

Summarised inspection findings

Longforgan Primary School

Perth and Kinross Council

15 September 2026

Key contextual information

Longforgan Primary School is a non-denominational school located in the village of Longforgan in Perth and Kinross. At the time of inspection, the school roll consisted of 82 children organised across four multi-stage classes. The headteacher has been in post since February 2026. She is supported by an experienced principal teacher.

Almost all children who attend the school live in Scottish Index of Multiple Deprivation deciles 7 and 8. Approximately 7% of children are entitled to free school meals. The headteacher reports that 34% of children require additional support with their learning.

2.3 Learning, teaching and assessment	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	
- Across the school, senior leaders and staff build positive relationships with children. They create a welcoming, inclusive and nurturing ethos underpinned by the embedded school values of ‘ambition’, ‘respect’ and ‘togetherness’. Children are polite, well-mannered, and share their learning confidently with visitors. Children demonstrate the school values well in their interactions with adults and each other. Staff sensitively use a ‘Steps to Positive Behaviour’ approach to promote high expectations and support children who may become dysregulated to reengage with learning. Staff work with children to develop class charters linked to children’s rights. Children understand their rights and are proud of their national accreditation for this work. As a result, behaviour across the school is consistently of a very high standard, and there is a strong sense of pride and belonging among both staff and children. - Children learn in calm, attractive and supportive environments. Teachers evaluate their classroom environments regularly to support the needs of all children. For example, they have created quiet areas within classrooms for children to access throughout the day. Across the school, staff place a high value on children’s achievements, and this is shown through attractive displays of work from across the curriculum. Teachers develop well the open areas outside the classroom to support children to learn through play and to work independently. - Staff ensure that children’s experiences are well considered and most build on previous learning. Across the school, children work well together as they learn through a range of individual, paired and group activities. They experience regular opportunities to lead their own learning through personalisation and choice. As a result, almost all children are motivated and engage well with their learning. Children demonstrate a sound knowledge of skills for learning, life and work. They use skills vocabulary to talk confidently and articulately to identify and	

explain the skills they are developing through their learning activities. Children share their learning confidently with adults and are proud of their successes.

- Senior leaders and teachers have recently developed a helpful learning and teaching policy to set shared expectations for high-quality learning and teaching across the school. In almost all lessons, teachers provide clear instructions and explanations for children. In all lessons teachers use questioning well to check for understanding and recall of information. In a few lessons, teachers use open-ended questioning and build on children's responses effectively to extend and deepen children's thinking. This practice should now be shared more widely to develop further children's critical and creative thinking.
- Teachers consistently share with children the purpose of learning and how they can demonstrate if they have been successful. In a few lessons, children are actively involved in creating measures of success effectively with their teachers. Across the school, children are now ready to be more involved in creating measures of success and setting targets for their learning. In most lessons, teachers provide helpful feedback for children in a range of ways, including verbal and written comments in jotters. The headteacher should support teachers to continue to develop approaches to providing high-quality feedback and ensure this is applied consistently. This should, in turn, help children to understand more clearly their next steps in learning.
- Staff have made a positive start to developing play-based approaches. They have engaged with professional learning, including national guidance. Children experience stimulating environments and quality resources that develop curiosity and creativity. They talk confidently about their play-based learning to adults. Teachers observe children closely and respond to their interests through meaningful responsive interactions. For example, they make changes to the physical environment or introduce additional resources. Staff should build on their current practice and reflect on the appropriate balance of child-led, adult-led and adult-initiated learning.
- Teachers use interactive boards effectively to support teaching input and engage children in learning. Across the school, children use digital technologies very effectively to support their learning. Children use digital devices confidently to engage with and enhance their learning. They use web-based games to support their learning in numeracy and literacy. Children use digital technologies to carry out research and create presentations to share their learning. Children are developing a range of digital skills well and apply these independently.
- Staff plan appropriate learning opportunities for children to learn outdoors. Children have regular access to a spacious playground area to support their learning across the curriculum. Children develop their skills for learning, life and work when using resources to create a playground game. They develop their maths skills through measuring in the playground. Children develop their fitness skills progressively through outdoor physical education.
- Senior leaders have created an assessment calendar which is helping to ensure teachers have a consistent approach across the school. Teachers use a variety of appropriate assessment methods, including formative, summative and diagnostic approaches in literacy and numeracy. They use this assessment information effectively to identify gaps in learning and target support for children in a timely manner. Staff collate relevant summative assessment evidence to support teacher judgements. Staff also engage in moderation activities within the school which

is helping to develop a shared understanding of national standards in literacy and numeracy. The headteacher should continue to provide opportunities for staff to engage in moderation activities across the curriculum and with colleagues from other schools. This should further strengthen staff confidence in their professional judgement of children's progress across the curriculum.

- Teachers plan children's learning over a range of timescales and across the curriculum. They use progressive local authority pathways and Curriculum for Excellence (CfE) experiences and outcomes to plan discrete subject learning and learning which is linked across curriculum areas. They use a three-year planning cycle to record these and to ensure children experience breadth of learning. Children contribute to planning by identifying contexts for learning, how they would like to learn and what they would like to learn. All staff know their children as individuals and are aware of any barriers to learning. Children with additional support needs are supported appropriately by teachers and support staff who deliver well timed interventions. Teachers increasingly plan learning which matches children's abilities effectively in literacy and numeracy. Teachers now need to ensure planned learning is set at the correct level of pace and challenge for all children across the curriculum.
- Senior leaders and staff meet three times each session to track the progress of all children. They use a range of assessment information to identify the progress of all children. Senior leaders use a helpful monitoring calendar including classroom observations and jotter monitoring to support their understanding of children's progress. This provides senior leaders with clear information on the progress of all children and to evaluate the effectiveness of interventions. Staff use tracking data well to measure the impact of interventions and to inform improvement priorities. This includes the recent focus on writing as part of plans to improve approaches to teaching literacy.

2.1 Safeguarding

- 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. At the time of the inspection, there were no identified areas for development.

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

- Attainment in literacy and numeracy is very good. Overall, almost all children have attained, or are on track to attain, expected levels in listening and talking and numeracy. Most children in are on track to attain expected levels in reading and writing. Across the school, a few children are working beyond expected levels of attainment.
- Children who require support with their learning make good progress from prior levels of attainment or towards individual learning targets.

Attainment in literacy and English

- Across the school, almost all children make very good progress in listening and talking and good progress in reading and writing.

Listening and talking

- Across the school almost all children listen well and are articulate. They use high-quality vocabulary well, confidently explaining their learning. They listen and respond well to others. At early level, children ask questions and respond relevantly to questions from others. At first level, children listen and respond appropriately to others. At second level, children plan and deliver organised presentations and put forward their point of view respectfully in class debates.

Reading

- At early level, almost all children read aloud familiar texts with attention to simple detail. They use their knowledge of sight vocabulary and tricky words to read familiar words. At first level, most children read aloud a familiar text adding expression and show an understanding of what they have read. They use punctuation and grammar to read with expression. At second level, most children distinguish between fact and opinion with appropriate explanation. They use notes to create new texts to show an understanding of a topic or issue. At first and second levels, children should be supported to answer a wider range of different literal, inferential and evaluative questions about texts.

Writing

- At early level, almost all children write words from left to right and use a capital letter and a full stop in at least one sentence. At first level, most children use common conjunctions, for example, and, because, but and so. They write about personal experiences in a logical order,

using appropriate vocabulary to describe feelings and thoughts. Children at first level require further practice to plan and organise information and ideas using notes to create new texts. At second level, most children write sentences in a grammatically accurate way. They organise ideas in a logical way and use paragraphs to separate thoughts and ideas. They should continue to write for a range of purposes regularly.

Attainment in numeracy and mathematics

- Overall, almost all children make very good progress from prior levels of attainment in numeracy and mathematics.

Number, money and measure

- Across the school children are developing very well their understanding of number, money and measure. At early level, almost all children recognise and sequence numbers to 20 confidently and have a good understanding of time. At first level, almost all children round numbers to the nearest 100 confidently. They calculate accurately simple fractions of whole numbers. They need to develop further their understanding of equivalent fractions. Most children at second level demonstrate quick recall of multiplication and division facts and understand place value well. They are increasing their understanding of mathematical language such as figure, product and difference and understand the relationship between time, speed and distance. A few are less confident when simplifying fractions.

Shape, position and movement

- At early level, almost all children understand positional language and make patterns using two-dimensional shapes. At first level, almost all children understand the properties of three-dimensional objects and describe them using the correct terminology. They need support to develop their understanding of compass points and grid references. Most children at second level discuss, describe and classify a range of angles confidently. They should be supported to develop their use of mathematical vocabulary to describe the features of triangles and circles.

Information handling

- At early level, almost all children sort items with accuracy based on their own criteria. They interpret information from a simple pictograph to answer questions. At first level, almost all children understand simple bar graphs and charts and use them successfully to interpret key information. Almost all children working at second level collect data using appropriate methods, create a range of charts and analyse this information effectively. They use mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations.

Attainment over time

- In recent years, the school has maintained high standards of attainment in literacy and numeracy. Overall, attainment is above comparator and local authority averages at P1, P4 and P7 in almost all measures. Data for the current session indicates that children's attainment continues to rise, particularly in numeracy.
- The headteacher has robust systems in place to track and monitor children's attainment over time. Staff use their tracking processes very well to identify children's progress in learning, provide appropriate interventions, and support their judgements of children's attainment. As a next step, the headteacher should now consider how to develop further their current systems and processes to track children's progress across all areas of the curriculum.

- The headteacher monitors children's attendance very carefully. She monitors and tracks attendance for groups of children, including those who are impacted by socio-economic factors. Staff follow local authority guidance to manage absence and act promptly where individual attendance dips below 90%. They work with families to promote the importance of attendance at school. High levels of attendance have been maintained over several years and overall attendance is currently 95.4% which is above the national average. There are no children on part-time timetables and there have been no exclusions in recent years.

Overall quality of learners' achievements

- All children have regular opportunities to share their achievements from in and out of school. These are celebrated and recognised at assemblies, in the weekly newsletter and on various displays around the school. Children have worked together to achieve a range of local and national awards and accreditations. These include eco schools, digital learning and children's rights. Children are proud of their achievements and success. Almost all children consistently demonstrate confidence, responsibility, and active citizenship by contributing meaningfully to school and community life. Children demonstrate pupil voice and the school values through their many leadership opportunities.
- Children have the option to participate in a variety of lunchtime and after school clubs and groups. They also represent their school at a range of sporting, cultural and competitive events. Staff track children's participation in these clubs and opportunities. They use this information to ensure all children have opportunities to access activities whilst removing barriers. Children play an active role within their school community. They participate in a range of school committees and groups including pupil council and house groups. Children recognise that they are developing their leadership, teamwork and communication skills and improve their confidence as a result of their participation in these activities and groups. As a next step, senior leaders should consider tracking the skills children are developing through their wider achievements.

Equity for all learners

- All staff have a well-developed understanding of the context of the school and the barriers to learning faced by children, including socio-economic disadvantage. Staff have taken effective action to reduce the cost of the school day to ensure family circumstances are not a barrier to children's access, participation, and inclusion. The cost of trips is subsidised, and through effective partnership working including fund-raising for events and grant funding, financial contributions are minimal or voluntary. This ensures that all children can participate fully in school life and have equity of opportunity.
- The headteacher has a strategic plan for Pupil Equity Funding (PEF). Staff use PEF to implement targeted interventions to support children with their health and wellbeing and to raise attainment in literacy and numeracy. This includes additional staffing and the development of 'The Snug' which is a sensory space to support children's wellbeing, inclusion and readiness to learn. Targeted interventions are leading to reduced gaps in literacy and numeracy and accelerated progress for identified children.

Other relevant evidence

- Children learn French from P1 to P7 as part of the 1+2 approach to learning languages. Children in P5 to P7 also learn Spanish.
- Children receive their entitlement to religious and moral education and teachers follow guidelines for religious observance.
- Children experience two hours of high-quality physical education each week. This includes sessions both indoors and outdoors.
- Children benefit from well-planned transitions into the school from nursery. There is a well-established transition programme for children to transfer to secondary school, including an enhanced programme for children who may require this.
- The headteacher determines the best use of PEF by consulting with parents to informing spending decisions.

Explanation of terms of quantity

The following standard HMIE 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.

On behalf of His Majesty’s Chief Inspector of Education in Scotland.