Burntisland Primary School

STANDARDS AND QUALITY REPORT – JUNE 2026



Belong Participate Succeed

BURNTISLAND PRIMARY SCHOOL
Context of the School

Demographic	Burntisland Primary School and ELC is the only school in the town of Burntisland. Most children who join us in P1 have come from the ELC here, which comprises 6 cohorts of children: we have morning and afternoon children in an early entrant's playroom, a playroom of 3-5 year olds who both follow the 52 week model and also two playrooms of 9-3 term time provision for 3-5 year olds. In our school we have 15 classes. There has been a significant amount of change in the senior leadership team over the last 3 years, with two new DHTs and a new HT. Of the **424** children in the school we have: • 14.2% in SIMD 1+2 • 3% EAL • 41% ASN • 1% care experienced • 2.4% Armed Forces • 21% FSM overall • 22% FSM P6&7 • 6.4% on ARA/flexi timetables (June 2026 data) Of the 105 children in the nursery we have: • 22 Early Entrants and 83 3-5 children • 9% of 3-5 children are having a deferred year. • 57% of 3-5 children are in their pre-school year.			
Vision, values and aims	The school's vision of 'belong, participate and succeed' is well-embedded and underpins learning across the school.			
Attendance	Attendance Overall	91.23%	Attendance Stretch Target	94.3%
	Authorised Absence	4.63%	Unauthorised Absence	4.12%
Exclusions	There have been 13 exclusions in the past year.			
Summary of consultation with stakeholders	We work closely with our effective and supportive Parent Council. We consult them on priorities for improvement and plans for spending PEF money. Parents have completed surveys for the school and the parent council also seeks wider parental views. Children have completed surveys and their views have been gathered by the Pupil Council, Sports Committee and House Captain team. Staff contribute regularly to meetings, surveys and other self-evaluation activity.			
Attainment Scotland Fund Allocation (PEF)	£142,100			
Cost of the School Day statement	We remain deeply committed to mitigating the "Cost of the School Day" for all our young people, with targeted support for those experiencing financial hardship. Over the past year, our efforts have centered on lowering the financial barriers of school trips, streamlining fundraising, and expanding our uniform initiatives. Through ongoing collaborations with *Café Inc* and *The Big Hoose*, alongside our Christmas *Giving Tree*, we have strengthened our community support network. Furthermore, we have established a new, accessible hub for pre-loved uniforms, and introduced a dedicated clothing and footwear bank to ensure all students can fully participate in outdoor learning sessions.			

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: **Use benchmarks for all curriculum areas to measure children's progress and achievement of a level, as part of a range of assessment evidence used to inform professional judgements.**

HGIOS 4 Quality Indicators: 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	

Progress to be detailed:

- All teachers have enhanced their use of planned assessment and engaged in professional learning and moderation activity which has been mainly focused on literacy and numeracy learning.
- All staff now track children's progress across the broad general education. They have used the national benchmarks and local authority progression pathways to plan children's learning.
- Staff have engaged in professional learning and improved their understanding of the assessment of a level.
- Approaches to planning, tracking and monitoring have been improved across the school.
- Staff continue to engage in moderation of the new Progress reports
- Teachers are continuing to work collaboratively with cluster colleagues in the moderation of reading.
- Staff now plan more effectively to meet the needs of children in learning and integrate ongoing assessment opportunities.
- Teachers have agreed on a process for identifying key areas of assessment across the BGE.
- Teachers continue to plan a yearly overview to identify key learning across the year.

Impact to be detailed:

- All children have experienced planned, progressive learning experiences across the broad general education.
- Children's progress is more accurately tracked and monitored due to improved processes.
- Pupil focus groups evidence a clearer understanding of learning and progress.
- All children received a report detailing their progress across the curriculum using the new Progress framework.

Next Steps (if appropriate) to be detailed:

- Teachers to continue to plan progressively and identify assessment opportunities across the BGE.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2: **All children will be supported and challenged in their learning by better use of indoor and outdoor spaces.**

HGIOS 4 Quality Indicators: 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	

Progress to be detailed:

- Teachers and Support Staff have engaged in professional learning focusing on universal, additional and targeted support. This has included aspects of the Circle Framework and new Summary of Support documents.
- There are sensory circuits created and resourced in identified areas across the school.
- Play materials have been bought to support learning through play within the P2 corridor.
- Staff have been introduced to the newly created Fife Outdoor Learning Skills Framework to support children to develop their skills in 'being in the outdoors', 'being respectful outdoors' and 'being safe outdoors'.
- Coordinated planning for outdoor learning activities has ensured the engagement of all children in opportunities for skills-based outdoor learning and learning for sustainability all year round.
- The school continue to work closely with community partners to enhance pupils' experiences, including outdoor learning (Rotary Ramblers), DYW (school parents), STEM and Emergency Medics (Exxon Mobil).

Impact to be detailed:

- All children have benefited from universal support in their classrooms consistently across the school.
- Empty classrooms have been strategically used to create spaces where children can receive additional and targeted support.
- Children in P2 have received developmentally appropriate learning experiences through new play resources.
- Children with additional support needs have been able to access life skills and wider curricular opportunities more consistently.
- All children continue to access a range of outdoor learning opportunities within Burntisland, making use of the beach, coastal path, links, woods and the rest of our rich natural environment.
- All children now experience outdoor learning progressively and across the year.
- Children have begun to develop their skills in 'being in the outdoors', 'being respectful outdoors' and 'being safe outdoors'.

Next Steps (if appropriate) to be detailed:

- Staff to continue to build on the success of the additional P1 space created last session to further develop the P2 sensory room.
- Staff to continue to engage with the new Fife Outdoor Learning Skills Framework to strengthen their planning and ensure children experience progressive opportunities to develop their skills in the outdoors.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3: **A consistent approach to planning, teaching and assessing reading across the school, leading to improved outcomes for children through improved attainment in reading.**

HGIOS 4/HGIOELC Quality Indicators: 1.3, 2.3, 2.4, 3.2

Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	

Progress to be detailed:

- Staff at all stages use the Fife Reading pack to assess progress and tailor teaching to match children's next steps and develop a shared understanding of standards and expectations of reading at all stages of the school.
- Staff have engaged in professional learning activity focusing on approaches to teaching and assessing reading.
- Agreed strategies across the cluster have enabled professional dialogue to be targeted and impactful.
- Staff from P5 shared their small test of change with staff colleagues.
- A seconded class teacher, who is currently acting PT using PEF funding, is trained in QI methodology. She has worked in partnership with the cluster PT to deliver training, analyse data and drive improvement in the area of reading.

Impact to be detailed:

- Children are more confident using steps to success to identify their own progress and are clearer about what they are learning and how they can improve their learning.
- Children are being planned for appropriately and are benefitting from raised standards and expectations of the work they complete in their literacy jotters.
- An increase in staff confidence in delivering high-quality reading lessons using the Fife Reading pack.
- Staff are working smartly by including aspects of AI into their planning to help ensure lessons are differentiated. Staff continue to build a bank of literacy resources to share across the school.
- The children are becoming familiar with the terminology, as well as knowing which support resources are available to support their learning.

Next Steps (if appropriate) to be detailed:

- Continue with consistent reading approaches into the next session and an expectation that literacy is taught across the week.
- Apply the same QI methodology to the consistent approach to planning, teaching and assessing listening & talking next session.
- Take part in Stephen Graham training next session – reading into writing (3 teachers).
- Apply for literacy QI project for next session.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC Improvement Priority 1: **Measure children's progress and achievements over time within nursery, as part of a range of observations to inform professional judgements.**

HGIOELC Quality Indicators:
1.2, 1.3 , 2.2 , 2.3 , 3.1, 3.2

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	

Progress to be detailed:

- Staff have reviewed and updated planning processes and introduced new tracking formats for 3-5 playroom and increased expectations that strengthens the focus on practitioners being responsive to their keyworker children's individual progress and next steps – considering pace and challenge.
- Staff have reviewed and updated planning processes for Early Entrants.
- WAGOLLs have been introduced and shared with all staff for PLJ progress meetings with an increased focus on learning and timetabled time off the floor to facilitate quality dialogue between keyworkers and home.
- There is dedicated time for tracking meeting preparation for all 3-5 practitioners and time to carry out tracking meetings on a timetabled basis termly. Peripatetic Nursery Teacher identifies key themes shared from tracking meeting next steps to build into intentional promotions through playroom planning. 'Securing Children's Progress' folders have been created for each 3-5 playroom.
- Practitioners received professional learning on the new Progress reporting framework.
- Practitioners have developed their understanding of evaluative language.
- A strengthened focus on the thread of learning permeating provision, planning and learning walls and evidenced through quality assurance.

Impact to be detailed:

- Almost all children benefit from developmentally appropriate and challenging learning experiences, as evidenced through QA processes.
- Children's progress is maximised through revised planning approaches, and practitioner confidence in language of progress, which is supporting individual next steps.
- The thread of learning is evident across all playrooms, linking planning, provision and learning wall evidence. This is supporting children to make better progress.
- All practitioners have more robust evidence of children's progress over time which has allowed them to identify learners who require more challenge in learning. As a result those children requiring more challenge receive this more consistently across all playrooms.

Next Steps (if appropriate) to be detailed:

- Review Early Entrants tracking to ensure it appropriately supports the unique stage of development for children aged two to three (Using Up, Up and Away and learning from other establishments).
- Further develop practitioners understanding of differentiation and how this could be planned for within playrooms.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC Improvement Priority 2: **All children will experience high quality provision which protects their rights and promotes wellbeing and equity throughout.**

HGIOELC Quality Indicators:2.2, 2.4, 2.6, 3.1

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	

Progress to be detailed.

- Through age-appropriate experiences and interactions children have developed their understanding of 5 key rights promoted by practitioners.
- All practitioners role model behaviours which encourage children to ask open-ended questions and engage in active listening to show children that their voices and opinions are valued and actioned on.
- Playroom displays have clear links to the UNCRC.
- Practitioners plan the inclusion of wellbeing indicators through interactions, experiences and spaces so that they are part of children's daily experiences.
- Playrooms display the wellbeing indicators across the setting.
- All children's PLJs now include 'All About Me 1, 2 and 3' new PLJ sheets. These are organised in categories linked to the wellbeing indicators.
- Parents have been asked their views on the teaching of children's rights through the playroom floor books, this feedback was positive.

Impact to be detailed:

- All children benefit from a rights-based approach in the playrooms.
- Children's rights are now explicit in all about me section of the PLJ.
- Practitioners are more confident using the language around the rights and use the Wellbeing characters to support conversations with children in the playrooms.

Next Steps (if appropriate) to be detailed:

- Continue to implement the rights and wellbeing indicators in context throughout the nursery day.
- Continue to share with parents the key rights of the child and identify how these are implemented through experiences, interactions and spaces.
- Next session, a key priority will be to extend the work in this area to include delivery of the Think Equal programme in all 3-5s playrooms.

Improving Outcomes

Attainment

	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	77.6%	71.6%	71.6%	74.2%
P4	90%	73.3%	61.7%	76.3%
P7	77.5%	69%	66.2%	70.3%

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	71.4%	71.6%	81%	74.2%
P4	65%	61.7%	76.7%	76.3%
P7	69.2%	66.2%	73.8%	70.3%

- Overall, attainment in literacy and numeracy is good.
- Most children across the school achieve appropriate CfE levels in literacy and numeracy.
- Children who require support with their learning benefit from improved systems and processes and better universal supports in classrooms.
- The targeted work on raising attainment in writing has had a significant impact on children's attainment in this area over the last two years. This work is continuing.
- PEF funding has been used to provide PSA support for children with significant barriers to learning, which has enabled class teachers to support raised attainment for children in their class.
- A probationer funded via PEF has supported the raising of attainment across the school, as this enabled a QI trained teacher to be released to support pedagogy and planning in reading. Children's ability to talk about their reading skills and to answer comprehension questions has improved as a result of targeted reading support. We anticipate a rise in attainment as this work is embedded.
- PEF funding and Bright Start Breakfast funding for breakfast club staffing has improved school attendance and engagement for targeted pupils. We have been able to fund more free places for children at risk of missing out. We have also been able to provide a second staff member to enhance supervision for more vulnerable learners to attend.

Achievements

- Children's achievements in and out of school are celebrated at assembly and displayed prominently.
- Children are proud of their achievements and enjoy sharing these with their peers.
- Staff track children's participation and personal achievements. This information has been used to extend the opportunities available for children and to identify children who are at risk of missing out.
- Across the school, children are encouraged to participate in a wide range of sporting experiences, led by school staff and partners. As a result, children have achieved success in several sporting events and competitions including, football festivals, athletics, and cross country.
- Senior pupils contribute positively to the life of the school by leading sports clubs for younger children, buddying P1 pupils and participating in various committees such as pupil council.
- Staff have worked successfully to develop a progressive outdoor learning programme for the whole school, to ensure all children can work towards outdoor learning awards and experience success.
- Staff have established meaningful partnerships within the local community and children participate regularly in community events such as Highland Games and the Gala Royal Party. These partnerships enhance children's citizenship skills and provide increased opportunities for them to contribute meaningfully to their local community.

- All children experienced a trip outwith Burntisland this year, which was the biggest 'ask' from pupil voice sessions. P7 children experienced a successful residential visit to Ardroy Outdoor Education Centre.

Evaluations (School)				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations** (Sept 2024)
1.3 Leadership of Change	Satisfactory	Satisfactory	Good	NA
2.3 Learning, teaching and assessment	Good	Good	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	NA
3.2 Raising attainment and achievement	Good	Good	Good	Good

Evaluations (ELC) –note, new framework used for 2025-26				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations**
1.3 Leadership of Change	Good	Good	NA	NA
2.3 Learning, teaching and assessment	Good	Good	NA	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	NA	NA
3.2 Securing children's progress	Good	Good	NA	Good
Curriculum	NA	NA	Very good	
Progress	NA	NA	Very good	
Wellbeing	NA	NA	Very good	
Learning and Teaching	NA	NA	Very good	

Care Inspectorate Evaluations (ELC)				
	2023-24	**2024-25**	**2025-26**	
How good is our care, play and learning?	NA	Good	NA	
How good is our setting?	NA	Good	NA	
How good is our leadership?	NA	Good	NA	
How good is our staff team?	NA	Good	NA	

The school had an extended learning partnership visit in November 2025, which looked at evidence of Progress since the September 2024 inspection by HMIe and the Care Inspectorate.

Progress – School

• A continued focus on gathering self-evaluation evidence supported us to identify the areas of the curriculum which would support our raising attainment journey.

• A focus on numeracy and mathematics and writing along with key features of high quality learning, teaching and assessment were identified as key priorities in our School Improvement Plan and taken forward over the course of the session.

• All staff engaged in high-quality professional learning and moderation in numeracy, writing and key features of high-quality learning, teaching and assessment.

• Resources to support the delivery of the curriculum were reorganised and supplemented to provide support and challenge for children in learning.

• All staff focused on professional learning around reading and children's literacy experiences.

• Our four-part model was reviewed to ensure that all had a good understanding of how this supported high-quality learning, teaching and assessment.

Impact – School

• At our recent Extended Learning Partnership, the members of the team observed that children were experiencing consistency in teaching and learning through the use of the four-part model and that this was leading to a greater pace of learning for children with learning being sufficiently differentiated to meet the needs of all.

• Our children report that they are more confident in writing and enjoy using the strategies and resources in their classes that support and challenge them to improve.

They are all aware of the focus on writing and how this has improved learning for them.

• Our focus on writing is showing gains in attainment at P1, 4 and 7 and this is being replicated during this session with a focus on reading.

• The use of the four-part model and focused professional learning on the teaching of numeracy and maths and writing is ensuring that children across the school experience progress in learning and consistency of approach at all stages.

• Our focus on supporting teaching staff to assess children's learning through shared planning approaches and moderation activity is ensuring that assessment judgements are robust and children are experiencing progressive learning and teaching across the curriculum.

Progress Nursery

• Children in the nursery benefit from a greater range of literacy rich and sensory experiences within all playrooms. This, along with increased confidence in learning walls and planning is supporting more children to be secure in their progress.

• Children continue to benefit from positive relationships and high-quality interactions which supports their learning and progress.

Next Steps – School and Nursery

• A continued focus at school and cluster level on the teaching of reading linking to the explicit teaching of skills for reading is building strong foundations for our children. As a next step we will work together as a staff team to ensure that children are given opportunities to transfer these skills increasingly across all areas of the curriculum.

• A continued focus on raising attainment through targeted support and intervention in the school and nursery will ensure that where children require additional support and challenge this will be addressed within the resources available.

• In the nursery, we will focus on planning to ensure evaluations are more evaluative and focused on learning progression, this will help our children to make even better progress in learning and development.