

Summarised inspection findings

Bellyeoman Primary School

Fife Council

11 February 2025

Key contextual information

Bellyeoman Primary School is a single stream, non-denominational school located in east Dunfermline. There are seven classes at the primary stages and a nursery class with capacity for 34 children in the morning and 34 children in the afternoon sessions. The nursery is open for 52 weeks per year and the current roll is 39 children. The school roll is 184 children. Bellyeoman Primary is part of the Queen Anne Cluster with most P7 children attending Queen Anne High School.

The school was built in 1997 and the primary teaching bases are open plan in design and located in the east and west wings of the ground floor.

The acting headteacher is covering the substantive headteacher’s maternity leave and was appointed in August 2024.

2.3 Learning, teaching and assessment	good
<p>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:</p> <ul style="list-style-type: none">■ learning and engagement■ quality of teaching■ effective use of assessment■ planning, tracking and monitoring	

- Senior leaders and staff have a strong team approach to improving learning opportunities for children and families. They are highly motivated to expand their professional knowledge and skills. They work well together to create nurturing learning environments for all children. Children are friendly, polite and respectful in their interactions with their peers, school staff and visitors. Across the school, children and staff have positive, warm and supportive relationships which reflect the school values of ready, respect, and safe. Senior leaders and staff have developed a range of successful strategies and approaches to support a few identified children to regulate their behaviour. This is helping to mitigate the impact on other children.
- Across the school, most children are motivated to learn. Most children enjoy learning and feel comfortable approaching staff with questions and suggestions. Staff value children’s ideas and encourage contributions in a supportive, shared learning environment. Children across all stages experience a blend of whole-class lessons and opportunities to work in groups, pairs and independently. In most lessons, teachers’ explanations and expectations of children’s behaviour and interactions with each other are clear. All teachers share with children what they will learn and how they can be successful. Teachers are developing ways to involve children more in identifying how to be successful in their learning. Most staff make good use of questioning to support learning. Older children are developing well their ability to ask and answer a range of higher order thinking questions. Most children engage confidently with a variety of active learning experiences and teaching approaches both indoors and outdoors. These approaches enable most children to learn with and from each other.

- Staff are developing opportunities for all children across the school to benefit from outdoor learning. Younger children are particularly motivated by learning outdoors as they enjoy the freedom to explore a local woodland throughout the year. These experiences develop well children's skills in problem solving, curiosity and creativity. All children would benefit from more opportunities to apply their learning in a wider range of real and meaningful contexts for learning.
- Most teachers use formative assessment strategies well to provide children with feedback and check for understanding and engagement. This includes written and verbal feedback to help children improve their work and identify and understand their next steps in learning. Older children use self-assessment and peer assessment increasingly well. These approaches are supporting children to know themselves better as learners.
- Staff with responsibility for support for learning work effectively with senior leaders and teachers to deliver strategies and interventions for children who require support with their learning. Individual plans are in place for those children who experience barriers to learning or have additional learning needs. Senior leaders and staff should continue to evaluate the impact of interventions and content of plans to monitor children's progress more effectively. They need to assess the impact of support to identify which interventions are having the biggest impact, and maximise the allocation of resources to meet children's needs.
- Staff work well together and in partnership with nursery class practitioners, to implement play pedagogy with P1 and P2 children. Most children sustain their concentration and engage well with the range of opportunities to learn through play. Staff use national guidance, local authority professional learning and a cross-authority working group to develop their understanding of high-quality play pedagogy. Staff have also identified and observed effective practice in other schools and settings. They evaluate their approaches and the learning environments regularly throughout the year. Staff should continue to develop a fuller understanding of the role of the adult in the play environment.
- Staff and children use digital technologies across the curriculum effectively to enhance learning and teaching. For example, they use digital quizzes, a range of resources, videos and images to support and consolidate learning. Children have access to computers and devices in class, and use these confidently for independent learning activities. Teachers use interactive whiteboards well to share learning and enrich children's learning experiences. Children understand how digital technologies make a difference to their learning. Staff use assistive technologies effectively to support learners who experience barriers to their learning.
- Senior leaders and teachers have developed a whole-school quality assurance calendar which outlines the systematic monitoring of teaching and learning practices throughout the year. This is consistently followed and plays a central role in the school's self-assessment strategy. Teachers use a range of diagnostic and summative assessments, including National Standardised Assessments to inform professional judgements on children's progress and attainment. Assessment evidence that underpins professional judgements is not yet sufficiently robust or consistent and should be a key focus for future school improvement. All children need more opportunities to demonstrate application of knowledge and skills across the curriculum.

- Teachers are embedding the use of an online platform to share children's progress with parents and carers. This aims to support a better understanding for all children and families of the progress children are making in their learning and next steps. Teachers use of this resource is inconsistent. Senior leaders need to develop further approaches by all staff across the school to better inform parents about their child's progress.
- All teachers effectively participate in the moderation of writing leading to improved outcomes for children. As planned, senior leaders should continue to build more rigorous moderation within and beyond the school. Teachers should develop further their use of national Benchmarks and reach a shared understanding of children's progress across all levels.
- All teachers use agreed planning formats and guidance which includes local authority progression pathways to plan for short, medium and long term learning. Teachers plan using Curriculum for Excellence (CfE) experiences and outcomes in all subject areas. Senior leaders and teachers should now ensure assessment is integral to planning and tracking processes and matches the needs of all groups and individuals. Assessment approaches are not yet consistently applied across all stages in line with agreed guidance.
- Senior leaders meet with teachers termly to discuss the progress of individual children and make predictions on projected levels of attainment. They discuss and track children's progress and attainment in literacy and numeracy. Teachers identify children who are not making expected progress and require targeted support with their learning. Moving forward, staff should ensure these discussions use more reliable assessment information. Senior leaders should monitor the impact of interventions and measure children's progress to inform decisions and challenge all children in their learning. Senior leaders should improve processes for tracking children's progress to analyse more closely children who are not on track to meet national standards.

2.1 Safeguarding and child protection

- 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 that need to be addressed as a matter of urgency.

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. Most children working towards early and second level are making good progress in their learning. The majority of children working towards first level could achieve more. The majority of children who receive additional support for their learning make appropriate progress against their individual targets for learning.

Attainment in literacy and English

- Overall, most children are making good progress in literacy and English.

Listening and talking

- Most children come to school with a well-developed vocabulary and confidence to engage in class discussions and activities. Across the school, most children can express their views and ideas. At early level, most children listen well to different texts. They enjoy retelling stories they have heard in class. Most children working towards first level are developing skills in taking turns during discussions. They are eager to participate and are learning to respect the differing views of others. At second level, most children contribute relevant ideas and information when engaging with others. A few children demonstrate skills in building on points made by others by providing further examples and ideas. Most children identify key ideas from spoken text in videos or digital presentations. They are developing skills in note-taking. A few children at each level need encouragement to speak more regularly during group and class discussions.

Reading

- At early level, most children are developing tools for reading. They use their growing knowledge of sounds and letters to read simple words. They use picture cues well to read familiar words in context, for example, when following class routines. The majority of children working towards first level read aloud well, showing an understanding of their core reading book. They talk confidently about fiction and non-fiction texts they have enjoyed. Children enjoy using the school library and describe well how to locate books for research and reading for enjoyment. Most children at second level use a range of texts from a different sources well to find, select and sort relevant information. This includes using digital texts in their research about World War Two. They identify their preferred genre when choosing a book for reading for enjoyment. They would prefer reading more novels by quality authors than reading scheme texts. Most need to improve their skills in investigating close reading tasks and appreciation of a writer's style and use of language.

Writing

- Most children across the school write well for a range of purposes, supported by the whole school approach to writing. Across the school year, all children have opportunities to develop skills across a range of writing genres. At early level, a few children write simple sentences independently. They are developing skills in using capital letters and full stops. Children working towards first level need support to widen and improve the quality of their writing. Teachers support children to organise their writing in a logical order to describe a procedure. They are developing skills in locating words in a dictionary to help spell words they want to use in their writing. Most children working towards second level are making good progress in their writing. Supported by teacher guidance and prompts, they write at length regularly with accurate grammar and punctuation. Most children demonstrate their ability to convey information and events whilst also capturing emotion. Across the school, children need more regular opportunities to demonstrate and apply their writing independently in a range of unfamiliar and relevant contexts.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics. Senior leaders should continue with planned interventions to improve attainment in maths and numeracy at first level.

Number, money and measure

- At early level, children develop number skills through play activities and teacher-initiated learning. They recognise numbers to 20 and are gaining confidence when adding and subtracting numbers to 10. At first level children add two-digit and one-digit numbers confidently and are becoming more successful when subtracting these numbers. They are not yet confident adding and subtracting three-digit numbers. Children identify simple fractions in pictorial form and calculate fractions of simple amounts. Most children achieving first level understand different measures of time and perform calculations with increasing accuracy. At second level, children add and subtract larger numbers confidently. They use a variety of numeracy strategies to solve more complex problems. They apply numeracy skills to calculate currency conversions and can calculate interest and discounts accurately. Across the school, children would benefit from more regular opportunities to apply numeracy skills in real-life contexts.

Shape, position and movement

- At early level, most children create symmetrical patterns with one line of symmetry. They name simple two-dimensional (2D) shapes. At first level, children identify a wider range of 2D shapes and can describe some of their properties. They are less confident when describing the properties of three-dimensional objects. At second level, most children use appropriate mathematical language to identify different types of triangles and can use formula to calculate the area of right-angled triangles. Most children calculate the size of angles accurately and identify successfully obtuse, isosceles, equilateral and right-angled triangles. They will benefit from working with complementary and supplementary angles including calculating missing angles.

Information handling

- Children working at early level collect and sort data and resources into sets and groupings. They create simple bar graphs about their favourite foods and journeys to school. At first level, children extract information from simple bar graphs and create tally charts to record information with increasing accuracy. Most children explain confidently information in line graphs and run charts linked to their 5-a-day challenge. At second level, children use digital technology to collect, organise and display information using bar and line graphs, pie charts and Venn and Carroll diagrams.

Attainment over time

- Overall, the majority of children make good progress in literacy and numeracy over time. Staff meet termly with senior leaders to discuss children's progress. Senior leaders prepare a summary report each term which records attainment in literacy and numeracy across the school. The information recorded does not yet provide consistently accurate assessment of children's progress across the school. The majority of children could make better progress over time. Senior leaders and staff should now take steps to ensure assessment is well planned, consistent, effective and reliable across the school.
- Senior leaders monitor children's attendance regularly and follow local authority procedures if a child's attendance falls below 90%. They work effectively with families to ensure children who arrive late to school, develop good routines to attend school every day on time. Senior leaders discuss attendance with teachers regularly and identify trends or patterns. They work very well with partner agencies to support families who face challenge, ensuring children attend school. This includes a welcoming breakfast club, supporting children to be ready for learning each day.

Overall quality of learners' achievements

- Children attend a wide range of music, sports and social clubs in school and in the local community. They participate regularly in local and national competitions in sports, music and social enterprise. For example, children are very proud to be Social Enterprise Award winners in 2024 and of their successes in sporting tournaments and choir performances. Children are rightly proud of their success and speak confidently of the skills they are acquiring through participating in these activities. This includes, for example, leadership, planning and teamwork skills and an understanding of the four capacities. As planned, children should now be supported to better understand the acquisition of these skills across the curriculum.
- Older children develop strong leadership skills through an extensive range of established leadership roles. They fulfil successfully roles as Captains, Vice Captains, Prefects and Ambassadors. Children's groups create and implement action plans to support school improvement priorities. Children monitor and evaluate the success of their plans. Children have achieved a bronze award for their work in promoting the rights of the child across the school community. Younger children contribute to school improvement priorities through assemblies focused on gathering their opinions and ideas. As planned, teachers should take steps to include younger children in the school leadership groups.

Equity for all learners

- Staff are sensitive in supporting children and families with 'the cost of the school day'. Families use the charity foodbank, making a small donation or accessing free items. The school 'boutique' hanging rail offers a range of school uniform items and seasonal outfits, for example, for Halloween and Christmas. Senior leaders take steps to ensure all children access all aspects of learning, including school trips. They access grants from a local charity to ensure all children can participate in the annual P7 residential trip. All of this helps to ensure financial constraints do not prevent children from taking part in opportunities for learning and achievement.
- Staff across the school have a good understanding of the social and economic context of the school community. They use Pupil Equity Funding (PEF) well to enhance staffing to support children who need extra help to participate, achieve and learn. Parent Council members are fully aware of the plans for using PEF. A number of interventions are in place to support identified children across the school to develop vocabulary and communication skills, reading, numeracy, fine motor skills, life skills and health and wellbeing. Senior leaders should now take

steps to monitor and evaluate the impact of this work and ensure all interventions lead to improved outcomes for learners. Staff should continue to work together to close the poverty-related attainment gap and review interventions when children have achieved success.

Other relevant evidence

- Across the school all children are learning French and Scots for their entitlement to 1+2 modern languages.
- Most children access fortnightly the Fife mobile library and the school library to select books. They would benefit from increased opportunities to access books which will develop further reading for enjoyment.
- All children experience two hours of high-quality physical education each week. There are regular opportunities for children to participate in sports opportunities with external coaches.

Explanation of terms of quantity

The following standard Education Scotland 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.