



**Wormit Primary School and Nursery Class  
Standards and Quality Report 2020-21  
Achieving Excellence and Equity  
Drafted in June 2022 Published in Sep 2022**

Context				
<b>Nursery Roll (August 2021)</b>	24			
<b>School Roll (August 2021)</b>	188			
<b>% FME (Feb 2022)</b>	0% (This figure is from the Healthy Living Survey, Feb 2022 and does not take account of children in year groups with a universal free meal entitlement.)			
<b>FME (June 2022)</b>	3.1% (This figure is calculated to include all 7 primary years).			
<b>Attendance (%) in session 2020-21 (As of 31<sup>st</sup> May 2021)</b>	<b>Authorised Absences</b>	<b>6.52</b>	<b>Unauthorised Absences</b>	<b>0.51</b>
<b>Exclusion (%) in session 2020-21 (As of 31<sup>st</sup> May 2021)</b>	0			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£11,025			

Our vision for Wormit School is that everyone should strive 'To Be the Best They Can Be'. We continually work together to reinforce our values and to have them visible in the way we are within the school. These values: friendship, excellence, respect, courage, determination, inspiration and equality have been developed with the children to show what they mean to us in Wormit Primary. Through these values we aim that every child can learn as best they can in a safe, caring community, that children receive the support they need to become independent learners equipped for the 21<sup>st</sup> Century achieving their best and that we provide a range of engaging experiences across the breadth of the curriculum. The school values are very visible in the ethos and atmosphere in the school.

This school year, we have been delighted to restart whole school, in person assemblies and we have had a focus on our school values, identifying and celebrating good examples of pupils living our values.

<b>Improvement for Recovery Priority Work Session 2020 - 2021</b>	
<u>NIF Priorities</u> Improvement in Attainment, particularly in numeracy and literacy  <u>NIF Drivers</u> Performance Information School Improvement Assessment of children's progress	<u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u> 3.2 Raising Attainment and Achievement/ Securing Children's Progress 2.3 Learning, Teaching and Assessment

**Progress:****Raising Attainment for an identified group of learners (P2-7)**

We have implemented both universal and targeted work. At a universal level, we have ensured good communication between our Support for Learning teacher, class teachers and PSA through consultations and building flexibility into timetables. We have looked more closely at our available data and what it is showing us at a universal level. At a targeted level, we have implemented interventions for target groups and individuals not on track to achieve the national expectation at the end of P1, 4 or 7. This has been done through partnership with class teachers, additionality teachers, support for learning teacher and PSAs. We have used our additionality to support learners with known or minor needs and this has given our Support for Learning teacher greater capacity to assess those pupils whose barriers to learning are not fully understood. One of the consequences of the pandemic restrictions has been that pupils in the upper school with specific difficulties have not been assessed as early as they would have been pre-Covid. We have worked hard to ensure those in the upper school who need additional assessment prior to P7/S1 transition have had any identifications made.

**Developing Progressive Pathways**

We have a first level writing pathway finalised and ready to pilot next session. We have also completed our Social Subjects pathway which will be piloted next session taking cognisance of the refreshed narrative for the curriculum.

**Learning Teaching and Assessment**

We have continued to work with near stage partners to moderate and the working done last year and motivating pupils to write has been shared within the upper school.

**Learning Environment**

Through necessity, this has become a dominant area of our work this year. The Nursery and P7 classroom had a full refurbishment in summer 2021 and the P1-6 areas had a partial refurbishment at the same time. In summer 2022, the refurbishment in P1-6 will be completed and work will continue in other areas of the school until the end of the October holiday. We have had a new modular unit 'The Pod' built onsite between March and May 2022. The Pod will provide a dedicated space for delivery of music, drama and aspects of PE as well as a space for Out of School Club allowing the hall to be used for after school sports clubs again.

**Impact:****Raising Attainment for an identified group of learners (P2-7)**

We have exceeded our NIF Stretch Targets in both Literacy and Numeracy this year and we can evidence gains within the P2-7 cohort compared to last session, particularly in the middle of the school. While there are important strengths in our raising attainment work, we recognise that the impact of pandemic restrictions has led to some areas for improvement and we will continue to address these next year.

**Developing Progressive Pathways**

This work will be piloted next year. Through developing a writing pathway we are discussing and ensuring a shared approach to the pedagogy of writing.

**Learning Teaching and Assessment**

Moderation has allowed teachers to make confident declarations having consulted with a colleague.

### **Learning Environment**

Both in-service days in August 2021 were used to set classroom back up following the refurbishment and this led to collegiate time in term 1 being used for essential training rather than school improvement activities. In term 4, significant collegiate time and the inset day have had to be used to thin down and pack resources ready for a decant to allow the work to go ahead. We expect to need to use the full inset days in August and some collegiate time to set back up following the work. A re-furnishment on the scale we are receiving is a rare event and the outcome will be a brighter, more modern learning environment for all our pupils so we recognise the importance of this investment of time.

### **Next Steps:**

- Continue to engage with data, both that collected through classwork and enhanced use of SNSA, BASE and eLips, to support planning and deliver of intervention work to raise attainment.
- Ensure effective record keeping and tracking for those not on track – this is part of the work of the school delivery by School Leadership Team and Support for Learning teachers through their ongoing work – it is not a school improvement priority.
- Extend our moderation work outwards towards other schools in the cluster.
- Implement our social subjects pathway taking cognisance of the refreshed narrative for the curriculum.
- Implement our writing pathway at first level and develop it at Early and Second, having conversations that will ensure consistency and progression for learners now and in the future.
- Take time at the start of the year to fully unpack and set up the learning environments post refurbishment – although this will mean school improvement work will likely not start til October it is an investment in time for the future – a full recover at this point will mean no impact in the future.

### **Attainment of Children and Young People**

<b>Stage</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening and Talking</b>	<b>Numeracy</b>
<b>P1</b>	<b>88%</b>	<b>88%</b>	<b>97%</b>	<b>97%</b>
<b>P4</b>	<b>100%</b>	<b>80%</b>	<b>100%</b>	<b>96%</b>
<b>P7</b>	<b>79%</b>	<b>72%</b>	<b>100%</b>	<b>76%</b>

### **Evaluative statement of attainment over time.**

Across the whole school, in June 2021, most learners at P1, 4 and 7 had achieved the Nationally expected level for Mathematics/Numeracy (82%) and Listening and Talking (92%). The majority had achieved for Writing (68%) and Reading (75%). We recognised, this time last year, that the impact of the remote learning period meant that learners (particularly in the middle of the school) would need additional time at their current level to be fully secure before engaging with the Experiences and Outcomes of the next level to avoid gaps developing. Looking at the P2/5 cohort in June 2022, we see gains in all areas with 82.5% of children now predicted to achieve the next phase of learning on time for reading, 73% for writing, 98% for Listening and Talking and 90.5% for maths. While we are not quite comparing like with like here (as we don't have data for last years'

P7s now in S1) this is a reliable comparison as last years P7 were the stronger of the three year groups. Comparing this year's P1, 4 and 7 cohorts against last year's also indicates gains:

<b>Curricular Area</b>	<b>% P1, 4, 7 achieving the expected level in June 2021</b>	<b>% P1, 4, 7 achieving the expected level in June 2022</b>
<b>Reading</b>	<b>75</b>	<b>88</b>
<b>Writing</b>	<b>68</b>	<b>76</b>
<b>Listening and Talking</b>	<b>92</b>	<b>97</b>
<b>Numeracy</b>	<b>82</b>	<b>89</b>

In reading these figures, we should take into account that we are not comparing the same group of learners.

We note that on all measures, writing is a weaker area across the school and we recognise the need to focus on this in next year's raising attainment work.

#### **Evidence of significant wider achievements**

- Our P7 pupils have developed leadership skills through their work as house captains and playground leaders.
- Our House Competitions and events have given P1-7 pupils opportunities to develop Teamwork skills particularly when working beyond their immediate peer group.
- After school clubs (netball and running), a lunchtime football club, a football and tennis tournament, our Ardroy residential trip and our continued, valuable partnership with Gilbert Valentine's Saturday football club have given opportunities to apply learnt skills in new contexts and develop teamwork skills and resilience.
- P7 had a particular focus in team building in the run up to their residential trip to Ardroy and we received positive feedback from parents on that.
- Our Run for Refugees gave an opportunity for all P1-7s to develop as Global Citizens, to consider the rights of children (in line with the UNCRC) to food, shelter, education, safety and clean water. The pupils raised £3050 to support DEC in their work with refugees from Ukraine.
- Our Girls Can ran in P7 as a lunchtime club developing confidence and esteem in those pupils who chose to take part.
- Our Nursery pupils took part in a sponsored walk to raise money for the setting – this contributed to their ownership of resourcing, numeracy skills and resilience.
- Being allowed to sing again in schools has meant we could reinstate junior and senior choir and hold a carol concert at Christmas – this has developed skills in music as has our partnership with Youth Music Initiative at P5.

#### **Impact of Local/National resources to support recovery within your setting (additionality of staffing)**

Additionality in staffing	0.4 Teacher
<p>The additionality teachers have delivered interventions with specific pupils allowing our support for learning teacher to focus her time on those who need additional assessment for us to fully understand their needs. During times of high staff absence, the additionality has been used to ensure children are taught by a teacher they know and have continuity of experience.</p>	
<p><b>Attainment Scotland Fund Evaluation</b></p>	
<p><b>Progress:</b> Our additionality in staffing (Funded from the Covid Recovery Fund and the Pupils Equity Fund) has been used to support our work to plan and implement interventions to address the specific needs of individuals and groups across P1-7 within literacy, numeracy and health and wellbeing.</p>	
<p><b>Impact:</b>  *Please see statement under raising attainment above</p>	
<p><b>Nest Steps:</b>  To continue to establish target groups and plan interventions for them. Mr Rose will oversee in consultation with class teachers and support for learning teachers and, where indicated, this will include model for improvement/PDSA work.</p>	

**School/Setting Name: Wormit Primary School and Nursery Class**

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2019 - 2020	2020-2021	2021-22	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	5	5*	4	
2.3 Learning, teaching and assessment	4	4	4	
3.1 Ensuring wellbeing, equity and inclusion	5	5	4	
3.2 Raising attainment and achievement	5	5*	4	

\*In session 2020-21, following the appointment of a new headteacher and the context of the pandemic, it is harder to evidence a level 5 evaluation for these areas however there are significant strengths within the school in both areas which have sustained. In 2022 we have revisited these grading and recognise that the effect of pandemic restrictions and absences associated with Covid is longer term than initially expected and while we have important strengths in all areas, we also recognise areas for improvement and so a grading of 4:Good stands for all areas. The grading for raising attainment and achievement has been explained above. Specifically within leadership of change we recognise the need for a strategic overview of the school year and planned rather than

reactive leadership by all – this has not been possible in the uncertain times of the last two years. We also recognise the impact of pandemic restrictions on pedagogy and opportunities for collaborative work – we are looking forward to next year.

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	5	4**	4	
<b>2.3 Learning, teaching and assessment</b>	5	4**	4	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	5	4**	4	
<b>3.2 Securing children's progress</b>	5	4**	4	

\*\*In 2021, the context of a new team in Nursery, the implementation of 1140 hours and the pandemic had led to an implementation dip in our work in nursery. All staff recognise this, we have a shared vision of expectations moving forward and we hoped to be able to evaluate our work as 5: Very Good again in 2022. As described under the school gradings, the reality of session 2021-22 has been that uncertainty and staff absences have not allowed the strategic approach we had hoped for. The Nursery team have worked very well together and a number of important changes have been made which have impacted well on learners. We have received positive feedback from parents and partners. While we have important strengths within all areas of our work, we recognise areas for improvement particularly within our strategic work and so we are continuing to grade ourselves as 4: Good across all areas.

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>			
<b>Quality of environment</b>			
<b>Quality of staffing</b>			
<b>Quality of leadership and management</b>			