

# Summarised inspection findings

Longhaugh Primary School

Dundee City Council

13 February 2024

## Key contextual information

Longhaugh Primary School is a non-denominational school, which serves the community of Fintry and Whitfield in Dundee. It is part of the North East Campus, which opened in 2018, along with St. Francis RC Primary School and Quarry View Nursery. At the time of inspection, 262 children are on the roll organised over 11 classes. Longhaugh Support Group (LSG) is a local authority non-denominational specialist provision, located within Longhaugh Primary School. The headteacher, who has been in post since 2018, is supported by a depute headteacher. In addition, there is a depute headteacher and a principal teacher in LSG. Of children who attend the school, 86% live in Scottish Index of Multiple Deprivation Deciles (SIMD) 1, 2 and 3. About 53% of children in P6 and P7 are registered for free school meals. This is above the local and national averages.

### 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

- Senior leaders and staff model positive relationships and provide a warm, calm and highly nurturing ethos across Longhaugh Primary school. Senior leaders, staff and children created the school's vision and values, which underpin all decisions and behaviours in the school. The values of learning, everyone, achieving, relationships and nurtured (LEARN) are meaningful and relevant to the children. Almost all children can talk about the school values and use this language across the school as part of daily learning and interactions. Staff use an agreed, shared language which promotes an extremely positive learning environment. This is evident in the interactions between adults and children in classes and throughout the school.
- Most children are motivated and engaged in their learning and work well independently, in pairs and in small groups. In most lessons, children listen attentively to instructions and are confident to share their learning. Across the school, displays of children's work within the classrooms are of a high quality. Children use these effectively to support them and celebrate success in their learning.
- Children are very proud of their school. They contribute effectively to the life of the school through a range of leadership roles for example, as group leaders and digital champions. Children contribute purposefully to 'Class Council' tasks and pupil voice activities where their views are sought, valued and acted upon by staff.
- In most lessons, teachers are clear in their explanations and instructions. All teachers share the purpose of learning with children and link tasks and activities to skills for learning, life and work. Most teachers, where appropriate, support children to co-create the steps needed to be successful. They provide effective oral or written feedback in most lessons to support children's learning.

- Teachers have high expectations, an example of which is written work within jotters. In most lessons, teachers use effective questioning to check children's understanding. Children have regular opportunities to review their learning and set targets with their teacher. Most children can talk about their targets for literacy and numeracy. Children are developing their ability to self-assess their work and identify their next steps independently. Teachers have undertaken professional learning, which has led to a whole school approach to the teaching of thinking skills. Most children are confident in discussing how these skills are linked to their learning about daily life in and beyond school.
- In the majority of lessons, teachers set children's learning at the right level effectively. Senior leaders should support teachers across all stages to plan learning activities that are well matched to the needs of all learners. This will ensure appropriate pace and challenge for all children, including the highest attaining.
- Teachers are at the early stages of developing play across P1 and P2. They have reviewed the use of spaces in classrooms and open areas for children to explore play-based learning. In the best examples, the activities enhance children's development of early literacy skills. Teachers should continue to develop and share their understanding and approaches to play, taking account of the national guidance. As they do so, they should focus on how effectively they use their learning spaces to create meaningful and motivating play experiences.
- Teachers make effective use of digital technology such as tablet computers, sound buttons, digital matrix barcodes and programmable toys in most lessons. In doing so, they engage and motivate children in their learning. Children and staff use an online digital platform effectively to record children's learning. The majority of children are confident in uploading their work and using the various applications to self-assess their learning and share with parents and carers.
- The headteacher has implemented a useful assessment calendar which supports teachers to implement a consistent approach to assessment across all stages. As a result, staff use summative and formative assessment very effectively. Most staff use a wide range of assessments to monitor and evaluate children's progress. They discuss their assessments with their stage partners to identify gaps in learning and to discuss appropriate interventions.
- The senior leadership team has established very clear processes for planning to ensure a consistent approach across the school. Teachers make effective use of the local authority progression pathways across most curricular areas. They work collaboratively to plan for progression for children's learning through and across the Curriculum for Excellence (CfE) levels. Staff demonstrate a good understanding of children's progress and next steps when planning high quality experiences for most children throughout the school.
- Teachers work very well together to engage in helpful moderation activities across the school. In addition, they have made effective links with other staff on the campus to moderate regularly beyond their own school. Their moderation activities have a strong focus on the skills children are developing in literacy and numeracy. Senior leaders ensure that sufficient time is provided for teachers to moderate teaching plans and the planned high-quality assessments. As planned, teachers should continue to develop moderation activities across all curricular areas.
- Senior leaders meet with teachers regularly throughout the year to discuss progress in literacy, numeracy and health and wellbeing. They identify and record children on track, off track, or exceeding expectations in their learning. Staff have clear individual raising attainment plans in place for children who are not on track and require additional support. These are working well to ensure children make progress. As planned, staff should continue to develop their approaches to monitoring and tracking the progress of learners across all areas of the curriculum.

## 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

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

- Children at Longhaugh Primary School are making good progress in literacy and numeracy. Most children who face barriers in their learning are making good progress.

### Attainment in literacy and English

- Across the school, most children are making good progress in reading and writing. The majority of children are making good progress in listening and talking.

### Listening and talking

- At early level, almost all children enjoy listening to stories and talk about their favourite books. They follow instructions well and most respond to questions with confidence. Most children working towards first level are developing skills in taking turns during discussions. They express their own views well and are beginning to respect the views of others. The majority of children working towards second level contribute well to group and class discussions. They use notes they have gathered to prepare questions for further exploration. At all stages, a few children need supported further to participate in talking and listening activities.

### Reading

- Most children at early level hear and say different sounds and letters with confidence. In play activities, they read and match familiar words and pictures confidently. Most children working towards first level read aloud well from their core reading texts. They use punctuation in the text to read with expression. They complete comprehension tasks with confidence, showing their understanding of the text. Most children working towards second level apply a range of reading skills and strategies to read and understand texts. They are developing skills in selecting reliable sources to read and summarise. Across the school, children have access to a wide range of texts and books. They visit the school library regularly and borrow books to read in class. Across the school, staff should promote more opportunities for children to read for enjoyment in school and at home.

### Writing

- At early level, most children form letters legibly and make attempts to spell familiar words correctly. In play activities, they copy and match sounds and words. Most children working towards first level plan and organise their ideas and use appropriate starts for sentences to tell the story. They are developing skills in using interesting vocabulary to enhance their writing. Children working towards second level are developing skills in writing for a range of purposes. Staff should continue to ensure children across the school have regular opportunities to apply their writing skills across the curriculum.

## **Numeracy and mathematics**

- At all stages, most children are making good progress in numeracy and mathematics, building on prior levels of attainment. Across the school, a few children make very good progress and are expected to exceed expected levels of attainment.

## **Number, money and measure**

- At early level, most children order numbers forwards and backwards to 20 and can identify a missing number in a sequence. They use one-to-one correspondence to count a given number of objects to 20 and use the language of before, after and between. They are less confident identifying coins up to £2. At first level, most children demonstrate an understanding of place value and round numbers to the nearest 10 and 100. Children write, order and sequence numbers within a thousand confidently. They require further practice ordering fractions and finding a fraction of an amount. Most children working at second level have a good understanding of number and number processes. They order and round numbers, and have a good knowledge of multiples, factors, and prime numbers. They require further practice of using equivalent fractions and expressing fractions in their simplest form.

## **Shape, position and movement**

- Most children working towards early level recognise and describe common two-dimensional shapes. They use the language of position and direction during play. They are less confident sorting three-dimensional objects according to simple criteria. At first level, most children identify and classify a range of simple two-dimensional shapes and three-dimensional objects according to various criteria. Most children working at second level understand the relationship between three-dimensional objects and their nets. They are less confident using mathematical language to describe and classify different angles.

## **Information handling**

- At early level, children use their knowledge of colour, shape and size to match and sort different items. Most children working towards first and second levels extract key information and answer questions correctly from a range of graphs, charts and tables. Across the school, children would benefit from further opportunities to collect, display and discuss data in a variety of ways. At second level, children have developed an understanding of the ideas of uncertainty and chance and can use this to make reasoned predictions.

## **Attainment over time**

- All staff have worked very well together to raise attainment in literacy and numeracy for all learners. School leaders have developed robust approaches to track children's progress in literacy and numeracy. Staff make effective use of a range of assessments to support their professional judgement about children's progress. They use this reliable data effectively in regular discussions to evaluate progress and identify next steps for learning. Staff use the data very well to plan interventions to improve the progress of individuals and groups who need help with their learning. This is supporting continuous improvement in progress and attainment over time.

## **Overall quality of learners' achievements**

- Children participate in a wide range of leadership roles which supports the development of life skills for learning, life and work. This includes junior leadership team and skills academy where children shape and evaluate school improvements and work with a range of community partners. As a result, most children can articulate the skills they are developing well. Staff work closely with partners to ensure that children who are at risk of missing out are supported and encouraged to participate. Almost all children are now participating in opportunities for wider achievement.

- Staff celebrate what children achieve within and outwith school. Children's achievements are shared on recognition boards, certificates, wristbands, and social media. Children achieve accreditation awards for their work in children's rights and sport. Across the school children are proud of their achievements and are developing their confidence and sense of responsibility.

### **Equity for all learners**

- All staff work together well to improve experiences and outcomes for children. They have high aspirations for all children. Pupil Equity Funding (PEF) is used effectively to support improved outcomes for children across the school. This includes additional teacher staffing to support literacy, which is having a positive impact on learning and teaching and improving children's attainment in writing. Senior leaders and staff have implemented whole school approaches to improving learning and teaching in numeracy, which have reduced children's anxiety around numeracy and mathematics. This work has increased engagement and participation and improved children's progress. Senior leaders use PEF to acquire digital applications that motivate reluctant children in their writing and enhance opportunities for success. Staff also use PEF to promote and support physical activity. An Active Schools assistant provides a range of extra-curricular school activities during term time and during school holidays. This includes support at the start of the school day for a few children who need support with arriving in school on time. This has resulted in an improvement in children's participation and engagement. Senior leaders also utilise funds to support all children in P7 to participate in an annual residential trip.
- Senior leaders and staff monitor attendance carefully. Improving attendance is a priority on the school improvement plan. The school and family development worker plays a key role in supporting children to attend school. A range of partners are also involved in supporting families to promote effective sleep, lifestyles and nutrition. School leaders continue to monitor the effectiveness of these interventions and address any emerging barriers to school attendance. As a result, children's attendance is improving.



## Quality of provision of Special Unit (contributes to school evaluations)

Longhaugh Support Group (LSG) is a local authority non-denominational specialist provision, located within Longhaugh Primary School. LSG provides placements for primary aged children for part of their school week. Children spend the remainder of their week within their local primary school. LSG supports 12 children within three classes. Children who live outwith the Longhaugh Primary School catchment area are transported to the school.

### QI 2.3 Learning, teaching and assessment

- All staff work well to ensure that all children attending LSG experience a highly nurturing, caring and supportive school experience. They adopt useful approaches to support children regulate their emotions and make plans that help them make the right decision at the right time. This is helping almost all children feel safe and re-engage with learning opportunities across a range of experiences within LSG. Staff prioritise establishing positive relationships with all children to help them build trusting and secure relationships with them. As a result, children engage well with activities that are designed around their interests. Staff should continue to build upon this and support children to develop important skills to work with other peers. This should include working across the school day and a wider range of curriculum areas.
- Staff are effective in embedding LSG values in children's learning activities. They utilise a range of environments within LSG, and in the community, to support children to reduce their anxieties and increase potential to learn. Staff use digital technology effectively, predominantly tablets and interactive screens, to increase children's interests in activities. Staff use feedback and questions very well when supporting children to consider their wellbeing. This is helping most children develop their understanding of choices and how these affect their life. Staff should build upon this to ensure that explanations and questions are clear across all activities. At times, activities are overly teacher led. Teachers should consider how to increase opportunities for children to build more independence in learning.
- Teachers utilise a range of appropriate formative and summative assessment approaches to check the progress children make with literacy, numeracy and their wellbeing. As a result, they have an accurate understanding of the progress children make within these areas. Across LSG, staff are highly effective in sharing children's progress with their parents to build awareness of their child's successes. Parents value this information as they cannot always visit the school in person. Senior leaders should support teachers to have opportunities to moderate learning, teaching and assessment across Curriculum for Excellence (CfE) levels with others outwith LSG.
- Teachers plan for children's learning effectively using individual education programmes (IEPs). They use IEPs to focus on literacy, numeracy and health and wellbeing outcomes. Teachers do not currently plan using experiences and outcomes or refer to national benchmarks to help them assess children's progress across all curriculum areas. They should develop their approaches to planning and assessment for all curricular areas. This should help them consider how well children build on their prior learning and make appropriate progress with learning.

### QI 3.2 Raising attainment and achievement

- Overall, children make good progress in achieving their individual numeracy targets. A few children have the capacity to accelerate their progress and achieve more.



- A minority of children make good progress in achieving their individual literacy targets. However, achievement in literacy is not consistent. Too many children do not make sufficient progress in achieving their individual literacy targets.
- Overall, children are developing key listening and talking skills well. This is helping them respond to known adults and follow a series of short instructions. Children across LSG need more opportunities to develop these skills with small groups of peers and with less familiar adults. In reading, the minority of children access class library books to increase their enjoyment of listening to familiar texts. A few children show a high level of motivation in reading genres that they find interesting. Children would benefit from increased opportunities to engage with high-interest texts to promote a culture of reading for pleasure that improves outcomes in reading. When writing, a minority of children write with growing independence for an agreed purpose. A few children develop short texts and consider how to make their work interesting. Staff have rightly identified literacy as an area for improvement.
- In numeracy, children write and recognise numbers up to 100. They use concrete materials to help them solve addition and subtraction problems. A few children carry out calculations accurately and are confident in using money. Children would benefit from more practice in using multiplication and division facts to solve problems.
- Children do not receive sufficient opportunities to raise their attainment in all curriculum areas. Senior leaders should now work to ensure all children make progress from prior levels of attainment across the curriculum. The local authority should work with senior leaders to ensure all children accessing education between LSG and their mainstream school receive their full educational entitlements. Children's overall educational experiences should be reviewed to ensure that all children have a full-time educational programme. Too many children have spaces in their weekly timetable where they do not receive education provision.
- In LSG, all children engage in valuable activities that promote personal achievements. Examples include children developing skills through sports, learning a musical instrument, cycle maintenance, animal husbandry and leadership roles within LSG. Children's participation in these physical activities and leadership opportunities is developing well their understanding that they can succeed and contribute to the work of LSG. All children have their achievements recognised and celebrated. They benefit from experiencing personal recognition for their successes. All children work towards a range of accreditation through youth achievement awards. Children are proud of their work and the certification they receive from their participation in these award schemes.
- Since beginning their LSG placement, all children have increased their attendance at school. Staff at LSG understand the strengths and challenges faced by children attending LSG. They place high importance on helping children receive positive educational experiences. As a result, children experience sensitive support that reduces barriers to learning. All children increase participation in engagement with learning, predominantly literacy, numeracy and wellbeing-based activities.

## Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school meals provider.
- The headteacher shares plans for the use of PEF with staff and parents. She seeks their views to determine spending priorities using a variety of methods. These include a survey to the parent body and discussion at parent council meetings.

## 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.