



Wormit Primary School and Nursery Class
Standards and Quality Report 2022-23
Achieving Excellence and Equity

Draft: June 2023, Published September 2023

Context

School and Nursery Roll	<p>Figures are correct as of as of 19th June 2023</p> <p>Session 2022-23: 190 P1-7 Pupils arranged into 7 classes</p> <p>Nursery Roll began the session at 30 and has increased to 36</p> <p>Primary Roll for 2023-24 is projected at 191 pupils arranged into 8 classes</p> <p>Nursery Roll for 2023-24 projected at 19 in August rising to 23 in January and 27 in April</p>		
Free Meal Entitlement	<p>4.7% - as of 12th June 2023</p> <p>This is those P1-7 pupils registered for Free School Meals – it does not include those in P1-5 with a universal entitlement only.</p>		
SIMD Profile for establishment	<p>Most of the pupils attending the school live in SIMD 8 or higher.</p>		
Overall Attendance Rate: 95.53% as of 31 st May 2023	Authorised Absences	3.85%	Unauthorised 0.62%
Exclusion (%)	0%		
Attainment Scotland Fund Allocation (PEF and SAC)	£11025		

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 21st 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.

Key Contextual Information

Our School serves the village of Wormit though some pupils attend from other areas of the Taybridgehead and beyond at their parents request. Our roll is increasing due to the completion of a new housing development at the western end of the village. The new housing lies within the catchment area yet is more than 1 mile from the school so we have seen a significant rise in the number of pupils entitled to school transport. SIMD data is not yet available for this new housing but, knowledge of our families, would suggest it will not make a significant change to the SIMD profile of the school. In May 2022, a new modular unit was completed on site – this was built with the intention of providing an additional classroom as the roll was projected to rise above 7

classes and to provide a permanent General Purpose Room/Out of School Club Space. Through 2022-23, the new building (called the POD) has been used as a General Purpose Room/Out of School Club Space – this has worked well to enhance pupil’s experiences in Expressive Arts and Health and Wellbeing and to provide wrap-around care which meets the needs of our families. In session 2023-24, we will have 8 classes and the POD will house two P1 classes in an open plan setting. There will continue to be a General Purpose Room/Out of School Club Space in the main building.

Wormit Primary School has a joint head teacher. Over the last few years, the schools have run very separately for a variety of reasons. Into session 2023-24, we see potential in the two schools working closer together in aspects of school improvement which will benefit both and we look forward to this greater partnership with Balmerino PS.

P1-7 Attendance

Supporting Attendance has been an important part of our Covid Recovery work. In session 2022-23, we have communicated regularly with all primary parents about their child’s attendance rate with an aim that all children’s rate would be 95% or better across the year. Most children have achieved an attendance rate of 94.1% or better and the average attendance across the school has risen from 93.2% to 95.5% (as of 31st May 2023). We have almost achieved our stretch target of 96.01% as set by Fife Council. Moving forward, we will no longer share attendance rates with parents through the year at a universal level but will continue to communicate closely with those whose rate is more than one percentage point below the Excellent category on their June 2023 report or where concerns arise.

Improvement Priorities Session 2022 – 2023

Priority 1 – Learning and Teaching in Writing P1-7

NIF Priority
Improvement in Attainment, particularly in numeracy and literacy

HGIOS 4 Quality Indicators
3.2 Raising Attainment and Achievement

NIF Driver
School Improvement

Has this priority been: (please highlight)	Fully Achieved	no	Partially achieved	yes	Continued into next session	yes
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Progress:

As planned, we have piloted our first level writing pathway but our focus has moved more onto looking at raising attainment approaches and pedagogy of writing than onto pathway development. Three members of staff engaged with Wave 8 of the Writing Quality Improvement Project and two classes have carried out Model for Improvement writing projects implementing the advised writing bundles. We reached out to our Learning Partnership to seek feedback on our delivery of writing. The following strengths were noted:

- In all classroom observations children benefitted from well planned and structured writing lessons with scaffolding/modelling and effective feedback.
- In classroom lessons, children benefitted from knowing the success criteria/steps to success. The delivery of these varied but it was in place in all lessons.
- In the course of the classroom observations, examples were noted of children building on prior learning, having opportunities for peer assessment and accessing rich texts as a model for their written work.
- Benchmarking exercises indicated that children at P1, 4 and 7 are well on track to achieve the expected national level at the end of the year. In some cases evidence suggests they may be ready to progress to the next level sooner than the national expectation.

- Discussion of the Model for Improvement approach evidenced clear benefits for the current learners taking part and upon classroom practice.

Impact:

Attainment in writing has moved much closer to attainment within the other areas of literacy (see raising attainment section below). Two classes have benefitted from a Model for Improvement approach and both staff members have reported positive gains in terms of children’s engagement with writing, children’s application of tools for writing and of their own assessment of writing:

By 16th November 100% of P5 children were able to write 5 correctly punctuated sentences using capital letters at the beginning full stops , exclamation marks and question marks at the end. (Baseline: 63%)

By 15th Dec 92% of P5 consistently included a variety of three correctly used conjunctions and 100% did on occasions. (Baseline 48%

By Feb 25th 92% of P5 were organising their writing into three or more paragraphs. (Baseline 25%)

By 29th November 100% of P2/3 children were able to write correctly punctuated sentences. (Baseline: 16%)

By 16th December 86% of P2/3 children were able to start 3 or more sentences in different ways. (Baseline: 14%)

By 17th March 2023 at least 50% of P2/3 children were able to use different conjunctions correctly in their writing and over 85% did so on occasions. (Baseline: 9%)

We received positive feedback from our Learning Partners (see External Scrutiny section below). Good practice is noted in all class and the next step is to ensure consistency across the school.

Next Steps:

- Share Good Practice within our school and with Balmerino, our partner school within the joint headship, developing a suite of approaches to be used across both schools – this will include Workshop for Literacy, Model for Improvement, writing for a reason/audience awareness and the Write Stuff.
- Further develop approaches to assessment against the Benchmarks and to providing effective feedback
- Establish whole school expectations/progression around presentation, spelling, grammar and punctuation

Priority 2 – Ensure Quality Personal Learning Planning in Nursery

<u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy		<u>HGIOELC Quality Indicators</u> 3.2 Securing Children’s progress				
<u>NIF Driver</u> Assessment of children's progress						
Has this priority been: (please highlight)	Fully Achieved	No	Partially achieved	Yes	Continued into next session	yes

Progress:

All staff have engaged with the relevant Care Inspectorate documentation and with Fife Council’s new PLJ format. Steps have been taken to ensure shared understanding and good practice in observations and recording is noted within PLJs although we recognise the need to continue to build consistency and monitoring routines next session.

Impact:

We received feedback from the Care Inspectorate following an unannounced inspection in November 2022: "Planning approaches were child centred with children being actively involved in planning. Learning walls were used effectively to record children's learning, and by displaying these at children's level gave them a sense of ownership of their environment and play space."

All children in Nursery have a Plan in place and there is generally a shared understanding amongst staff of universal and targeted planning routines but we recognise that this is work we would continue from continuing into next session.

In a parental survey conducted in late May/early June 2023, all Nursery parents responding had had a parental chat with their child's key worker. The majority had read through their child's PLJ and the remainder stated that they hadn't done so but knew they could have done.

Next Steps:

- Work together to develop consistent routines for recording observations in PLJs.
- Work together to develop clear timescales/routines around setting and evaluating next steps and holding parent chats.
- Work together to establish routines to ensure responsive planning impacts most effectively on children's experiences and learning.
- Work together to develop clear routines for headteacher to monitor teaching and learning in Nursery, observations in PLJs and children's progress with their keyworker and per-teacher building in interventions/additional planning as needed,

Priority 3 - Progression in French (1+2) P1-P7NIF Priority

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Teacher Professionalism
Parental Engagement

HGIOS 4 Quality Indicators

2.2 Curriculum

Has this priority been:
(please highlight)

Fully
Achieved

yes

Partially
achieved

Continued into next
session

Progress:

Through engagement with parents, teaching staff meetings and shared working, assembly inputs and class lessons, we have established that we are a 'French School' and built in daily and assembly routines in French as well as stand alone lessons. We have made links with parents who are fluent or native speaker to enhance our delivery. We have engaged with cluster colleagues in line with the Madras Cluster improvement plan and are delivering the 'Madras agreement' which is in place to ensure all S1s come into Madras with a similar experience.

Impact:

All children have experienced French and all can give at least simple responses in French. The 'Madras agreement' is progressive and we will continue to deliver it over the coming years. In a parental survey conducted in late May/early June 2023, most P1-7 parents responding stated that they knew their child was learning French at school and the majority stated that their child shares their learning in French at home.

Next Steps:

- Continue to deliver the Madras Agreement and use Fife Council's Progression Pyramids
- Introduce L3 in P5/6/7 to ensure a 1+2 approach

This can be carried out as part of the life and work of the school, it will not need to be a stand alone improvement priority.

Priority 4 – Development of a Whole School approach to Sexual Health, Parenthood, Relationships and Behaviour and Anti-Bullying P1-7
NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School Improvement

HGIOS 4 Quality Indicators

2.2 Curriculum

3.1 Ensuring Wellbeing , Equality and Inclusion

Has this priority been:
(please highlight)

Fully
Achieved

No

Partially
achieved

Yes

Continued into next
session

yes

Progress:

We have begun to develop a whole school Relationships, Sexual Health and Parenthood (RSHP) pathway and have shared this with our parent body. More information is available [here](#). One of the important first steps in developing a RSHP pathway is to ensure shared understanding and agreement with parents. This has been a key part of our work so far. In a parental survey conducted in late May/early June 2023, almost all parents had received the information about the new Relationships, Sexual Health and Parenthood programme of study under development. Most stated that they had no concerns about this work. Of those who did have concerns in the survey, most have had direct contact with Lucy Jess, headteacher and either report that they are happy with the response or are having ongoing discussion. A few parents completing the survey state that they have concerns and have not contacted school. They completed the survey without leaving their names but we continue to reach out to all families to encourage them to discuss this area with them and it has been agreed with Parent Council that this could form part of their work next session – to facilitate opportunities for parental workshops, for example.

Impact:

All P1-7 children have experienced learning in this area under the theme of Respect for Self and Others in June 2023 and can share examples of ways to show respect from themselves and others. As the work to deliver the programme to children only began in June, we do not have more evidence of impact than this at this stage – the priority will continue into next session.

Next Steps:

- Re-visit Relationships and Behaviour audit.
- Share Learning from last sessions de-escalation training with all staff.
- Develop and capture policy relating to relationships and behaviour and anti-bullying – this will include engagement with Respect Me, awareness raising of the protected characteristics identified in the Equality Act 2010 and consultation with parents.
- Engage with Unicef Resources to develop regular assembly routines to discuss rights with children. As a staff, explore rights respecting ethos using the 'What would your workplace feel like if...' approach

Attainment of Children

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	86%	86%	90%	86%
P4	96%	89%	96%	96%
P7	91%	91%	97%	88%

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	86%	86%
P4	89%	96%
P7	91%	88%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
79.7%	89%	84%	90%

Evaluative statement of attainment over time.

Almost all children are making very good progress from their prior levels of attainment in Literacy and English. By the end of P1, most children have achieved early level in reading, writing, talking and listening and numeracy. By the end of P4, most children have achieved first level in reading, writing and talking and listening and almost all have achieved in numeracy. By the end of P7, almost all children have achieved second level in reading, writing and talking and listening and most have achieved in numeracy.

Looking at attainment over time, we see a generally improving pattern as we move away from the impact of the pandemic and as a result our Covid recovery interventions and we see a narrowing of the gap between attainment in Writing and in the other areas of Literacy.

Curricular Area	% P1, 4, 7 achieving the expected level in June 2021	% P1, 4, 7 achieving the expected level in June 2022	% P1, 4, 7 achieving the expected level in June 2023
Reading	75	88	91
Writing	68	76	88
Listening and Talking	92	97	94
Numeracy	82	89	90

The declaration of levels achieved in June 2023 has been triangulated by SNSA data, by moderation exercises within and beyond the school including with Balmerino whose work was moderated by an Education Scotland inspection.

Evidence of significant wider achievements

Working with Others

All P7 children have developed team work skills through their Ardroy residential experience. Our continued partnership with Gilbert Valentine's Saturday Football has supported children from Nursery – P7 to develop teamwork skills through football and an increased number of children in the upper school have had the opportunity to play in matches and tournaments. 4 P7s developed team work skills through representing the school at the rotary quiz and 4 P6s did so at the at Techno-challenge.

Our extra-curricular offer for P5-7 has continued with running club and netball club and this has been extended to P3/4 offering netball and lunchtime football. P4 have also benefited from rugby delivered using a 'Together We Can' approach and an outdoor education day.

Enterprise/Employability

All Nursery children had the experience of organising a bakesale and tombola fundraiser and a group of P5 children extended their skills with money by helping with this. A group of P7 children also had the experience of running a fundraising stall.

All P5 children have developed enterprise and employability skills through their visit to the Victoria and Albert Museum and follow up work to set up and conduct tours around their own museum following an interest in gaming.

P2/3 developed their understanding of the World of Work through a visit to Pizza Express and a farming visitor coming into school – they also made links with the Rio to understand and support their charitable work. [Click here for more details.](#)

Leadership

Older pupils have developed their leaderships skills by taking on roles as peer mediators, junior leaders, house captains and buddies.

Cultural Activities

All P1-P7 children rehearsed and/or performed in a Christmas Show.

Nursery pupils have made links with a local care home and shared Christmas songs with them.

All Nursery-P7 children have explored the local area through outings and planned experiences: Almost all children in Nursery-P7 experienced the excitement of attending a pantomime and almost all children in Nursery experienced a puppet show performance.

P7 pupils developed their understanding of democracy through a visit to the Scottish Parliament.

Feedback from External Scrutiny

Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement

The full report is available [here](#).

The Learning Partnership Visit (February 2023) supported the school to plan our next steps in or development of writing and to triangulate our declarations of CfE levels. Of key importance was the feedback to:

- Create opportunities for primary staff to share and open up good practice and develop consistency across the school in approaches to learning and teaching of writing.
- Continue to assess learners' progress against the benchmarks and take part in moderation exercises to ensure there is a shared understanding of achievement of a level against the national expectations to ensure correct challenge for all.
- Continue to make use of eLips data in Nursery to plan next steps and begin to make use of P1 BASE data to identify improvements in learning opportunities
- extend opportunities to involve all staff - Continue to ensure responsive planning in Nursery reflects and extends the current good quality provision.

These next steps have helped to inform our improvement priorities for next year.

Care Inspectorate - Strengths and Areas for Improvement

The Care Inspectorate made an unannounced inspection of the Nursery in November 2022. The full report is available [here](#).

The key messages identified in the report are:

- Children experienced warm, caring and nurturing support from staff.
- Children were confident and independent. They were engaged and having fun taking part in various activities both indoors and outdoors.
- Children's choices were supported well through a balance of planned and spontaneous play experiences and resources.
- Staff were flexible and supported each other and worked well as a team.
- Strong links with local community supported children to be proud of their community and be involved.
- Children always had free flow access to the outdoor area.
- Staff had carefully considered the resources which offered children opportunities for learning through play.

We have acted upon advice in the report to consider ways to develop independence at lunchtime and ways to improve handwashing routines when learning outdoors and off site.

PEF Evaluation/Impact

Targeted Interventions

- Numeracy
- Literacy

Progress:

As planned, we have provided regular interventions to pupils not on track in Numeracy and Literacy and our delivery of this has been enhanced by additional PSA hours (funded by PEF) and additionality in our teaching staff resource. These interventions have included:

- Additional reading using Project X (developing reading fluency)
- Use of Assistive Technologies (Writing)
- Additional use of universal ICT packages (Spelling Frame for Spelling and Sumdog for Numeracy) and a targeted package (Nessy for Reading)
- Targeted Numeracy practice/overlearning opportunities
- Numeracy coaching manuals (Power of 2)
- Highland Literacy Intervention (Phonological awareness)

Impact:

At the end of session 2021-22, we identified a group of pupils across the P1-6 cohort (the P2-7 cohort for 2022-23) who were not on track in one or more areas of Numeracy or Literacy. This equated to 21% of the cohort for Literacy and 9% for Numeracy). All of these pupils have had an intervention in place. All pupils have made progress from their prior point of learning.

Within the P2-3 cohort, 60% of those who were not on track towards national expectations for Numeracy in August 2022 are now on track. 63% of those not in track in Literacy are now on track.

Our P4 cohort was the worst affected in terms of Numeracy and Literacy progression by the pandemic having missed face to face taught inputs in both P1 and P2. At the mid-point of P3, significant numbers were not on track in Numeracy and Reading and no child was where we would have expected them to be (pre-pandemic) in Writing. This cohort have been prioritised for support and attainment is now at a pre-pandemic level (89% for Literacy, 96% for Numeracy).

Within the P5-7 cohort, 50% of those who were not on track towards national expectations for Numeracy in August 2022 are now on track. 61% of those not in track in Literacy are now on track.

At the start of session 2022-23, 21% of the P2-7 cohort were not on track for Literacy and 9% were not on Track for Numeracy. At the start of 2023-24, this has reduced to 12% and 7.5% for the new P2-7 cohort. In session 2023-24, our attainment raising work will focus on those at risk of slipping off track as well as those who are not on track towards national expectations.

School/Setting Name: Wormit Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	5*	4	4	
2.3 Learning, teaching and assessment	4	4	4	
3.1 Ensuring wellbeing, equity and inclusion	5	4	4	
3.2 Raising attainment and achievement	5*	4	4	

*In session 2020-21, following the appointment of a new headteacher and the context of the pandemic, it was harder to evidence a level 5 evaluation for these areas however we recognised there were significant strengths within the school in both areas which had sustained. In 2022 and again in 2023 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.

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	4	4	4	
2.3 Learning, teaching and assessment	4	4	4	
3.1 Ensuring wellbeing, equity and inclusion	4	4	4	
3.2 Securing children's progress	4	4	4	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support – how good is our care, play and learning?			5
Quality of environment – how good is our setting?			5
Quality of staffing – how good is our staff team?			5
Quality of leadership and management – how good is our leadership?			5

Headteacher: Lucy Jess (who completed SQR)