the learning environments to ensure a consistent, inclusive approach which supports almost all children to participate more successfully. As a result, children are more confident and independent with daily routines and participate successfully in the wider life of the school.

Senior leaders ensure children are central to the improvement work on inclusive practice. An example of this is through the work of a group of children, 'inclusion inspirers' who led on the cost of the school day audit. This resulted in practical improvements for children and families.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.