

Summarised inspection findings

Pitteuchar West Primary School

Fife Council

23 June 2026

Key contextual information

Pitteuchar West Primary School is a non-denominational school situated in Glenrothes, Fife. It serves the community of Pitteuchar and surrounding area. The school roll is 220 children arranged across nine classes. The acting headteacher has been in post for three months. She is covering the absence of the substantive headteacher. She is supported by a depute headteacher.

The majority of children live in Scottish Index of Multiple Deprivation deciles three to five. Senior leaders report that 30% of children require additional support with their learning. Approximately 11% of children in P6 and P7 are registered for free school meals and 4% of children have English as an additional language.

The original inspection was started in November 2025. Due to circumstances within the school at the time, it was agreed that the inspection should be paused. In collaboration with the local authority, we visited the school again in April 2026 to conclude the inspection.

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	

- All staff foster very positive relationships with children based on children’s rights, the school value of kindness and motto ‘Believe to Achieve’. Staff have developed a positive relationships policy that supports caring and nurturing interactions with children. Children in all classes have created charters linked to their rights and the school values. Across the school, almost all children are well behaved, and are polite and respectful towards visitors and each other. Almost all children feel their school helps them to understand and respect other people.
- All staff have created welcoming and attractive environments for children to learn. Across the school there is a very caring and inclusive ethos. Staff have developed an agreed set of universal approaches to support children in their learning environments. These include providing calm areas if children need quiet time or resources to support them to relax and maintain focus. Teachers and support staff use these effectively to support children.
- Across the school, most children engage well with their learning. They demonstrate a willingness to contribute to class discussions and share their knowledge and experiences with others. In a minority of lessons, children are actively involved in their learning and are provided with choice about what and how to learn. For example, teachers involve children in planning topic work through asking about previous knowledge, what they would like to learn and how they would like to learn. Teaching staff should extend opportunities for children to learn

independently and lead their own learning across the curriculum. This should support increased engagement and motivation during lessons.

- As part of a local authority approach to learning and teaching, all staff use a four-part model to structure lessons. Children are supported in this approach by the consistent use of visual learning display boards. In all lessons, teachers share the purpose of learning, helping children understand what they are learning and how they can be successful. In most lessons, teachers use questioning to support children to recall information. Teachers across the school need to use questioning more effectively to develop children's thinking skills. In the majority of lessons, teaching input is too long, and activities are mainly adult led. This is having an impact on the pace of learning. As a next step, senior leaders and staff should review current approaches to learning and teaching with a focus on improving the pace and level of challenge.
- In almost all lessons, children are provided with verbal and written feedback that supports their learning. Children are involved in peer and self-assessment of their writing. This helps them understand what they need to do to improve their writing. In a few lessons, teachers support children to understand where they have been successful and share next steps in their learning. Senior leaders and teachers should develop consistent approaches to written feedback across the school. This would help all children have a better understanding of their learning and support them in setting their own personal learning targets.
- Teachers at P1 and P2 have made a positive start to implementing play-based learning. They have participated in relevant professional learning and used this to develop their classroom environment and outdoor areas to offer a range of play-based experiences. Staff review continually children's use of these areas and use pupil voice to develop them further. For example, the themed coffee shop was created as a result of children's interests. Teachers provide children with an appropriate balance of child led and teacher led learning. Teachers are in the early stages of developing their observations of children's play to inform next steps in learning. They should continue to engage with national guidance and further professional learning to support them to develop this area of practice.
- Children have access to a range of digital devices to support engagement in learning. All P6 and P7 pupils have individual access to a digital device to support their learning across the curriculum. They use a range of educational based applications and are developing their word processing skills as they increasingly complete learning tasks on their devices. Younger children are developing their coding skills and use them well to programme remote devices. Children in the digital leadership group support learning on internet safety through school assemblies, help maintain school devices and run a lunchtime coding club for younger children. This is helping to successfully develop children's digital technology skills.
- Older children enjoy engaging in outdoor learning experiences through a residential trip and transition project with the local secondary school. P1 and P2 children have access to outdoors regularly as part of their play-based learning. Children across the school experience learning outdoors through physical education, science, numeracy and literacy. As a next step, senior leaders should develop a progressive pathway to develop children's outdoor learning experiences.
- Teachers plan assessments effectively as an integral part of learning and teaching. Teachers use a range of formal and informal assessment approaches well to gather evidence of

children's progress throughout the year, as detailed in the school's assessment calendar. They use regular, ongoing assessment strategies to check children's understanding, for example, showing a fist of five, exit passes and using mini whiteboards. As a next step, staff should work together to develop high quality assessments to provide children with the opportunities to apply their learning in new and relevant contexts.

- A few staff share and moderate assessments through the local improvement forum and assessment and moderation group. All teachers moderate reading and writing assessments with stage partners. Teachers are developing a shared understanding of national standards and increasing their confidence and accuracy when making professional judgements about children's progress and attainment. As planned, senior leaders, working with cluster colleagues, should now provide opportunities for teachers to moderate across the curriculum. This should further strengthen teachers' professional judgements and inform approaches to learning, teaching and assessment.
- Teachers plan collaboratively in all areas of the curriculum using an online tool effectively to plan across different timescales. Teachers know the children well and plan to meet the needs of most children, including those requiring additional support. They use well a range of attainment data to identify interventions and plan a range of learning experiences. Teachers should plan learning at the right level of difficulty to ensure appropriate challenge for all children.
- Senior leaders and staff use the local authority tracking system well to track children's progress in literacy and numeracy. They track children's learning across all eight curricular areas as part of the local authority tracking and monitoring pilot project. Staff use these systems effectively to support most children well to make appropriate progress from prior levels of attainment. Senior leaders and teachers meet termly to discuss the progress of all children, ensuring they consider individual circumstances and address barriers to learning. This helps them to identify early children who require additional interventions and support. Teachers use assessment evidence and standardised data regularly to identify cohorts of children requiring support and plan appropriate interventions. This impacts positively on teachers' professional judgements and accuracy in determining children's attainment.

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

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, children's attainment in literacy and numeracy is good. At P4 and P7 most children achieve expected Curriculum for Excellence levels in literacy and numeracy. At P1, the majority of children achieve expected levels in literacy and in numeracy. A few children are working beyond expected levels. Across the school, a few children are capable of achieving more and require greater challenge in their learning.
- Most children who require additional support for their learning are making good progress towards their individual learning targets.

Attainment in literacy and English

- Overall, most children make good progress from prior levels of attainment in literacy and English.

Listening and talking

- At early level, most children take turns when listening and talking in a variety of contexts. They would benefit from further opportunities to hear and say rhyming words. At first level, the majority of children ask and respond to different questions to show an understanding of main ideas of texts. They now need support to identify the difference between facts and opinions. At second level, most children contribute relevant ideas, information and opinions when engaging with others. They show respect for the views of others and offer their own viewpoint. Children now require more support to deepen their skills through, for example, planning and delivering organised presentations and taking part in debating.

Reading

- At early level, most children confidently say the different single sounds made by letters and a few are beginning to blend sounds made by two letters. They now need to further develop their use of blended sounds to read with greater fluency. At first level, the majority of children use punctuation and grammar to read for understanding. They are less confident using inferential and evaluative questions to understand texts. At second level, most children respond to a range of questions, including literal, inferential and evaluative questions, to demonstrate their understanding of texts. At first and second levels, teachers need to ensure time for children need to read more regularly for pleasure and to increase their knowledge of books from a range of authors.

Writing

- At early level, the majority of children write words from left to right and are attempting to use a capital letter and full stop in at least one sentence. They need to engage in more regular writing through play to develop their confidence to have a go at writing independently. At first level, the majority of children make notes to help them plan their writing. They need to focus on the presentation of their written work. At second level, most children use digital technology confidently to present their work. When writing to persuade or express an opinion, they organise their ideas in a logical way. Children need to develop greater confidence when applying their writing skills across a wider range of genre and for a range of purposes.

Attainment in numeracy and mathematics

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

Number, money and measure

- At early level, the majority of children identify and order numbers from 0-20. They add and subtract two numbers accurately within 10. Children now need support to develop their understanding of addition and subtraction to 20. At first level, the majority of children are confident with place value to 1000. They use standard addition and subtraction algorithms confidently up to four digits. Children would benefit from quicker and accurate recall of number facts and use these to solve simple problems. At second level, most children complete number calculations with confidence and explain the strategies they use. They are less confident making links between fractions, decimals and percentages.

Shape, position and movement

- At early level, the majority of children identify simple two-dimensional shapes. They require support to develop their knowledge of three-dimensional (3D) objects. At first level the majority of children name and describe accurately simple 3D objects and their properties. They are less confident with their knowledge and identification of right angles. At second level, most children recognise acute, obtuse and reflex angles. They are less confident in identifying properties of a circle.

Information handling

- At early level, the majority of children match and sort items, for example, by colour. They have not yet developed skills such as displaying information in simple bar charts. The majority of children at first and most children at second level, demonstrate an appropriate understanding of information handling. They need to practise applying data and analysis skills regularly in a wide range of real-life, rich contexts including the use of digital technology.

Attainment over time

- Senior leaders have implemented effective systems to track and monitor children's attainment levels over time. They analyse data well to consider patterns in children's progress. Overall, data shows that most children maintain expected national standards of attainment as they progress through the school. Senior leaders track and monitor the progress of identified groups, including children who require additional support with their learning and those who are impacted by their socio-economic circumstances. There is a recent dip in literacy and numeracy at early level. Staff use a range of data effectively to

identify children across early level who are not making expected progress. They plan a range of interventions for groups and individuals. This is now impacting positively on children's attainment at early level. For example, staff use a structured literacy programme to identify and target gaps in learning. Senior leaders should continue with their plans to support teachers in analysing and using data to maximise the progress of all children.

- Senior leaders use data effectively to identify required improvements in learning and teaching to raise attainment. For example, the school has had a sustained focus on improving writing. Teachers implemented effectively a range of approaches and resources which have positively impacted children's confidence in writing. As a result, attainment in writing is steadily increasing.
- Senior leaders monitor children's attendance effectively. They track attendance of all children regularly and are aware of reasons for children's absence from school. In June 2025 attendance was 92.5%, which is in line with the national average. From August 2025 to March 2026, the attendance rate is 91.6%. A few children currently have attendance less than 90%. Staff work closely with parents to provide targeted and effective support to help children to attend school, such as a daily breakfast club which children help to organise. Senior leaders have established highly effective partnerships with other agencies to support children's attendance. This includes the early support team. This has improved the attendance of identified children.
- Part-time timetables are not a common feature within the school. Where required, senior leaders use this in a considered and well-managed way in line with national guidance. A few children are currently on part-timetables.

Overall quality of learners' achievements

- Staff celebrate children's achievements in and out of school in a variety of ways, such as through assemblies, house points and certificates. Staff and children also showcase achievements in shared family learning events such as the Kindness Festival. Staff provide an extensive range of opportunities which support children to achieve. These include a variety of clubs with activities such as crafts, football and yoga. This enables children to experience new activities and develop as confident individuals and effective contributors. Effective partnership working also supports children to develop well skills, attributes and capacities. For example, all children take part in cluster sports events and engage in enterprise activities.
- Most children have the opportunity to develop their leadership skills through a variety of roles or as members of committees or groups. These include kitbag ambassadors, the breakfast team and house captains. Children regularly present their ideas to their peers at assemblies. As a result, children are developing their confidence, communication and citizenship skills.
- Senior leaders use tracking data effectively to identify children at risk of not participating and, work with partners to provide support through targeted interventions. Children in P6 and P7 demonstrate increasing independence and regularly reflect on and record their progress. As planned, staff should now track the skills all children are developing as a result of their achievements. They should also develop further all children's ability to talk about how they use these skills in their learning, life and work.

Equity for all learners

- All staff are very aware of the socio-economic circumstances of children and families. They have a strong understanding of any barriers to participation and learning. Staff take positive and effective action to address the cost of the school day. They ensure family circumstances are not a barrier to any children's participation in opportunities for learning or achievement. Families benefit from a range of sensitive and discreet approaches offered to them. The school subsidises trips, provides uniform and seasonal clothing. They have well-established connections with a range of partners to help support the needs of families. As a result, all children can participate in, and are included fully, in all aspects of school life.
- The headteacher has an effective strategic plan for the use of Pupil Equity Funding (PEF). She has allocated PEF appropriately to provide a range of universal and targeted interventions to support improved outcomes for children across the school. This includes additional staffing and resources to support interventions to improve children's attainment in literacy and numeracy. There is a clear focus on inclusion to meet the needs of individual learners. Staff plan and monitor effective interventions to ensure the majority of children close identified gaps and accelerate progress in learning. As a next step, senior leaders should now use consistent and clearly defined measures to evidence the impact of interventions on children's progress. This should support all staff to make an informed evaluation of how well targeted approaches accelerate the progress of children.

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.
- All children do not receive their entitlement to modern language learning. Senior leaders should now review planning to ensure that children across the school receive their full entitlement as part of the Language Learning in Scotland 1+2 approach.
- Children receive their entitlement to religious and moral education and religious observance, in line with national expectations.
- All children receive their full entitlement to two hours of high-quality physical education each week.

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.