

22 September 2026

Dear Parent/Carer

In January 2025, HM Inspectors published a letter on Lochgelly West Primary School. The letter set out a number of areas for improvement which we agreed with the school and Fife Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

School leaders need to streamline processes for supporting learners. They should ensure that planned change is embedded in the work of the school. They need to focus the school's work on key priorities that will secure the greatest impact on children's outcomes.

Overall, there has been very effective progress made towards this area for improvement.

Since the original inspection, the headteacher has provided clear and focused leadership, setting a shared direction for improving the school. With strong support from the two acting deputy headteachers, improvements have moved forward at a manageable pace. All staff are committed to this shared vision, and both staff and children feel proud of the school and the progress they have made together. Senior leaders have created an appropriate improvement plan that has focussed on strengthening leadership across the school, improving learning and teaching, and raising children's attainment.

Senior leaders have used a range of information effectively, including regular class observations, reviews of children's work and attainment data. This is used well to determine the impact of the school's work on improving children's outcomes. Children are more actively involved in improving their school. Children recognise how their views are acted upon and used to inform improvements through the 'you said, we did' approach adopted by senior leaders. Parents are also invited to share their views regularly through focused surveys. This is helping them to feel more involved in the life and work of the school.

All staff across the school lead improvement, including pupil leadership groups and key areas such as literacy, technologies and targeted interventions. This is impacting positively on children's experiences and outcomes. This shared approach to leadership is helping to build capacity across the staff team and ensure that improvements are sustainable. Children also undertake a wide range of leadership roles and contribute to school improvement through pupil groups. As a result, they are developing important skills and a strong sense of responsibility as active members of the school community.

The pace of change over the past 18 months has been very well managed and has had a positive impact across the school. Senior leaders and staff should continue to drive forward school improvement to enhance further improved outcomes for children's learning and progress.

In the school, staff need to continue to improve approaches to learning, teaching and assessment across the curriculum. Teachers need to plan learning that results in all children receiving appropriate levels of support and challenge.

Positive progress has been made in this area for development. Senior leaders have worked very well with staff to improve the quality of learning, teaching and assessment.

Across the school, children benefit from a positive and nurturing environment. Staff have worked well together to create inclusive, well-organised classrooms with clear routines and calming spaces that support children's wellbeing. Relationships between children and between children and staff are positive. As a result, most children feel safe, secure and ready to learn.

Since the original inspection, staff have worked together successfully to create a clear learning and teaching policy. This is helping ensure a more consistent approach across the school. Teachers have taken part in appropriate professional learning which is leading to more consistent experiences for children. Most teachers explain clearly what children are learning and what success looks like. This helps children understand what they are learning and how to be successful. Teachers build well on what children have already learned and use questions effectively to check their understanding. Teachers should now use questions more effectively to challenge children's thinking and deepen their curiosity as they learn. In the majority of lessons, children have opportunities to work independently. In a minority of lessons, learning is still too teacher-led and moves too slowly. Teachers provide children with effective feedback, especially in writing. Teachers should now develop greater consistency in providing feedback to help children to better understand their progress and next steps across all curricular areas.

Teachers are now working together more consistently to plan learning. This is helping to ensure that children's learning builds more progressively as they move through the school. Senior leaders have developed a helpful assessment calendar. This is helping teachers use a wide range of assessments to measure children's progress and plan appropriate next steps in learning, particularly in literacy and numeracy. Senior leaders meet with teachers regularly to discuss and track children's progress over time. This is helping staff to have a clearer understanding of children's needs and work together to put the right support in place. As a result, children's progress is improving and the attainment gap is reducing.

All staff need to focus on raising the attainment and accelerating the progress of children across the school as an immediate priority. Staff need to reverse the declining pattern of attainment of children as they progress through the school.

Senior leaders and staff have taken positive steps to raise attainment in literacy and numeracy across the school. Since the original inspection, overall attainment in literacy and numeracy has improved.

All staff are working well together to raise attainment. The ongoing focus to improve learning, teaching and assessment is contributing positively to better outcomes for children, particularly in literacy and numeracy. Teachers now have more opportunities to look at children's work together and compare standards. This is helping them to make accurate decisions about children's progress and make sure they are in line with national expectations.

Senior leaders have introduced a clear plan to improve attainment in reading. This is supporting teachers to work together successfully to improve the teaching of reading. As a result, children are demonstrating improved reading skills, greater engagement with texts, and increased levels of attainment in reading across the school. Staff have also focused on improving approaches to teaching listening and talking. They have developed new approaches successfully, such as through drama, which is helping to strengthen children's listening and talking skills.

Senior leaders use school and local authority tracking systems effectively to monitor how well every child is progressing in their learning. They have regular discussions with teachers to track children's progress over time and identify children who require additional support with their learning. The headteacher is using Pupil Equity Funding successfully to support literacy and numeracy interventions. There is clear evidence that these supports are making a difference.

Going forward, senior leaders should ensure improving attainment remains a key priority for the school. Staff should continue using a range of data to support them to understand what approaches are working best to improve children's progress and raise attainment further.

In the nursery, practitioners should continue to improve children's progress over time by developing approaches to assessment to ensure all children reach their learning potential.

Senior leaders and staff have made strong progress in improving how they assess children's learning in the nursery. They use a clear and well-organised tracking system to monitor children's progress over time across literacy, numeracy and health and wellbeing. This system is helping staff build a clear picture of how children are developing both individually and as a group.

Staff use a range of assessments, alongside their own professional judgement, to understand children's early language and literacy skills. They observe children during play and record these in individual learning journals, helping them to plan meaningful next steps. Staff and senior leaders engage in regular discussions to determine if any children require additional support or challenge. These children are identified quickly, and appropriate supports are put in place. This means children are well supported to make the best possible progress in their learning.

**HMIE**

His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdadh an Rìgh airson Foghlam ann an Alba

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Fife Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Victoria Morgan
HM Inspector

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