

Summarised inspection findings

Dalgety Bay Primary School and Nursery Class

Fife Council

02 October 2018

Key contextual information

Dalgety Bay Primary School is a non-denominational school, which serves the eastern area of Dalgety Bay. The current school roll is 342 and there are 71 children who also attend the nursery provision. The school has an FMR of 4.6%. In 2016-17, there was 95.84% attendance, 2.96% authorised absence, 1.2% unauthorised absence and 0.0% temporary exclusion.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher is providing very strong leadership and, supported well by the deputy headteachers, she has a very clear vision for the school. In a relatively short period, she has established a culture of inclusion, openness and trust where collaborative working focuses on improving the school for the benefit of all children. As a result, leadership is clearly demonstrated at all levels throughout the school. Stakeholders feel free to make suggestions and explore creative approaches to enhance learning for all children. The senior leadership team (SLT) has developed a carefully considered, and coherent, approach to strategic planning to raise attainment and close the poverty-related attainment gap.
- All stakeholders have been engaged in the development of the school's vision, values, and aims. The formulation of '#Respect, Achieve, Believe' is proving to be very memorable and effective. It has achieved a high level of recognition among all stakeholders and in the wider community. In the pre-inspection questionnaire, and in engagement with the inspection team, children demonstrate a very good understanding of the school values and how these apply to their everyday behaviour, treatment of others and personal ambitions. One child commented, "This school encourages big dreams". Overall, the values inform all aspects of the work of the school effectively.
- The school has self-evaluation processes in which all stakeholders engage systematically. There is a range of regular opportunities to engage children, parents and partners in helping to evaluate aspects of the school's work and plan improvements. Among these has been the development, and use, of 'How good is our class?' This has supported the engagement of children in evaluating their experiences of learning and teaching. Overall, teachers are very responsive to suggestions from children and parents about improving children's experiences.
- It is an element of all self-evaluation activities that teachers seek to identify the impact of changes made to secure improvements. However, they largely identify impact in relation to improvements in teaching practice or changes to children's behaviour or attitude. In a few cases, teachers identify improved outcomes for learners. It would be helpful for teachers, more systematically, to identify what improved outcomes for learners are expected from improvement activity. The clarity with which teachers can identify these will support their effective evaluation of success and inform future planning for improvement in more detail.

- A key feature of strategic planning by senior leaders is the range of leadership opportunities which are open to all stakeholders. This is not only helping to build capacity, but is also supporting the sustainability of improvement work. There is a commendable degree of coherence across the strategic work of the SLT, which is providing an effective, shared understanding of the vision for improvement across all areas of the work of the school. All staff across the school demonstrate leadership in a range of related improvement activity and professional learning. A range of opportunities for leadership is available to children, and those involved speak positively about their involvement, for example, as ambassadors or buddies.
- Through analysis of a wide range of information and data, and dialogue with partners, parents and children, senior school leaders have developed a detailed, and multi-faceted, understanding of the social, economic and cultural context of the school. This is a feature of regular attainment discussions between members of the senior leadership team (SLT) and class teachers. It also informs how teachers assess the needs of children and evaluate their progress in learning. As a result of developing a greater understanding of children's needs, staff have undertaken professional learning in attachment theory. In addition, all nursery staff have undertaken professional learning to increase emotional health and wellbeing in children and families.
- Procedures for Professional Review and Development (PRD) are thorough and robust. Teachers self-evaluate using local authority guidance, which is clearly linked to the General Teaching Council for Scotland's (GTCS) professional standards. They undertake professional enquiry and work collaboratively, informed by appropriate research, to develop their practice and evaluate its impact. As a result of analysis of information about the needs of children and their families, staff have planned their professional learning. This has included an impressive range of issues.
- The plan for using the school's allocation of Pupil Equity Funding (PEF) is targeted on improving teaching approaches in literacy and numeracy, developing a universal and targeted approach to nurture and engaging families to raise aspirations. Based on a rigorous analysis of needs, staff have developed this plan in dialogue with children, and their families, in order to provide appropriately personalised support for all targeted children. Teachers plan and lead improvement activities using the 'plan, do, study, act' (PDSA) model for quality improvement. Teachers welcome these opportunities to develop their practice and leadership skills. They also benefit from a greater understanding of the factors that have the potential to become barriers to learning.
- The school improvement plan (SIP) is focused on a small number of priorities, which have been agreed following self-evaluation activities. Self-evaluation is informed by the active and meaningful engagement of representatives from all stakeholder groups. Improvement priorities are linked appropriately to national and local priorities, and are also clearly related to the school values and curriculum rationale. The SIP exemplifies the overall strategic coherence, which is a significant feature of the approach to school improvement, achieved by the headteacher and SLT. However, while the evidence of the impact from improvement activities is identified, this could be more clearly focused on measurable outcomes for children. This will support a clearer evaluation of success in improving learning and closing the gap.

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

Learning and engagement

- Across the school, children experience very positive relationships with staff and peers, creating a learning environment which is underpinned by the school values. Children are polite, well-mannered and respectful of each other. Most children enjoy learning at school, feel that the work is hard enough, and that their teachers are supporting them well in their learning. Almost all children are enthusiastic and demonstrate an eagerness to learn.
- In most lessons, learning is well-planned and organised. Learning experiences are well matched to meet the needs of most children. Most children are able to talk confidently about what they are learning, through the use of clear learning intentions. In a few classes, children are involved in generating success criteria, although this is not consistent across the school. Most children are able to work well independently, in pairs and in small groups. In most lessons, there is differentiation of learning through support and type of activity. A few children would benefit from more focussed, differentiated learning activities to better meet their needs. Elements of personalisation and choice are incorporated into lessons, encouraging further independence.
- Children are consulted and their views are sought in a wide range of ways. All classes have carried out 'How Good is our Class?' audits with children, and suggestions and decisions have been agreed in relation to learning environments. These are displayed in classes to demonstrate to children how their views are taken into account. As a direct result of pupil consultation, lunchtime dining now includes the option to eat outdoors. Children's interests are taken into account, through collaborative planning within interdisciplinary learning (IDL). Children across the school are proud of their involvement in this decision-making process and see that they are making a positive difference.

Quality of teaching

- In almost all classes, a wide range of teaching approaches is used, including active learning, outdoor learning, and the use of technology. Netbooks and tablets are regularly used across the school, to support learning. Teachers should now consider more creative opportunities for children to use digital technology as part of their learning on a regular basis. In partnership with a local bank, a coding club is available for children from P5 to P7.
- Across the school, almost all teachers provide clear explanations and instructions. In almost all classes, teachers make effective use of questions to promote discussion. In the best examples, skilled questioning provides opportunities for children to develop their higher order thinking. Almost all teachers use thoughtful oral feedback to help children recall what they have been learning, with clear links to skills and the world of work. The cluster has developed a transferable skills progression framework to be implemented next session. This has the

potential to support teachers to track and focus on specific skills development more coherently across the school.

- Across the school, almost all teachers provide ongoing oral feedback to support children in their learning and to gauge levels of understanding. Almost all plenaries are effective, linking to the learning intentions and success criteria, however a few examples of success criteria need further moderation.

Effective use of assessment

- Children's individual progress is tracked, in relation to the national benchmarks, within all aspects of literacy and maths and numeracy. Planned assessments within writing and maths support this process in most classes. This planned approach to assessment should be developed in other curriculum areas to provide more reliable assessment evidence, to identify children's individual learning targets, and to validate teacher professional judgements.
- Teachers use ongoing observations and children's work to track progress. A few teachers record ongoing evaluations within their short-term plans. A more consistent whole school approach to recording assessment information, as part of the learning and teaching process, will provide more robust evidence that will identify next steps.
- Across classes, teachers use a range of formative assessment strategies as part of learning and teaching. The school has developed an 'Assessment for Learning Progression Plan' to support consistency of approach and progression of learning. In most classes, written feedback is effective, particularly within writing jotters, and linked to success criteria or group targets. Individual target setting, across literacy, numeracy and health and wellbeing, should be further developed, so that children have more ownership of their next steps in learning. These targets could helpfully be shared and evidenced within learning journals.
- There is a variety of opportunities for teachers to moderate standards within school, as well as within the Inverkeithing Cluster. Each teacher is a member of a cluster working group and these groups cover all curriculum areas. All teachers have undertaken moderation in writing. There is effective moderation in agreeing standards, but this now needs to become more embedded across learning and teaching approaches. Although teachers plan aspects of learning and teaching with their stage partners, further moderation when planning for assessment would support the creation of more robust information on children's progress in learning.

Planning tracking and monitoring

- Planning includes long term and medium-term planning that ensures a breadth, balance and coverage of the Experiences and Outcomes across all curriculum areas. There is also, flexibility within the IDL Framework to respond to current affairs and children's interests. Evaluations after blocks of teaching are recorded and tracked through the Records of Understanding within literacy and numeracy. Progress in learning across other curricular areas is tracked for each class, or as groups, within the progression pathways.
- Processes are in place to track children's progress using tracking grids. Teachers meet with SLT members on a termly basis to review progress, discuss pace and challenge and identify interventions for individuals and/or groups of children. An agreed improvement methodology is used to evidence progress and the impact of targeted interventions for children. There is scope to streamline how the range of assessment information is used to inform children's next steps in learning.

- As part of the quality assurance process, there is a range of monitoring in place, including learning and teaching observations, jotter feedback, planning feedback, as well as peer observations. This should now have a clearer focus on how outcomes for all learners are improving as a result.

2.2 Curriculum: Learning pathways

- The school community has a shared understanding of the school's curriculum rationale. This rationale is derived from the clear vision, and shared values, of the school. Staff and parents have high aspirations for their children. This is reflected in the strong focus across the curriculum on Developing the Young Workforce. The school makes good use of the local area to support and enhance children's learning, including in well planned approaches to Science, Technology, Engineering, Art, Mathematics (STEAM). Staff make effective use of cross curricular learning activities to offer children meaningful experiences, for example in the contexts provided for writing tasks, and in learning outdoors for mathematics.
- A range of flexible learning pathways supports teachers in planning learning and teaching. This supports progression in learning across all curriculum areas. Children experience a broad general education. Whilst there is a strong focus on literacy and numeracy, it is evident that children are developing skills and knowledge across all curriculum areas. For example, children enjoy practising skills in art and design, and are proud to present their work around the school. They have a good knowledge of a range of famous artists. All children participate in regular music activities, including singing, playing and listening to a range of musical genres. The school choir demonstrated their skills well at a recent GTC conference in Edinburgh. The well-equipped 'STEAMLAB' offers children a high quality environment in which to learn new skills.
- The school does not have a particularly diverse community, and staff use the curriculum, school gatherings and assemblies well to support children to learn about diversity in 21st century Scotland and beyond. For example, older children learned about child labour across the world. The school's pathway for health and well-being offers children progression across all of the curriculum organisers. Staff should continue to develop opportunities for children to develop practical skills in food and health and in using textiles.
- Skills for learning, life and work are an integral feature of school life. The school is working with cluster partners to embed skills development across the curriculum at all stages. Children from P5 to P7 enjoy making use of 'My World of Work'. The school works effectively with parents and business partners to provide experiences for children to learn about the world of work. A wide selection of career workshops has been developed, in response to children's interests, to enhance learning and raise awareness of skills for work, and how these might apply in real life.

2.7 Partnerships : Impact on learners – parental engagement

- The headteacher and staff know families very well and fully recognise the importance of involving parents and carers in their child's education. The school provides a family learning program that aims to meet the needs of all learners and families. Most parents who responded to the inspection questionnaire feel that they receive regular and helpful feedback on their child's learning and development. Almost all parents feel comfortable approaching the school with questions or suggestions about their child's education.
- The school recognises the variety of ways in which parents contribute to improving the educational experience for all children. Parents engage effectively with the Parent Council and Parent Teacher Association to make improvements in the school. For example, improving the school environment, providing funding for the purchase of digital technology to support and enhance learning, supporting educational excursions and funding equipment to support outdoor learning. Parents have the opportunity to contribute to development of the SIP and have also worked with staff to support developments in the curriculum. The impact of these initiatives includes staff reporting more confidence in delivering technology based learning activities and children becoming more confident learners.
- The school works with a wide range of partners to meet the needs of all children. Staff are gaining knowledge through guidance and advice from education and healthcare professionals. As a result, they are developing strategies and interventions to ensure positive outcomes for children. The involvement of partners is regularly reviewed by the SLT to maximise the impact upon children's progress.
- The school uses a range of approaches, including parent meetings, open door policy and social media, well to communicate with parents. Children's learning is also shared with parents through the use of learning journals. These journals provide parents with the opportunity to comment and become more closely involved with their child's work in school. This strengthens the partnership between the school and home. A school app has recently been developed to provide parents with the facility to view information relevant to their child's classroom activities. Parents have responded positively to the regular updates that are provided using this medium.
- A range of family learning workshops for parents and carers of children in P1 is offered. This is providing information about school development themes and current learning across the curriculum. For example, 'The Literacy Café' provides parents with examples of how literacy is taught. The 'Mad about Numbers' session gives parents and staff the opportunity to discuss the range of approaches used to teach numeracy in the classroom. The impact of these initiatives is evident in the very positive school questionnaire responses. Parents and teachers speak positively about stronger relationships being built between home and school and the increased dialogue about children's learning at home. The school should continue to develop these engagement approaches to meet the needs of all learners across the school.
- The school facilitates a careers week, giving children the opportunity to hear from a range of employers and employees, including parents, about the world of work and employability. Parents are invited to discuss careers and skills required in the workplace with their child and this is then further discussed in class. The school should continue with their plans to develop further their partnerships with local employers and businesses to improve children's understanding of the skills required for the world of work.

- The school has very effective curricular and pastoral transition arrangements for children coming into school from nursery, and for children leaving P7 and entering S1. The nursery transition programme includes a workshop focusing upon literacy, numeracy and social skills for parents of P1 children. Parents responded very positively to the P1 transition programme, and commented upon the usefulness and smoothness of the transition process. Similarly, a clear secondary transition programme is in place, including information evenings, the sharing of detailed transition information and a transition week. Very positive feedback from parent and child focus groups during the inspection is evidence of the effectiveness of both transition arrangements.

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.

3.1 Ensuring wellbeing, equality and inclusion **very good**

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Strong, nurturing relationships, underpinned by the school's values, are very evident throughout the school community. All staff know children and their families very well, and work together effectively, and with partners, to ensure their wellbeing. Children describe staff as comforting and respectful, and feel that adults in the school genuinely care about them. This creates a supportive and caring ethos which underpins the work of the school. As a result, almost all children feel safe, have someone in school they can talk to if they have a concern or worry, and feel that they belong in the school community.
- Most children have a good understanding of the wellbeing indicators and describe health and wellbeing as a prominent feature of their school. Almost all are able to discuss their learning about health and wellbeing with confidence. For example, children across the school are knowledgeable about different food groups and how these make up a healthy balanced diet, and can talk about the content of sugar in drinks. Older children can describe the dangers of smoking, and passive smoking, on their bodies.
- Almost all children say they are well supported to take regular exercise. This includes opportunities to attend the wide range of lunchtime and after-school clubs such as dance, basketball, fencing and karate. A few children are able to influence the types of activities on offer through the school's sports council, and staff proactively encourage children facing barriers to participation to ensure they are included. Cycling to school is promoted through the 'Big Pedal' and a large number of children continue to cycle to school. As a result, the majority of children are active and this is recognised in the school's silver School Sport Scotland Award.
- Restorative approaches permeate the school's work to promote positive behaviour, and each class has its own class charter. Relationships, and the qualities of friendships, are discussed regularly in classes. Most children have good awareness of the United Nations Convention on the Rights of the Child (UNCRC) through awareness raising at assemblies and follow up work in classes. As a result, most children feel that other children treat them with respect, and almost all are able to talk about strategies they can use to deal with conflicts with others if and when they arise. Overall, behaviour in classes and around the school is very good and there have been no exclusions in the past two years. However, a few children comment that their learning is interrupted by others in class. Staff should continue to support learners to understand better the challenges faced by other children in readiness for their learning.
- There is a focus on developing learner participation in a range of ways such as in classes, through opportunities for wider achievement, decision making groups, and in conjunction with wider community. For example, children have additional responsibilities through committees and buddying opportunities. There is scope to develop this further across the school, to

ensure that all children have equal opportunities to be involved in discussions and decisions which affect them.

- A recent school improvement priority is to develop universal, and targeted, support through nurture. All staff in school have benefited from a range of professional development opportunities to support this, such as learning about attachment theory. Nurturing approaches are evident across the school, and a few teachers are developing 'nurture nooks' in their classrooms to support children who struggle to regulate their emotions and behaviour. Increased use of shared scripts is improving the ability of children to self-regulate and engage more effectively in their learning.
- In a few classes, teachers have effective strategies in place to encourage children to solve problems independently. The school should build on this good practice and agree a consistent approach to supporting children to be less dependent on the adults in class. This will support the ongoing development of children's confidence and resilience.
- A range of very high quality targeted supports is in place, including well planned sessions in the 'hub' for children, who find social times and transitions a challenge. As a result, there has been a reduction in the loss of learning time for these children, as well as reduced incidence of misbehaviour both in classrooms and the playground. Children who attend support groups in the 'snug' are able to talk about strategies to manage anxiety and to resolve friendship difficulties. Staff and parents say that this is increasing children's confidence and sense of self-worth. Parents also value the support they receive, both as individuals and as part of the support groups which are arranged.
- The extended leadership team has a good understanding of statutory duties and codes of practice. They meet regularly to review the progress of children facing additional challenges, such as care experienced children, and the supports they need. A variety of plans are in place and these are reviewed regularly. Transitions are very well planned and supported. As a result, almost all children are included, engaged and involved in the life of the school and are supported well. We have discussed with staff the need to streamline and simplify plans and targets for children with additional support needs. Staff recognise that children need to be more aware of their targets, and have more ownership of their support. The school should continue to work closely with Fife Council to keep the small number of flexible packages of support under review, to ensure that all children receive their full entitlement to a broad, general education.
- The school clearly values diversity and challenges discrimination. Children learn about a wide range of different religions through assemblies and Religious and Moral Education (RME). Almost all are able to talk knowledgeably about their understanding of other's beliefs. As a result, there are very few incidents of bullying or prejudice. Gender equality is promoted through the school's work on Developing the Young Workforce.

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

- The overall quality of attainment in literacy and English language, and numeracy and mathematics, is good. Across the school, most children are attaining appropriate Curriculum for Excellence (CfE) levels. By P7, a few children exceed these levels. Most children make good progress from their prior levels of attainment. Most children who need extra help with their learning are making appropriate progress.
- Staff use a range of assessment approaches to support their identification of children's needs and to track their progress in literacy and numeracy. Data provided by the school show that most children at P1, P4 and P7 have achieved appropriate levels in literacy and numeracy in June 2018. Inspection activity, including class observations at all stages, children's focus groups, discussions with leaders and staff, analysis of documentation and data, and sampling children's work, generally supports teacher's professional judgement across the school. However, we have asked the school to reflect on the pace of moving through levels for more able children. There is a need for children to demonstrate depth, breadth and application of learning before beginning learning within a new level.

Literacy and English Language

- Across the school, children are making very good progress in listening and talking, reading and writing. Most children commence primary one with good literacy skills, a wide vocabulary and an enjoyment of stories and books. The school works well with parents to build on this learning and to ensure that children make effective progress in school. The school's consistent approaches to learning and teaching in listening and talking, reading and writing supports children's good progress across the school. At all stages, children are learning how skills in literacy help prepare them for life beyond school, and in the world of work.

Listening and talking.

- Children at early level enjoy talking about characters in stories and can retell events in sequence. They are developing skills in taking turns listening to each other. Most are confident to present their own ideas and views on topics being learned in class. They talk confidently about 'Madame Chapeau' and can describe her actions in the story. A few younger children need support to develop further their skills in exploring patterns and sounds. At first level, children listen well to each other's ideas in class and group discussions. They are able to present their point of view and give reasons for their comments. For example, children explained why they thought poaching endangered species should be stopped. Others put forward persuasive arguments for the use of vacant sites at the new shopping complex. Older children, working towards the achievement of second level, are developing skills in preparation for interviews for ambassador roles next session. They can demonstrate skills in using verbal and non-verbal techniques in role play activities, and in class debates. Staff should continue to ensure that all children actively participate in these activities.

Reading

- Across the school most children are making very good progress in their reading. Children benefit from well-planned approaches to the development of reading skills. At all stages children can access a range of high quality texts, including books and digital tools. The local authority 'literacy workshop' approach ensures children access a wide range of texts and genres. Children enjoy reading, and are well supported in their love of books by their families and the school. At early level, almost all children are achieving appropriate levels in reading. They can use their knowledge of sounds, letters and patterns to read words. They use context and picture cues well to support their understanding when tackling unfamiliar text. A few children need support to find information in simple texts. Children at first level can read aloud with confidence, adding appropriate expression. They use punctuation to support their understanding and pace of reading. They can make suggestions about characters and setting in stories they have read. Children are enjoying reading about a family who are planning to move to Dalgety Bay, and understand the needs and interests of the family members. Children at second level talk with enthusiasm about books they have read. They can articulate well their reasons for selecting books by particular authors, and why they prefer to read particular genres. Across the school, most children are developing skills in using the internet and digital texts to locate reliable information. Staff should continue to ensure all children access digital sources that offer an appropriate level of challenge. A few younger children needed support to read text in the websites being used.

Writing

- Across the school, most children are making very good progress in writing. By P7, a few exceed expected national CfE levels. Children who need extra help with their writing enjoy success in producing quality pieces supported by a range of digital tools. Most children at early level are confident to make an attempt to spell familiar words correctly. They can write about their own experiences in simple sentences. They enjoy exploring using words and writing in a range of imaginative play activities. Children at first level are developing tools for writing. They engage the reader well, with well-constructed sentences and paragraphs in their letters persuading a local councillor to review approaches to the use of plastic items in school. They are beginning to use emotive vocabulary well in their letter writing and imaginative pieces. Children who have achieved second level can write accurately, and at length, for a variety of genres and purposes. This includes writing about personal experiences and a detailed analysis of how song lyrics can convey powerful messages. They use editing skills well to check and improve their own writing. We have asked staff to continue to develop a broad range of children's writing skills, including ensuring they experience more opportunities using and writing scripts, and poetry.

Numeracy and mathematics

- Overall, most children are making good progress in numeracy and mathematics as they move through the school. The SIP includes, as a priority, the development of mental mathematics strategies during numeracy lessons. The school should now access the good practice that is evident when teaching mental mathematics strategies, and share this more widely across the school. There is also scope to provide children with more opportunities to discuss their learning during maths lessons. The 'Encouraging Talk in Mathematics' work developed by the local authority is helping to support staff in improving teaching and learning in this area. Children said that they enjoyed mathematics, and talked with confidence about most numeracy, and mathematics, topics. They were less confident when answering questions in a context. Children would benefit from more opportunities to demonstrate their learning in new and unfamiliar contexts. These include the use of their knowledge of time to plan an event and applying the correct order of operation in number calculations when solving multi-step problems.

Number, money and measurement

- Overall, children demonstrate a good understanding of number and number processes. At early level most children demonstrate skills of estimation in the contexts of number and measure using relevant vocabulary, including less than, more than and the same. Children can identify the number before, the number after and missing numbers in a sequence within 20. Most children apply addition and subtraction skills and use 1p, 2p, 5p and 10p coins to pay the exact value for items. The majority of children can read analogue and digital clock times, using 12 hour notation and can represent these on a digital display or clock face.
- At first level most children can count forwards and backwards in 2s, 5s, 10s and 100s. The majority can multiply and divide whole numbers by 10 and 100 and apply their knowledge of inverse operations involving adding, subtracting, multiplying and dividing. Most children can tell the time using half past, quarter past and quarter to, with analogue and digital 12 hour clocks.
- At second level the majority of children are encouraged to use different strategies to solve mental mathematics questions, and these teaching strategies should be shared more widely across the school. Most children can multiply whole numbers by 2 digits. Children are, however, less confident in handling calculations involving more than one operation. Most children can apply their knowledge of rounding to give an estimate to a calculation in money and measure contexts. While most children can calculate a simple fraction of a regular amount, children are less confident in finding equivalences between fractions, decimal fractions and percentages. Most children, at second level, can calculate the duration of activities using both 12 hour and 24 hour notation. Children are less confident when asked to calculate the duration of events in real life situations that involve bridging across several hours and parts of hours, using both 12 hour and 24 hour notation. Most children can solve a simple algebraic equations with one variable, though similar questions placed in a context proved to be more challenging.

Shape, position and movement

- At early level, most children can recognise, describe and sort common 2D shapes and 3D objects according to various criteria. Most children, at first level, can find right angles in the environment and in well-known 2D shapes. They can use vocabulary associated with angles, for example, full, quarter and half turns.
- At second level, most children can offer examples of 2D shapes and 3D objects and describe a range of their features. They can measure and draw angles, though further emphasis on the required level of accuracy is required when completing these activities. Most children confidently use language, such as acute, obtuse and straight, to describe angles, though their understanding of complementary and supplementary angles requires further development.

Information Handling

- Children at early level are developing their skills in gathering information, for example, in relation to food preferences.
- At first level, most children can draw tables, Venn diagrams and bar graphs to display data. The majority of children understand the importance of including a suitable scale, title and simple labelling on both axes when drawing bar charts. In handling information, most children working at second level can construct graphs and pie charts. Children would benefit from further developing their skills in interpreting and drawing conclusions from data.

Attainment over time

- Attainment levels at Dalgety Bay have been consistent in recent years. Most children attain appropriate CfE levels. Most learners make good progress from their prior levels of attainment. Staff make effective use of their knowledge of children's ongoing work to identify need and plan interventions. Approaches to tracking include regular engagement with teachers to monitor the progress of individual children. Targeted children are making appropriate progress. As the school moves forward in this work, there is scope to ensure that an overview of progress for particular cohorts of children is used effectively to demonstrate the impact of interventions for these children. We have also asked staff to ensure assessment across the curriculum is an integral feature of planning learning and teaching.

Achievement

- Children at Dalgety Bay have a wide range of opportunities for wider achievements, both in and out of school. This includes a variety of lunchtime and after school clubs, such as science, football, drama, clay creators, Scripture Union and mindfulness colouring. Children are encouraged to participate in these and wider achievements are celebrated through wall displays. 'Sailing to Success' certificated are presented at assemblies. Staff track attendance at school clubs and activities and regularly consult with children on interests and club ideas. The successful school choir regularly performs to a range of audiences within the local and wider community. Children also participate in a range of sporting events and Dalgety Bay PS has recently achieved its Silver School Sports Award. Children have the opportunity to develop their leadership skills through a range of committee roles. Representatives from across the school are involved in the Pupil Council, Sports Council and Eco Council. The Pupil Council have led developments within the playground to include a reading area and the provision of loose materials for play. Older children take on the role of buddies, whilst children in P6 and P7 lead a lunchtime drama club for younger children. Partnership working with Skills Development Scotland (SDS) should support the school's approaches to recording children's achievements to include tracking the skills for learning, life and work that children acquire across the totality of their learning, both in and out of school.

Equity for all learners.

- All school staff are aware of the range of challenges and barriers faced by children and their families. Staff take effective steps to support children through a range of strategies in class, and in the other welcoming learning spaces across the school. There is an inclusive ethos across all aspects of school life, and school leaders, and their team, are committed to ensure no child misses out. The school has used PEF to support a range of school improvements, including developing a nurturing school. There are emerging signs of a positive impact for those who need most help.

Choice of QI : 3.3 Creativity and employability

- **Creativity skills**
- **Digital innovation**
- **Digital literacy**
- **Increasing employability skills**

- Staff have worked very well together to raise children's awareness, and increase their ambition, in relation to their future working lives. Aspects of creativity and employability are embedded across all stages of the school. Dialogue between children and staff around a wide range of jobs, and the skills they involve, is a commonplace and regular occurrence. Effective links are made through parents and partners, and with local businesses. These are supporting children's visits to workplaces and providing adults who visit the school to talk about what they do at work. The school is supporting national work in Developing the Young Workforce (DYW) through Education Scotland and SDS and, last year, won a national education award for employability across learning. Children are increasingly able to identify skills they are developing and using, and can confidently talk about areas of work where these may apply. They demonstrate imaginative thinking and make connections across different areas of their learning. Staff and children are confident to challenge assumptions and are supported to take risks and explore new ways of thinking and acting. Children appreciate the opportunity they have at Dalgety Bay to develop their skills, and learn new ones, through the wide variety of experiences available to them outside of the school day.
- Children across the school have access to a variety of digital tools to support their learning. They also have opportunities to apply these in different contexts, for example, in making videos, presenting to assemblies or parents and in producing the school show. Work with Police Scotland is supporting children to develop their awareness of issues in relation to staying safe online. Teachers acknowledge the need to develop more rigorous planning to ensure appropriate progression in digital skills for all children. Current work within the local cluster on the development of a skills framework has the potential to support more robust planning across all skills for learning, life and work.
- The entitlements set out in the Career Education Standard (CES) inform the work of all teachers and are well embedded across the curriculum. The 'I can' statements are used as a basis for dialogue between teachers and children to develop their awareness of career education. Across the school, all children have the opportunity to participate in a range of major, or minor, enterprise activities as part of their learning. These include making and selling products, organising events and campaigns, and displays of learning. All children from P5 to P7 use 'My World of Work' (MyWoW) to extend their understanding of potential careers, and of their own skills and ambitions. Across the nursery and school, staff work effectively with partners and parents to challenge gender stereotypes so that children's ambitions are not artificially limited.

Practice worth sharing more widely

Use of the Career Education Standard, which is embedded in practice across the school.

Explanation of terms of quality

The following standard Education Scotland terms of quality 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.