

Summarised inspection findings

Wormit Primary School

Fife Council

SEED No: 5426022

20 March 2018

Key contextual information

Wormit Primary School is a single stream school with a small nursery in the town of Wormit which sits to the south of Dundee across the River Tay. 94% of children live within SIMD deciles 8, 9 and 10. Roll at time of inspection is 177.

1.3 Leadership of change

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

- Wormit Primary school has a well-established set of values which are relevant to the school and its community and inform aspects of school life, for example through regular assemblies. These values have been a focus for staff, children, parents and partners in helping to shape the school's vision, 'To be the best you can be', and its curriculum rationale. They could now usefully be built on to engage children, parents and partners fully in the next stage of development for the school, particularly in refreshing the curriculum. Leadership opportunities could be further developed to involve children in exploring and celebrating the school's values, to support positive relationships and equality, and relate the values to children's interests and issues.
- The headteacher and parent council have been successful in identifying parents who are supporting interesting contexts for learning and insights into the world of work for children across the school. Consideration should now be given to establishing a more strategic overview of the variety of learning experiences on offer to align these to a progressive skills framework in order to ensure that each child is able to take full advantage of the range of planned learning opportunities available to them.
- The school improvement plan (SIP) has been produced in child-friendly language to support children to understand the plan and how they can contribute to school improvement. The SIP is also shared with the parent council in order to give parents the opportunity to share their views. Senior school leaders should ensure that parents, children and partners have regular opportunities to be involved more effectively in shaping plans for improvement and evaluating their success.

- The headteacher, supported by the principal teacher, has a well-considered approach to change which prioritises professional learning for staff to ensure that the nature and purpose of change is well understood. She understands the importance of embedding initiatives in the work of the school so that they can become fully effective. There are commendably few school improvement priorities and the headteacher tries to ensure that there is an appropriate balance in addressing national and local priorities while meeting the needs of the school. Overall this has created a professional ethos which is characterised by collegiality and creativity.
- Across the school teachers take on leadership roles and have established productive professional relationships to support effective collegiate working. Teachers are reflective and very supportive of each other. Professional learning is well planned and aligned with school improvement priorities. An effective next step would be to increase the development of professional enquiry approaches to address issues which have been identified through evidence-based self-evaluation with staff, children, parents and partners. There is scope, for example, for teachers to have a clearer focus on agreeing and sharing what constitutes effective practice in learning, teaching and assessment in order to ensure greater consistency across the school.
- Senior leaders should support staff and stakeholders to review approaches to self-evaluation to ensure more rigour and better use of evidence of impact on improving outcomes for children. At present teachers have a good awareness of how planned improvements are impacting on their professional practice. They also should clearly define observable, measurable outcomes for children that can be assessed to evaluate desired improvements for individual children and targeted groups. All stakeholders should be aware of these outcomes and the criteria to be used in judging success. This will help to support more effective self-evaluation to inform further improvement.
- The school has developed a plan for the use of the Pupil Equity Fund (PEF) which has a clear focus on securing specific improvements in outcomes for targeted individuals. Interventions have been identified to address aspects of literacy, numeracy and wellbeing. An interim review of this plan has recently taken place and there are some early indications of progress towards intended outcomes.
- Teachers are aware of the national agenda for Developing the Young Workforce (DYW) and the Career Education Standard (CES) in the school. They have begun exploring the use of 'I can' statements with children. There is also a range of learning across different contexts which can contribute to the development of this agenda in school. The headteacher has identified the need to pull all this work together to have a more strategic overview of DYW and CES to ensure that children's learning and development of skills is more consistent and progressive across the school and curriculum.

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

- Children at Wormit Primary School enjoy learning in a warm and welcoming environment. There is a culture of positive relationships with staff and their peers. Across all stages children are enthusiastic and motivated learners who work well together in class and group activities. They are well mannered, well behaved and respectful to each other, staff and visitors to the school. Children are proud of their school and are eager to talk about the range of activities and curricular areas they enjoy. Children understand the purpose of the tasks they are asked to complete and most can talk confidently about their learning.
- Children have access to a wide range of digital tools to support and enhance their learning. This includes using netbook computers to word process good copies of writing, prepare presentations and search the internet. Almost all children experience learning that is matched to their needs and interests. However, we have asked staff to ensure that all children receive appropriately differentiated learning across the curriculum.
- The school is well placed to improve children's experiences further by increasing opportunities for children to plan and lead learning, and take more responsibility in learning and the life of the school. Experiences and activities are too often teacher led and overly teacher directed. As the school moves forward children would benefit from more explicit engagement with the United Nations Convention of the Rights of the Child and the wellbeing indicators.
- The experienced staff team is committed to the shared values of the school, and has high expectations for the children. Teachers and support staff make effective use of the open-plan areas and quiet rooms to engage with children in a range of class, group and individual activities. Explanations and instructions are clear. In a few lessons observed, staff shared learning intentions and helped children to understand and recognise success. This included using success criteria self-evaluation tools in writing lessons. These approaches now need to be more consistent across the school.
- Most staff use questioning effectively to check children's understanding and progress their ideas and thinking. The use of questioning could be further developed so that children benefit from more opportunities to develop higher-order thinking skills and are more independent in their learning. Staff provide children with helpful verbal and written feedback on how to improve their work. However they need to ensure that follow-on activities allow children to act on this advice and support them to effect and demonstrate improvements in their work.

- The school has a range of approaches to planning learning and teaching, and this is reflected in the processes and paperwork in use by staff. There is not yet a consistent approach to planning across all stages in the school. This has an impact on monitoring children's progress across the curriculum. In most cases, teachers plan too many learning activities for inter-disciplinary learning contexts. We have asked teachers to consider ways in which planning can be improved to be more consistent, streamlined, and effective across the school.
- Staff know the children very well, and use national standards in literacy and numeracy to reach professional judgement on children's progress in literacy and numeracy. However, there is no clear evidence that assessment is integral to planning. There are examples of staff recording experiences and outcomes after children have covered them. We have asked the school to refresh its approaches to planning for assessment to ensure children make appropriate progress across all curriculum areas. National guidance, issued in August 2016, would support the school in taking this forward. In doing so, the school should ensure processes are manageable and involve learners more effectively in planning their learning. The headteacher recognises that improvements to these aspects of the school's work will support staff in ensuring a clear focus on maximising success in learning for all children.
- Staff have begun to engage with effective approaches to moderation. This has a particular focus within the school's refreshed approaches to learning and teaching in numeracy. Staff note that they have increased confidence in ensuring children understand their learning in this area. Staff are sharing ideas and experiences, as well as agreeing standards. The school is well placed to build on this work across literacy and other curriculum areas.

2.2 Curriculum: Learning Pathways

- Children enjoy a broad curriculum at Wormit Primary School. Across the session they have regular opportunities to experience all curriculum areas. However these do not offer children sufficiently well-planned opportunities to ensure progression in their learning. The headteacher and staff recognise the need to refresh features of the curriculum for the children. There is clear progression in children's learning across literacy and numeracy. Staff should build on this to ensure that children experience progression across all curriculum areas. The school does not yet have planned learning pathways based on experiences and outcomes in all areas of the curriculum. Although staff record experiences and outcomes covered each year, these are not used effectively to plan future learning or assessment. As a result, children's experiences are more variable than they should be.
- We have asked staff to revisit the school's curriculum rationale, and to include children, parents and partners in this aspect of school improvement. This work can usefully build on the well-established school values. In dialogue with HM Inspectors during the inspection week staff recognised the need to ensure continuing relevance in the learning contexts they offer. Commendably, all staff participated in professional learning with HM Inspectors around the curriculum. They report that this stimulated ideas for future development to meet the needs and interests of learners better. This includes having a stronger focus on the unique setting of the school within its local area, and 21st century Scotland.
- As developments continue, staff are keen to embed skills for learning, life and work and outdoor learning within the curriculum. The school has an extensive range of skilled parents and partners who are regular contributors to supporting children's learning in school. There is scope to further develop these contributions through more strategic curriculum planning to support greater progression and coherence in children's learning in line with the national policy on DYW. Children would also benefit from planned learning opportunities to develop a deeper understanding of equality and diversity in Scotland today.
- The school is currently meeting the target of providing at least 120 minutes of Physical Education to all pupils.
- Appropriate provision is being made for Religious Observance which takes account of the needs and views of children and families and includes some opportunities for children to demonstrate leadership.

2.7 Partnerships: Impact on learners - Parental Engagement

- The school has an active parent council which plans joint events with staff to inform and help parents in supporting their children to learn. The school provides several regular opportunities to engage parents in ways to support children in their learning. Parents are positive about these events and say that they find them informative and helpful.
- The school website is among the ways the school currently communicates information to parents about children's planned learning each term. School staff should continue to explore the development of digital platforms and social media to inform and engage parents to support children to learn and develop to their full potential.
- Through parental involvement and partnership working a wide variety of opportunities have been developed to enrich children's learning. Children are developing an awareness of world of work through this wide variety of partnership activities, including local, national and international contexts. These are also providing positive role models to challenge gender stereotypes.

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. Areas for development have been agreed with the school and the education authority.

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

- Relationships across the school community are very positive and supportive. They are founded on a climate of mutual respect with a strong sense of community, shared values and high expectations. The school approach to ensuring wellbeing, equality and inclusion, promoted by the headteacher, is underpinned by a focus on developing positive relationships. The 'Getting it Right for Every Child' (GIRFEC) national practice model is integral in the school's approach to wellbeing. This is resulting in a calm and purposeful climate in the school where most children feel respected by staff and other children. The headteacher and staff are well-established in the school and demonstrate a detailed knowledge of the local community.
- Staff and children can clearly demonstrate positive outcomes across the school in relation to the wellbeing indicators. They are used explicitly in targeted support for individual children to help design and evaluate interventions. However teachers do not make explicit reference to the wellbeing indicators in providing universal support to children. As a result, most children are not yet familiar with the language of the wellbeing indicators. They are not using them to understand and discuss their own, and others', wellbeing. Teachers should give consideration to developing more systematic and regular use of appropriate terminology in relation to wellbeing so that children are able to engage in regular and meaningful dialogue about issues that might affect wellbeing in the school.
- Most children feel safe in school and most agree that other children treat them fairly and with respect. Most children feel that they have someone in the school they can speak to if they are upset or worried about something. There is scope to develop existing work further, for example on restorative practice, to ensure that all children feel equally respected and able to talk to someone about any issues of concern.
- Teachers plan learning in wellbeing using a progressive learning framework for health and wellbeing. Children set targets for fitness and developing skills through physical education (PE) and after school clubs. These are supporting children to develop healthier lifestyles. The school should build on the approach to physical wellbeing to further support children and parents in identifying and evaluating their progress in learning targets across all aspects of wellbeing. This would also enable the progress of children to be tracked in relation to improvements in wellbeing.
- Teachers understand their professional and statutory duties in relation to the wellbeing of children. They demonstrate appropriate knowledge and understanding of current

legislation, guidance and codes of practice related to wellbeing, equality and inclusion. Key systems and processes are in place to ensure that the school complies with these. We have asked key staff to continue to explore ways in which children and parents can be fully involved in learning and in making decisions which affect them. This should include, for example, providing effective feedback on the outcomes and impact of the work of the pupil and parents councils and how these are contributing to school improvement.

- Similarly, while all staff take account of the rights of children, it is worth considering the benefits of a more explicit focus on children's rights. This can support learning in this area and engage children in developing contexts to consider how these rights relate to school values and are exercised across school and beyond. In turn this can help develop a wider understanding of children's rights in a global context.
- Early intervention strategies have been developed in the nursery and school to ensure that all children are assessed to identify any barriers to learning. Staff work well together and with children and parents to minimise and remove these barriers through specific interventions. Formal and informal professional dialogue between teaching staff, the support for learning teacher, support staff and headteacher ensures that information and strategies to remove or minimise barriers to learning are shared and evaluated and progress in learning is monitored. Teachers should continue to ensure that children and parents have an active, formal role in planning and evaluating support.
- Approaches to ensuring wellbeing and planning to meet the needs of children are in line with statutory requirements and take appropriate account of national and local guidance and relevant policies. All children, including those with additional support needs, experience positive outcomes in their learning. There are very few exclusions and, across the nursery and school, almost all children are engaged well in their learning.
- Teachers acknowledge that the school does not have a particularly diverse community. They therefore appreciate the need to support children to understand, value and celebrate diversity and challenge discrimination. Staff, parents and partners provide positive role models to celebrate diversity and challenge gender stereotyping, for example, in relation to employment. Children's attainment and achievement is monitored in relation to gender. The headteacher ensures that any cost of participation in school activities is carefully monitored so that children do not miss out on learning opportunities for financial reasons.
- Effective arrangements for pastoral transitions are in place from nursery in P1. However there is a need to establish more effective links between the nursery and school to ensure effective progression in learning at transition. Enhanced transition arrangements between P7 and S1 for children with additional needs should continue to be reviewed to ensure that they effectively meet the needs of children who require them.
- A number of opportunities have been developed in the school for children to express their views about the issues that matter to them. However evidence from pre-inspection questionnaires indicates that while more than three-quarters of children agree that they feel listened to, only two-thirds of children agree that their views are taken into account. We have asked the headteacher to explore this with children and continue to develop ways in which children can effectively make their voices heard in securing improvements in the school.

3.2 Raising attainment and achievement

very 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 numeracy is very good. Most children are attaining appropriate Curriculum for Excellence levels, a few are exceeding these. Most children make very good progress from their prior levels of attainment.
- Inspectors observed learning, sampled children's work, engaged with groups of learners and looked closely at data and assessment information. The inspection team is confident that the data provided by the school accurately illustrates children's progress, last year, and during the current school session. Staff are engaging with new tracking systems which better support monitoring of individual progress. The local community is not significantly affected by poverty. Very few children are registered for free school meals. As a result, the school is at the early stages of developing approaches to equity and closing any related attainment gap.

Attainment in literacy and English language

Listening and talking

- Across the school children listen well to instructions and lessons from their teachers. They are polite during class activities, and most are good at taking turns to respond to adults and their classmates. Children are confident and articulate. Most children have an extensive vocabulary when they move from nursery to school, and school staff continue to extend their listening and talking skills in activities across the curriculum as they move through the school. Younger children are pleased to talk about texts they are reading or have heard in class and at home. In drama lessons, children at first level enjoy sharing ideas and using different tones of voice to illustrate meaning. Older children are confident to participate in debates on given topics, and are skilled in their description of a range of texts, including film.

Reading

- Children at early level are using their knowledge of sounds and letters to read words. They use picture cues well to support their understanding of new texts. Children in P1 and P2 enjoyed reading simple texts aloud, and understood simple punctuation. As they move through the school children demonstrate effective expression in their reading and can talk about characters and setting with confidence. Older children talk eagerly about a range of texts, authors and genre. They can find information from a range of sources, and are becoming skilled in ensuring information they choose is reliable.

Writing

- Across all stages children enjoy writing for a range of purposes and audiences. In most classes, they have regular opportunities to write, often linked to the current class theme or topic. This gives the children opportunities to apply their writing skills in meaningful contexts. Children at first level practised using conjunctions when writing sentences and paragraphs about squirrels. Older children developed emotive imaginary diary pieces as they described the feelings of World War Two evacuees. They enjoy writing at length and welcome opportunities to choose their own context for writing. Children are expected to pay close attention to accurate spelling and punctuation. Children's work is well presented, and they often use digital tools to create a final version of their work for display around the school. Children enjoy making high quality presentations using digital tools.

Attainment in numeracy and mathematics

- Numeracy has been an on-going priority for the school and the new whole-school approach to learning and teaching in numeracy and mathematics is showing signs of having a positive impact on children's progress. Most children are making very good progress and are reaching expected levels of attainment at the appropriate time, with a few exceeding this. Children clearly enjoy learning in numeracy and mathematics and have many relevant and meaningful opportunities to apply their learning in real life contexts. Visits from various professionals who use mathematics in their job have helped to inspire children about numeracy and mathematics in the world of work.

Number, money and measurement

- By the end of the early level, most children can count with confidence and are developing a range of strategies to work within simple addition and subtraction. Children across the middle stages have a very sound grasp of their number work and in their understanding and use of money. In the upper stages, children have a very good understanding of number and measurement, and been applying their learning about money by running the school book club.

Shape, position and movement

- Children working at early and first level are able to identify the properties of 2D shapes and enjoy creating pictures using shapes and working with symmetry. Older children are able to measure and draw a range of supplementary and complementary angles, and use this knowledge to solve problems.

Information handling

- Throughout the school, children demonstrate a good understanding of gathering a variety of data which is relevant to their learning in school. For example, the market research survey related to an enterprise topic. They confidently use this data to present it in a range of ways including graphs and charts. They are able to use the data to extract key information.

Achievement

- Children at Wormit have a wide range of opportunities for wider achievement, both in and out of school. This includes a variety of after-school clubs and activities, such as dance club, junior and senior code club, and handball. Children are encouraged to participate in these and wider achievements are celebrated through a wall display and at assemblies. Staff track attendance at school clubs and other activities, encouraging participation to ensure that everyone is included in an activity. This helps to develop children's confidence and skills. The school should now support children to identify more explicitly the skills

which they are developing through participation in wider achievement opportunities and link this with their on-going work on developing skills for learning, life and work. Through tracking the development of skills and using this information to inform planning teachers will be able to better ensure that all children experience progression and coherence in their learning and achieve to their full potential.

- Children who face particular challenges in their lives, or who face barriers to learning, are well supported in school. Most are making steady progress in literacy and numeracy from their previous levels of attainment. The school is using the Pupil Equity Fund to ensure children receive additional support in class, and can access a range of learning activities including trips and residential excursions.

School choice of QI 3.3: Creativity and employability

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

- Across the school year children enjoy a range of stimulating episodes of learning. This has included open ended tasks and challenges related to topics. Children learned accounting skills in their enterprise task for the Christmas Fayre. A visit to the school by a local stonemason enhanced children's learning about castles. A local university has supported children in their Lego League challenge.
- There is a culture across the school where children and their families are valued. Children talk about their families with pride. This includes a focus on the jobs of family members, and the nature of their daily work. The school has developed strong partnerships with a number of parents and external partners who visit the school to support and enhance learning. There is no doubt that this exposes the world of work to children and widens horizons and aspirations for their own future career.
- The school is at the early stage of embedding this aspect of school life into a coherent and progressive experience for learners. Staff are good at taking opportunities to link DYW to topic work, which supports children to make links. However, as part of a planned refresh of the curriculum, skills for learning life and work need to become a planned feature of learning at each stage. Children are not yet able to articulate the skills they are developing and how this might relate to future employability. Staff are looking to use national guidance and advice to support them in this work.
- Most children demonstrate confidence and high self-esteem. Staff know the children who experience sensitivities or anxieties in certain situations and support them well. Children are articulate and imaginative. They are inquisitive and eager learners. In all of the lessons observed during the inspection, activities were adult planned and led. In moving forward, children would benefit from increased opportunities to take ownership of their own learning and thinking.
- As they move through the school children have opportunities in the classes and at home to develop digital literacy. They are confident users of a range of digital technologies, and can talk about keeping safe online. Children make appropriate use of digital tools when given the opportunity by adults. This has led to the school receiving an award. Older children enjoy roles as digital leaders, supporting younger children in their tasks. There is now scope to widen opportunities for children to be more independent in their digital literacy, and make choices about when and how they use technology in their learning in school.

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.

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationscotland.gsi.gov.uk

www.education.gov.scot

© Crown Copyright, 2018

You may re-use this information (excluding images and logos) free of charge in any format or medium, under the terms of the Open Government Licence providing that it is reproduced accurately and not in a misleading context. The material must be acknowledged as Education Scotland copyright and the document title specified.

To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence> or e-mail: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.