

Summarised inspection findings

Lundin Mill Primary School

Fife Council

25 August 2026

Key contextual information

Lundin Mill Primary School is a non-denominational school serving the rural village of Lundin Links in Leven. At the time of inspection, the school roll consisted of 125 children across six classes. The headteacher took up post in March 2026 and currently provides sole senior leadership within the school. Recent staffing challenges have influenced planned approaches to supporting learning and teaching.

Most children live in Scottish Index of Multiple Deprivation (SIMD) deciles five to eight. The school reports that 29% of children require additional support with their learning.

2.3 Learning, teaching and assessment	satisfactory
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 and children provide a welcoming ethos for visitors to the school. Staff know children and families very well and positive, nurturing relationships are evident across the school. They ensure that learning is underpinned by a commitment to children’s rights, which creates a culture where most children are confident, polite and enthusiastic learners. Most children have a good understanding of the school values, and these are shared and showcased regularly in assemblies. As planned, the school values should be reviewed to ensure the school’s culture of aspiration and ambition is reflected clearly.
- Most children behave well most of the time. In a few classes learning is interrupted by low level disruptive behaviours. The newly appointed headteacher has led effective improvements in approaches to supporting and improving behaviour. She has strengthened whole-school practice through the introduction of clear scripting and prompts for staff. This is supporting greater consistency in approaches to promoting positive behaviour across the school. The headteacher has also worked closely with families and staff to develop individual support plans for a few children. This is resulting in improved focus and engagement in learning for these children. Staff, children and parents speak very positively about the difference these changes are making. Staff and children should now build on this strong progress by agreeing and consistently applying high expectations for behaviour across the school.
- The majority of children are engaged in purposeful learning. Staff make effective use of partners and the local community to enrich learning experiences and enhance children’s motivation. Almost all children direct and lead the contexts for their learning. In a few classes, children are given increased opportunities to choose and personalise how they learn, for

example, choosing how they record note-taking. This personalisation leads to greater degrees of independence and ownership of learning.

- In most classes, teachers' explanations and instructions are clear. They share the purpose of the lessons well and children understand how to be successful. In a few lessons, children have the opportunity to co-create their steps to success. This involvement in their learning helps children to understand more clearly what is expected of them. In the majority of lessons, teachers use questioning well to check for understanding. In a few lessons, teachers use skilled questioning to develop children's higher order thinking skills and to extend their understanding. Teachers should build on this practice to extend children's thinking more consistently across all classes.
- Teachers at the lower stages of the school are increasingly developing their understanding of learning through play. They have engaged in professional learning, including working with nursery colleagues and participating in local authority training to develop a play-based environment successfully. Children use a wide range of resources and spaces to learn through play, for example, construction and role-play areas. Teachers provide an appropriate balance of direct teaching activities, small group learning and independent play. Children would benefit from more consistently challenging play activities to further support their learning.
- The majority of teachers use digital technology well to support children to undertake research, present their work and make presentations. Children play online games that successfully reinforce numeracy skills. Staff use a variety of accessibility features and tools effectively to support children. A few children who find writing difficult, use word processing tools to create texts. Older children have recently gained access to one-to-one devices. A few teachers have engaged in professional learning to support this development to increase their confidence and skill. This is beginning to lead to more effective use of digital resources to support children's learning. Overall, staff are at an early stage in using these devices and should continue to increase their use to enhance children's learning.
- In the majority of lessons, the Lundin Mills '5-part lesson' structure enables teachers to use formative assessment strategies to monitor progress during lessons. In most lessons, children receive praise and oral feedback. In the majority of lessons, this feedback is linked to the agreed measures of success, with children confidently able to talk about how to improve their work. In the upper stages, children have regular opportunities to give feedback and provide helpful next steps for other children in their class. A whole school approach should now be developed to provide consistently high-quality feedback to children on their learning across the school. This should include written feedback, particularly in writing.
- Teachers use a range of different assessments across the school, including assessments as part of everyday learning and standardised tests. However, they do not yet use the full range of assessment information they gather to plan next steps for learning. This leads to gaps in children's progress over time. The headteacher recognises the need to develop an assessment calendar which outlines more robust procedures, including when specific assessments are implemented and reviewed. Teachers should use assessment evidence more effectively to identify clear next steps and inform planning.

- Teachers plan learning activities for individuals and groups well. However, in a minority of lessons, short-term planning does not sufficiently match the needs of children. The headteacher should ensure greater consistency in high-quality short-term planning, with a clearer focus on appropriate challenge and support for all children. Teachers are at an early stage in developing a more coherent approach to planning learning across the curriculum. As part of identified improvement work, teachers should strengthen how progression and breadth are planned for across the school. This includes implementing consistently across the school, the local authority medium- and long-term approaches to planning.
- The headteacher has recently established clear and systematic approaches to tracking and monitoring the progress of individual children. There are now formal progress reviews and a renewed focus on measuring attainment against national Benchmarks. This approach is leading to increasingly reliable teacher judgements about children's progress and attainment. Teachers should continue to engage in moderation activities to further strengthen the reliability of professional judgements. There is a need to include greater consistency in applying national standards and developing a shared understanding of evidence needed to demonstrate children's attainment and address gaps in their learning.

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

satisfactory

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 numeracy is satisfactory and in literacy is good. The majority of children across P1, P4 and P7 are achieving nationally expected levels of attainment in literacy and English and numeracy and mathematics. A minority of children are capable of achieving more in literacy and numeracy.
- The majority of children who require additional support with their learning make good progress towards their individual targets.

Attainment in literacy and English

- Overall, most children are making good progress towards expected national levels in literacy and English.

Listening and talking

- At early level, most children follow simple instructions and share their thoughts and ideas well. During play, they use vocabulary in a confident and appropriate way. A few children should further develop their understanding of 'what makes a good listener'. At first level, most children contribute enthusiastically to adult-led conversations. They need to continue to develop skills in turn-taking and listening to others during group and class discussions. At second level, most children offer ideas, opinions and suggestions well during class and group activities. They identify successfully features of spoken language, for example, body language, gesture and tone. They are developing different approaches to note-taking and are able to use these to expand their ideas and content. Most children are not yet able to present confidently or effectively to a wider audience.

Reading

- At early level, most children use their knowledge of sounds and phonics to read words. They are developing their knowledge of sight vocabulary and are able to read a few tricky words. However, a minority of children are not yet consistently able to read sentences and short texts fluently and with understanding. At first level, children are reading aloud with increasing confidence and are beginning to read with expression. They describe different types of text and use the terms index, contents and glossary appropriately. They need to develop a deeper understanding of fiction and non-fiction. At second level, children enjoy reading and choose personal readers, as well as developing their tools for reading through a class novel. Children

read fluently and are able to skim and scan texts for understanding and key ideas. A few children require further support to read complex unfamiliar words.

Writing

- At early level, most children write a sentence independently, with a few writing multiple sentences. They are beginning to use their knowledge of phonics to enthusiastically spell words. At first level, most children recount the sequence of a story and personal experiences successfully. At early and first levels, children need more practice in letter formation, joins and correct positioning of letters on the line to build writing stamina. At second level, children use the tools for writing confidently. They talk about the purposes of different genres and the key features which identify different types of texts accurately in persuasive writing and diary entries. A few children contribute to the local village magazine. A few children are not yet consistently able to write for real-life audiences and contexts.

Attainment in numeracy and mathematics

- The majority of children at early and first level make satisfactory progress from prior attainment in numeracy and mathematics. Most children at second level make good progress. At all stages, a minority of children who have achieved expected levels of attainment demonstrate gaps in their understanding, which limits their progress. Gaps are most significant at the end of first level. Teachers need to ensure concepts are revisited regularly to support children to develop secure knowledge and recall of facts.

Number, money and measure

- At early level, most children add and subtract within 10 and count backwards and forwards to 20. A minority of children are not confident in telling the time to the hour and half past on an analogue clock. At first level, the majority of children accurately add and subtract two-digit numbers. They round two- and three-digit numbers to the nearest 10. They are not yet confident in understanding and writing simple fractions or using coins to pay for items up to £10. Children at early and first level need to consolidate number facts more regularly across the four operations, relevant to their age and stage. Most children at second level have a strong understanding of place value, including rounding whole numbers to two decimal places. They recognise a range of fractions and represent these as a decimal or percentage. Most children are not yet able to apply their numeracy knowledge confidently to solve problems in unfamiliar contexts, such as rounding money to the nearest pound to calculate change.

Shape, position and movement

- At early level, children understand simple positional language such as forward and backward. They name two-dimensional (2D) shapes. At first level, the majority of children use simple mathematical language to describe the properties of 2D shapes. They recognise right angles and identify lines of symmetry in simple shapes. At early and first level, most children require support to identify and describe three-dimensional (3D) objects relative to their age and stage. At second level, most children are able to measure angles using a protractor and correctly label different types of triangles. They require further development of mathematical language to support greater accuracy when explaining their thinking and understanding, for example, when explaining complementary angles.

Information handling

- At early level, most children group information appropriately and answer questions from a simple pictograph. At first level, the majority of children confidently use tally marks to track

and record information. They are not yet experienced in gathering and using real-life data. At second level, children are able to construct a range of different graphs to present information using appropriate scales. Older children are not yet consistently able to use digital technology to manipulate data or present information in a range of forms.

Attainment over time

- The headteacher has recently worked with teachers to review attainment data, supporting a developing understanding of children's progress. Overall, children make satisfactory progress as they move from P1 to P7. However, there is a notable dip in progress at the end of first level, which staff are beginning to identify and explore. While staff are increasingly engaging with attainment data, they are not yet consistently able to demonstrate children's progress and attainment over time with sufficient confidence and accuracy. The headteacher should continue with planned work to strengthen professional judgements, ensuring a clearer and more robust understanding of children's progress across all stages.
- Over time, children's attendance is above the national figure. Currently, attendance across the school is 95.1%. A few children have persistent absence of 90% or more mostly due to parental holidays. The headteacher tracks and monitors absences effectively. They employ a personal, relationships-based approach to working with parents. Together, they develop effective approaches that are supporting improvements in individual children's attendance. This results in a few children showing improved attendance over time.
- There are currently no children on a part-time timetable. When they are used, the headteacher ensures that part-time timetables are reviewed regularly with parents and partners. This ensures that effective support enables children to return to full-time education as soon as possible.

Overall quality of learners' achievements

- The headteacher and staff celebrate children's achievements effectively through assemblies, certificates and wider achievement displays. Children proudly share achievements with parents and staff, including through an online platform. In a minority of classes, teachers track children's participation in wider achievement activities, with a few teachers tracking the skills children develop. They use this information to identify gaps in opportunities for children to achieve successfully and provide targeted support. This leads to improved participation for a few children. However, this approach is not consistently used across the school. Staff should ensure all children's achievements and skills are tracked systematically, supporting earlier and more reliable identification to help prevent children from missing out.
- Children engage in a range of experiences that support the development of skills for learning, life and work. These include film work for a local exhibition, community art projects, after-school clubs and residential experiences. Through these, children develop a range of skills, including teamwork, confidence and resilience. Children in P7 benefit from meaningful leadership opportunities, including leading assemblies, supporting peers in self-evaluation and running clubs. Through these experiences, they contribute positively to the life of the school. They develop well as effective contributors, confident individuals and responsible citizens.

Equity for all learners

- Staff have created a detailed plan for the use of Pupil Equity Funding (PEF). In recent years, PEF has been used to support targeted interventions, for example, the breakfast club has had a positive impact on attendance. However, the impact of PEF on improving attainment and closing gaps in learning is not yet clearly demonstrated. The headteacher should now proceed with plans to monitor the impact of PEF spending more rigorously. This should include a clearer understanding of how this spend improves outcomes for children and contributes to closing poverty-related attainment gaps.
- All staff have a strong understanding of the school's context and the potential barriers to learning faced by some children and families, including financial disadvantage. They take proactive and effective steps to reduce the cost of the school day. The school's Cost of the School Day statement clearly outlines actions such as recycling school uniforms, reducing the cost of school trips and residential experiences, and providing free after-school clubs. Staff carefully consider affordability when planning activities and actively seek funding to minimise financial pressures on families. As a result, financial circumstances are not a barrier to children's participation.

Other relevant evidence

- Teachers should ensure that all children receive their full entitlement to two hours physical education each week.
- Children receive their entitlement to religious education and observance in line with national requirements. Ministers visit the school and children attend the church once per year.
- Children experience progressive learning in French as part of the school's approach to 1+2 languages. Teachers should review how they deliver a third language.
- The headteacher provides information for parents and the Parent Council on school improvement planning and progress. This includes a general outline of PEF spending. Staff should explore ways to consult more meaningfully with children and families who are involved in projects on how PEF could be used to reduce poverty-related attainment gaps.

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.