

Learning Partnership Report

Session 2023 - 2024

School: Wormit PS	Date of Visit: 15/1/2024
LP Members: Anna Coggins (HT, Balmullo PS), Janet Barker (HT, Lundin Mill PS), Lyn Meeks (QIO)	

Overview of focus/format of LP visit: (Please be very clear on focus/purpose of visit)

Raising Attainment/Securing Children's Progress

- Systems for tracking – Nursery and P1-7
- Support for Learning Model/Interventions – Nursery and P1-7
- Classroom practice – writing/tools for writing – P1-7
- Support for learning paperwork – Nursery and P1-7
- Pupil perception of their attainment and how the school supports them – P4-7

When the school was inspected in 2018, the school and nursery were both graded at 5 – very good. Over time and following Covid and staffing changes, the grading for both is currently 4 – Good. This has been a developing area across the Nursery and School throughout the period August 2021 until now. In this session we are self-evaluating and reflecting on our findings with a view to being able to re-evaluate at 5 – very good again. We are reaching out to the learning partnership to support us in that process.

The visitors had opportunities to:

- Look at key tracking documents, ASN paperwork and strategic planning
- Discuss attainment raising with PSAs, Nursery Staff and Teaching Staff
- Observe the teaching of tools for writing
- Talk to pupils

Core Approaches within the school.	Yes	No
Workshop for Literacy principles are underpinning literacy teaching across the school and this was evident throughout the school	x	
Conceptual Numeracy principles are underpinning numeracy teaching across the school and this was evident throughout the school	x	

Strengths identified:

Systems for tracking/ Support for learning paperwork

- There is evidence of close monitoring of all children's progress
- Interventions are planned in response to data
- Systems are evolving to be manageable and effective
- Key leads are identified for each pupil to ensure responsibilities are shared and met
- Tracking systems including analysis of eLips and backwards analysis of September BASE is being extended into Nursery and engagement with the pyramids to support challenge for some learners is beginning to be put in place
- There is an agreed timeline to deliver, analyse and act upon standardised assessments – SNSA, BASE eLips
- Data analysis is carried out for all cohorts and there is evidence of data over time which evidences progress
- Detailed analysis of P1 and P4 SNSA / P7 NSA results has allowed deeper analysis of a cohort of learners throughout their time at Wormit.
- In session 2022-23, the school exceeded its stretch targets for attainment across P1, P4 and P7:

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

- Current predictions suggest the school will again exceed its stretch targets for attainment across P1, P4 and P7 in June 2024:

Year	On Track Numeracy	On Track Literacy
P1	96% (Stretch 93%)	96% (Stretch 86%)
P4	90% (Stretch 85%)	90% (Stretch 80%)
P7	94% (Stretch 87%)	94% (Stretch 83%)



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- Progress is being made towards achieving the targets set within the Raising Attainment Action Plan for 2023-24:

Expected Impact by June 2024	Update at December 2023
The Target Group for Numeracy comprises 27% of the P1-7 cohort. By June 2024, 89% of this group will be on track (or have narrowed the gap) towards the national expectation. Baseline: 70%	Numeracy: 84% of the group are on Track (up 14% on base line)
The Target Group for Literacy comprises 31% of the P1-7 cohort. By June 2024, 92% of this group will be on track (or have narrowed the gap) towards the national expectation. Baseline: 54%	Literacy: 81% of the group are on track or have closed the gap (up 27% on baseline)

- Attainment over time and projections for this year and next indicate an improving trend:

Year	On Track Numeracy	On Track Literacy
Actual in June 2021	82%	68%
Actual in June 2022	89%	78%
Actual in June 2023	90%	88%
Projection for June 2024 (P1/4/7)	93%	93%
Projection for June 2025 (P3/6)	94%	92%

Support for Learning Model/Interventions

- A range of interventions are in use throughout the nursery and school to support pupil's attainment in Literacy and Numeracy
- Class Teachers and EYOs take responsibility for the attainment and nurture of all children in their class/key group supported well by PSAs and SfL teachers.
- All staff reflect well on where support is needed and upon the impact of interventions
- There is very good teamwork and communication between Nursery Team, PSAs, SfL teachers and class teachers
- A nurturing ethos is evident throughout the nursery and school and in all staff members' practice and is recognised by all as an important part of readiness to learn and therefore of attainment raising. Support is provided with anxiety and emotional regulation to support this. All staff show understanding of the need for strong foundations of good relationships. Staff speak positively about the school and the team and pupils.

Classroom practice – writing/tools for writing

- Across the school almost all pupils were observed to be engaged in their learning on writing/tools for writing.
- Explicit teaching of tools for writing was evident in all classes observed.
- Aspects of the writing bundle advocated within the Fife Council Improving Writing approach were observed across the school – Learning Intention and Success Criteria, taught input and dialogue and modelling.
- References were made to prior learning and to applying tools in a new context in classroom observations – this was evident in a minority of classes but it should be noted that not every class was observed at the point of a lesson that this would be appropriate.



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- In discussion and through observed P1-7 classroom practice, staff (class teachers and PSAs) demonstrated how their CPD has impacted on their practice and upon experiences/outcomes for learners. In Nursery, the EYO's engagement with recording quality observations was evident through the progressive language in the PLJs and through the setting and tracking of next steps in Literacy, Numeracy and H&W.

Pupil perception of their attainment and how the school supports them

- All learners who attended the P4-7 focus groups were articulate and able to discuss their experiences in school. They reported that they find their learning engaging
- Almost all learners spoke about being given learning intentions in writing and using success criteria to self/peer mark
- The learners gave a variety of examples of ways that they receive feedback

Areas for Improvement/Planned Next Steps

Systems for tracking/ Support for learning paperwork

- Continue to evolve systems to be manageable and effective, in time this will be enhanced by pulling all information into one document
- Further develop use of eLips, NSA and BASE data to inform planning for individuals and class and to triangulate CfE declarations

Support for Learning Model/Interventions

- To ensure all staff understand the learning the children are developing, documents listing interventions would be enhanced by including the learning /skills development focus as well as the task

Classroom practice – writing/tools for writing

- As per the school improvement plan, continue to develop consistency of approach to writing across the school

Pupil perception of their attainment and how the school supports them

- Develop the language of learning and systems to involve pupils in planning to support pupils to articulate their learning and next steps in all areas
- Develop consistent approaches to giving feedback and evidencing its impact

The above evidence will support our self-evaluation of the following themes in How Good is Our School (HGIOS) Quality Indicator 3.2 Raising Attainment:

- Attainment in Literacy and Numeracy
- Attainment over time
- Equity for all learners

And the following themes within How Good is Our Early Learning Centre (HGIOEL) Quality Indicator 3.2 Securing Children's Progress:

- Progress in communication, early language, mathematics and health and wellbeing
- Children's progress over time
- Ensuring equity for all children

For the remainder of the session, we will continue to use our current systems to gather evidence within these themes and to plan for our target children and others identified at being of risk of not attaining as their peers are. We will be having a particular focus on the theme of **Overall Quality of Children's Achievement**. In Nursery this will focus on establishing a timeline for setting of next steps and involving parents in the process of evaluating progress and setting next steps. In the primary classes this will focus



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on capturing and tracking wider achievement within and beyond school and acting upon this information to plan next steps to ensure wider achievement and leadership roles for all our children.

Headteacher: Lucy Jess

Please send completed report to your Education Manager/Admin Support within 2 weeks of school visit.

Shared with Rona Weir, Education Manager and Lyn Meeks, Quality Improvement Officer on 2/2/24