

Summarised inspection findings

Caskieberran Primary School

Fife Council

22 September 2026

Key contextual information

Caskieberran Primary School is a non-denominational school serving communities in the North West of Glenrothes in Fife. At the time of inspection, there were 227 children arranged across nine classes. The headteacher has been in post for 13 years and is supported by a depute headteacher and a principal teacher. Just under 40% of children reside in Scottish Index of Multiple Deprivation (SIMD) deciles 1-2, with almost all children living within deciles 1-5. The number of children registered for free school meals in P6 and P7 is above the national average. The headteacher reports that approximately 55% of children require additional support with aspects of their learning.

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	

- Senior leaders are well respected. They work very effectively with the whole school community to create a highly nurturing, calm and inclusive environment across the school. Staff know children well and relationships throughout the school are very positive. Children and staff exemplify strongly the school values of safe, ambitious, nurturing and teamwork in their daily interactions and support for each other. Staff create engaging and purposeful learning areas within classrooms and other spaces that take effective account of the needs of individual children. As a result, most children engage very well in their learning and are motivated to achieve the school vision to ‘be all they can be’.
- Staff consistently maintain high expectations for all children. They understand well and respond very effectively to the needs and contexts of individual children and families. This is helping almost all children to behave very well. Where a few children display dysregulated behaviour, staff manage this sensitively and effectively to maintain positive relationships and a focus on learning.
- Senior leaders and staff ensure that the highly supportive ethos is underpinned by an increasing understanding of children’s rights. As a result, children are more aware of their rights and the rights of others. This, along with leadership roles for all children, is contributing to children taking increasing responsibility in their learning and school experience. For example, children involved in leadership groups explain articulately how they consult other children and take forward ideas for school improvement. They recognise how this develops their teamworking and communication skills.

- The effective head teacher has led the development of inclusive and consistent approaches to high-quality learning and teaching. All teachers consistently use very well an agreed 'four-part lesson' structure. This supports children to understand what they are learning and to engage quickly in lessons. In almost all lessons, teachers share very clearly the purpose of learning and make direct links to prior learning. In most lessons, teachers involve children effectively in identifying and agreeing how they will be successful. This includes how they will develop and demonstrate specific skills in their learning. Most children understand the purpose of their learning and have increasing ownership of how to achieve success. In most lessons, teachers regularly refer to the agreed steps to success and use plenary activities very effectively to consolidate children's learning. This is helping most children to confidently understand their learning and recognise how they are progressively developing their skills.
- Most teachers use high-quality questioning appropriately to check for understanding and to extend children's thinking. In most lessons, teachers use a developing range of formative assessment strategies well to check children's understanding. Children participate well in peer-assessment to identify successes and where there could be improvement. Most teachers provide effective, in the moment, verbal feedback throughout lessons to support children's learning. Senior leaders and teachers should develop further consistent approaches to written feedback. This should help all children to clearly understand their next steps in learning. They should support children to set personal targets for their own learning. This should support children to better understand themselves as learners and lead their own learning.
- In most lessons, teachers engage children very effectively through well considered approaches, planned responsively to children's interests and progression in learning. They match well the level of difficulty of learning for most children. They use effectively appropriate strategies to support individual children to make progress. This includes the discrete use of planned groupings, scaffolded activities and differentiated resources, including the increasing use of digital resources.
- Senior leaders and staff have developed a strong digital culture across the school. Almost all teachers make very effective use of a range of high-quality digital technologies to enhance and support children's learning. They engage in professional learning and work well with partners to develop their practice. Their innovative approaches are increasing children's engagement, knowledge and skills. All teachers use interactive whiteboards very well, including to exemplify learning from children's work in relation to the agreed steps to success. More children are accessing learning and overcoming challenges through their confident use of accessibility tools. Across the school, teachers are developing well their digital approaches to engaging children in feedback on their learning. These approaches are leading to most children developing high levels of confidence in their use of digital technology. They are also helping children build strong skills to enhance their learning
- Staff work skilfully together to support and consolidate children's learning through play at the early stages. The planning of play is highly responsive to children's interests and provides appropriate opportunities for children to contribute their ideas. Children do this confidently. Staff make very effective use of learning spaces to provide a range of stimulating, high quality and relevant learning zones to develop children's creative and social skills. Almost all children

interact very well with each other during play and demonstrate confidence in working independently and in groups. Teachers balance child-initiated, adult-initiated and adult-directed activities effectively. They use regular observations of children during play with increasing confidence to assess progress and identify next steps in learning.

- Senior leaders and teachers have created a useful calendar for assessment which supports very well consistent approaches to assess children's progress. Teachers undertake a wide range of assessments in literacy and numeracy throughout the year. They use effectively the information gathered to inform their planning of learning and next steps for children. Teachers engage in moderation activities across the school and with colleagues out with the school. This supports their confidence in planning and their professional judgements of children's progress.
- Senior leaders and teachers have worked very effectively together to develop robust processes for planning children's learning. All teachers use progression pathways very well in all curriculum areas over the short, medium and long term to plan learning. Teachers take account of children's views when planning learning across the curriculum. For example, when planning contexts for learning, children share what they already know. They discuss what they want to more about and agree how they would like to showcase their learning. This is increasing children's motivation and engagement in their learning. Most children are now ready to have more opportunities to influence the content of their own learning across the curriculum.
- Senior leaders have developed rigorous approaches to tracking children's progress and achievement in literacy, numeracy and aspects of wellbeing. They meet with teachers three times across the year to monitor children's attainment. This supports staff to address any factors that may be impacting on a child's progress and achievement. This also ensures that teachers' planning is robust, responsive and meeting the needs of most children.

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. 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

- Overall, attainment in literacy and English and numeracy and mathematics is good. Most children in P1 and P7 achieve expected Curriculum for Excellence (CfE) levels in reading, writing, listening and talking, and numeracy. Most children in P4 achieve expected levels in listening and talking, with the majority achieving expected levels in reading, writing and numeracy.
- The majority of children who require additional support with their learning are making good progress towards their individual targets.

Attainment in literacy and English

- Most children in P1 and P7 are making good progress from prior levels of attainment in literacy and English. The majority of children in P4 are making good progress.

Listening and talking

- Most children at early level hear and say letter blends and sounds made by a combination of letters. They are less confident in taking turns with their peers when listening and talking in a variety of contexts. At first level, most children listen and respond appropriately in a respectful way. They apply a few verbal and non-verbal techniques when engaging with others. They need to continue to build confidence in contributing to discussions for a range of purposes. At second level, most children contribute relevant ideas and opinions during discussions. They make suggestions, share views and build on each other's answers. They should develop further their skills in asking and responding to a range of questions. This would allow them to demonstrate better their understanding of spoken texts.

Reading

- At early level, most children use their growing knowledge of letters and sounds to read simple words. They are becoming aware of the different features of fiction and non-fiction texts. At first level, the majority of children read with increasing fluency. They know the difference between fact and opinion and identify the main ideas of texts. They should continue to develop their skills in reading with expression, using written punctuation. Most children at second level relate the writer's theme to their own experiences and recognise techniques used to influence.

Writing

- At early level, most children make good attempts to write simple words, using their knowledge of sounds and letters. They attempt to use capital letters and full stops in at least one sentence. At first level, the majority of children are increasingly writing for a range of purposes. They demonstrate a developing understanding of sentence construction and link ideas in sentences. Children need more practice in taking notes and using them to develop their thinking and support them in planning their writing. Most children at second level attempt to engage and influence the reader through their choice of vocabulary. They create texts for a range of purposes, selecting appropriate structure and style. Children need more practice in creating extended texts for different audiences.

Attainment in numeracy and mathematics

- Most children in P1 and P7 are making good progress from prior levels of attainment in numeracy and mathematics. The majority of children in P4 are making good progress.

Number, money and measure

- At early level, most children count to 20 and beyond accurately. They add and subtract to ten by counting on and back in ones orally. They are developing their confidence in doing this mentally. At first level, the majority of children use a range of mental and written strategies for addition, subtraction, multiplication and division calculations confidently. Children are less confident in solving more complex, two-step problems, including in real-life contexts. At second level, most children understand place value to 1,000,000 and confidently round numbers to the nearest 1000, 10,000 and 100,000. Most children add and subtract whole numbers and decimal fractions to two decimal places. They multiply and divide mentally and using written methods. Children need more practice to calculate percentages of whole numbers.

Shape, position and movement

- At early level, most children recognise, describe and sort common two-dimensional (2D) shapes and three-dimensional (3D) objects according to various criteria. For example, straight, round, flat and curved. They are confident with the language of left and right. At first level, the majority of children know that a right-angle is 90° and find right angles in the environment and in well-known 2D shapes. They are less confident in using mathematical language to describe the properties of 2D shapes and 3D objects. At second level, most children use mathematical language correctly including acute, obtuse, straight, and reflex to describe and classify a range of angles identified within shapes in the environment. They are not yet confident in describing the properties of a circle.

Information handling

- At early level, most children contribute well to displaying information using concrete or pictorial graphs. At first level, the majority of children ask and answer questions to extract key information from charts, diagrams, bar graphs and tables. At second level, most children use a range of methods to organise and analyse information. They confidently relate these to real-life situations. At second level, most children use the language of probability accurately to describe the likelihood of simple events occurring.

Attainment over time

- Senior leaders and teachers gather a range of assessment information. They use this information effectively to analyse and identify trends in the attainment of groups of children and specific primary stages. This helps to support their professional judgements relating to individual children's attainment over time. Analysis of this information highlights fluctuations in children's attainment over time. It is particularly evident at first level where children's attainment in literacy and numeracy is not maintained over time. Children's attainment in numeracy at P5 and P6 is also not maintained over time.
- Overall, attendance at school has been variable over the past four years. Senior leaders and staff work well with families to support individual children facing challenges in attending school. They analyse attainment data to identify trends and to proactively provide support. The school's average attendance in session 2025/26 is 90.1%. This has increased from the previous year but remains below the national average. Approximately 35% of children have attendance of below 90%. When children attend school using a part-time timetable, senior leaders ensure these are considered carefully and reviewed regularly to make sure children have access to their full entitlement to education.

Overall quality of learners' achievements

- Children's achievements in and out of school are shared and celebrated very well through class displays, assemblies, online and through weekly reflection conversations. This allows everyone to celebrate children's successes. It also helps them understand how these support children to develop as responsible citizens, successful learners, confident individuals and effective contributors.
- Staff encourage very effectively children to reflect on their achievements and link them to skills for learning, life and work. All children record their achievements, with older children using an online profiling application. Children in P6 and P7 are also working towards the Fife Diploma of Achievement. This is based on the four pillars of leadership, personal achievement, enterprise and volunteering. These are becoming well-embedded across the school. Children feel proud of their achievements and recognise the important skills they are developing.
- Children across the school develop leadership and citizenship skills well through involvement in a range of pupil leadership groups. Children in P7 plan and deliver a careers fayre annually. In doing so, they engage very well with a range of local businesses and showcase their learning to parents. This supports further children's understanding of the importance of developing effectively skills for learning, life and work.
- Senior leaders and teachers track very well children's participation in wider achievements. They review these records regularly and work effectively with partners to plan opportunities for any children who may be at risk of missing out.

Equity for all learner

- Senior leaders and staff know children and their families very well and have a strong awareness of their socio-economic background. Staff have taken action to reduce the cost of the school day effectively. Working with parent volunteers, they have established a 'pop up shop' which children and parents are able to access during the school day. This supports

families with uniform, clothing, food items and toiletries. Staff offset the cost of school trips for families by organising fundraising activities or subsidising the cost. They ensure that all trips are free of charge where possible. Staff provide breakfast, fruit and snacks at school, available to all children. Staff are proactive in working with partners to ensure that after-school clubs and activities have no cost attached to them. This helps ensure family circumstances are not a barrier to children's full participation in the life and work of the school.

- Senior leaders identify clearly children who are adversely affected by their socio-economic circumstances. They use Pupil Equity Funding (PEF) to employ additional staff and purchase resources for use across the school. PEF-funded staff have developed interventions to support targeted children with literacy, wellbeing and attendance. Senior leaders now need to support staff to track and monitor the impact of these interventions over time more effectively. They should consider carefully children's outcomes and the measures used to evidence clearly improvements in closing poverty-related attainment gaps.

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. Minor areas for improvement have been agreed with the school and the school meals provider.
- Teachers use local authority progression frameworks effectively to plan Religious and Moral Education discretely and through learning across the curriculum. Children learn about a diverse range of faith and belief traditions. This supports children to develop knowledge of Christianity and other world religions. Children experience regularly planned religious observance with community partners.
- All children receive their entitlement to 1+2 modern languages. Children in P1-7 experience a progressive skills programme in German. Children in P5-7 are exploring French. Teachers should now encourage children to use these languages more routinely in daily interactions. This should support children to develop greater confidence in using these languages.
- All children receive their entitlement to two hours of high-quality physical education. Staff and partners also develop children's physical fitness through activities, clubs and sporting events.
- Children benefit from access to an attractive school library where they can select a range of appropriate fiction and non-fiction texts for enjoyment. With the support of staff, library leaders accessed funding to enhance the stock of books relating to diversity.

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.