



**Wormit Primary School and Nursery Class**  
**Standards and Quality Report 2023-24**  
*Achieving Excellence and Equity*

Draft: June 2024    Published: September 2024

**Context**

<p><b>Nursery/School Roll and context</b></p>	<p>At the September 2023 Census, 192 pupils were on the primary school roll, this rose to 198 by June 2024. The pupils have been arranged into 8 classes throughout session 2023-24. The projected roll for August 2024 is 183 pupils arranged in 7 classes.</p> <p>As of June 2024, there are 30 pupils on the nursery roll, 14 of whom will go into P1 in August. The projected nursery roll for August 2024 is 31 rising to 34 in January. The nursery is full for session 2024-5 and we have a waiting list of 3.</p> <p>In June 2024, there are 228 pupils across Nursery – P7:  7% speak more than one language at home  14% have an additional support need or are being monitored/assessed for a specific difficulty.</p>					
<p><b>FME</b></p>	<p>The Healthy Living Survey of February 2024 records 8.1% of P6/7s as having a free school meal entitlement.</p> <p>In June 2024, 9% of P1-7 pupils are registered for free school meals.</p>					
<p><b>SIMD Profile for establishment</b></p>	<p>14% of the roll live in SIMD decile 7 or below  66% of the roll live in SIMD decile 8 or above  The remaining pupils live in new building housing which has not yet been assigned a SIMD decile.</p> <p>The average SIMD decile is 8.8.</p>					
<p><b>Attendance (%) As of 7<sup>th</sup> June 2024</b></p>	<p><b>Overall</b></p>	<p>94.61%</p>	<p><b>Authorised</b></p>	<p>4.4%</p>	<p><b>Unauthorised</b></p>	<p>0.98%</p>
<p><b>Exclusion (%)</b></p>	<p>0%</p>					
<p><b>Attainment Scotland Fund Allocation (PEF and SAC)</b></p>	<p><i>PEF Allocation for 2024-25: £11025</i></p>					
<p><b>Cost of the school day statement</b></p>	<p>We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We encourage recycling of school uniform and purchase from a range of suppliers to ensure best value. We cap all non-residential school trips at a maximum requested contribution of £5 and make it clear that no child will miss out if parents can't contribute. We give good notice of our residential trip and offer payment plans and grants.</p>					

We encourage all Nursery-P5 pupils to take up the universal offer of free meals and we share information about free school meal registration as well as other information on cost of living support. We do not charge for any school clubs and we provide all school equipment at no charge. We reach out to parents and lend devices to ensure all pupils have access to suitable technology to support home learning. As much as possible, fundraising is done online so that attention is not drawn to who can and can't contribute. In the recent Parentwise survey, most parents responding gave a positive response to a question about the cost of the school day and only a few gave a negative response. The survey is referred to throughout this document and the full collation of results can be found here: [Wormit-Parentwise-1.pdf \(glowscotland.org.uk\)](#) and on the stakeholder feedback page of the school website. A brief form was sent out to follow up on a couple of points within the comments of the survey and this is reported upon here: [Parentwise-Follow-Up-June-2024.pdf \(glowscotland.org.uk\)](#) and on the stakeholder feedback page of the school website.

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 – June 2024**

Our School serves the village of Wormit though some pupils (18%) 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.

Wormit Primary School has a joint head teacher. In session 2023-24, the two schools have worked closer together in aspects of school improvement which have benefitted both and we look forward to this greater partnership with Balmerino PS.

### **P1-7 Attendance**

Supporting Attendance is important to us. We have an ambitious aim that all children's rate will be 95% or better across the year. As of 21<sup>st</sup> June 2024:

61% of P1-7s have achieved an attendance rate of 95% or better.

23% of P1-7s have achieved an attendance rate of 93% or better.

87% P1-7s have achieved an attendance rate of 90% or better.

The average attendance across the school (as of 7<sup>th</sup> June 2024) is 94.61 just achieving our Fife Council stretch target of 94.6%.

Moving forward, we will no longer be routinely using the know your number approach but we will be checking attendance regularly and checking in with parents where we have concerns caused by reluctance to attend, unexplained absences or term time holidays.

### Improvement Priority Session 2022 – 2023

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

#### Priority 1 – Learning Teaching and Assessment in Writing P1-7

Directorate Improvement Plan (delete as necessary)

Achievement

HGIOS 4 Quality Indicators

3.2 Raising Attainment and Achievement  
2.3 Learning, Teaching and Assessment

Has this priority been:  
(please highlight)

Fully

Achieved

X

Partially  
achieved

Continued into next  
session

#### Progress:

As planned we have Teamed up with Balmerino PS staff to share good practice across the two settings with a view to establishing a suite of writing approaches:

- Model for Improvement
- The Write Stuff
- Workshop for Literacy approaches
- Writing for a Reason
- Use of Assessment Resources produced by Pedagogy Team
- Colourful Semantics
- Talk for Writing

Class Teachers across both schools have piloted one or more approach within their class and then have fed back to the whole team about the lesson's learned, impact on progress and pupil engagement. This has allowed teachers to have insight into all approaches. The majority of class teachers have engaged with one of the model for improvement waves, as have both members of the SLT. Classroom visits have focussed on identifying good practice in writing across both schools. As a group, teachers across the school met to discuss good practice in writing and this has established a clear set of expectations, within the Writing Strategy which will guide staff towards good practice and be used as a focus for classroom visits with a writing focus in term 1 of session 2024-25.

The writing strategy ( [Click here to read](#) ) will be in place from August 2024 and we have also put a grammar and punctuation progression in place

#### Impact:

While the writing strategy will not be implemented until 2024-25, the professional learning which staff have engaged with has already impacted positively on learner's experiences and on attainment. The learning partnership (reported on in full below), identified strengths in the pedagogy of writing and our data analysis (reported upon in full below), evidences gains in attainment and a closing of the gap between attainment in writing and in the other literacy organisers.

#### Next Steps:

- Implement writing strategy and grammar and punctuation progression
- Ensure best quality presentation and tools for writing (a jotter policy is in place to support this)
- Develop effective systems of feedback to enhance learners knowledge of next steps and to further evidence progress.

- Carry out classroom observations in term 1 to evaluate implementation of the strategy and continue to monitor this through jotter samples and teachers' folder

## Priority 2 – Development of a P1-7 Relationships, Sexual Health and Parenthood Programme of Study

Directorate Improvement Plan (delete as necessary)  
Health & Wellbeing

### HGIOS 4 Quality Indicators

2.2 Curriculum  
3.1 Ensuring Wellbeing , Equality and Inclusion

Has this priority been:  
(please highlight)

Fully  
Achieved X

Partially  
achieved

Continued into next  
session

### **Progress:**

As planned we have continued to engage with the RSHP website to create a programme that fits the needs and context of our school and community. We divided the RSHP Experiences and Outcomes into three common areas and engaged with the resources on the RSHP website to create a bank of resources for each topic at each level. This has formed a three year rolling programme which is now embedded into the ongoing life and work of the school: [Click here for more information](#)

### **Impact:**

A few parents have come to us to discuss concerns and in almost all cases have been reassured and satisfied that the programme meets the needs of children at the correct age and stage as a result, almost all children have accessed the P1-7 RSHP programme which will support progress through this area of the wellbeing curriculum. All parents have access to the programme and teaching resources via the school website. Almost all P1-7 children are receiving their entitlement to learning in this curricular area and teachers report that almost all can articulate ways to keep themselves safe, hygienic and healthy in relationships and as they approach puberty as well as displaying knowledge of reproduction and how to be a parent (age and stage appropriate). This knowledge is also evident in the end of year reports across the school. In the parentwise survey the majority of parents agreed with the statement that the school teaches their child to make healthy life choices – relationships, sexual health and parenthood, few responded negatively.

### **Next Steps:**

Implement the programme and keep the website up to date.  
At the start of each session, share the work to be undertaken that year and seek parental feedback. This may lead to changes to the programme in the future.

**Priority 3 – Further Development of a positive Relationships and Behaviour and Rights Respecting Ethos (Nursery-P7)**

Directorate Improvement Plan (delete as necessary)

HGIOS 4 Quality Indicators  
HGIOELC Quality Indicators

Health & Wellbeing

3.1 Ensuring Wellbeing, Equality and Inclusion

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

X

Continued into next  
session

X

**Progress:**

- As planned, we have Re-visited the Relationships and Behaviour audit. We have share Learning from last session’s de-escalation training with key staff but not yet with all staff. We are developing and capturing policy relating to relationships and behaviour and anti-bullying. Responding to circumstances within the school and to research, we have also engaged with parents to develop a draft mobile phone and social media policy which was out for consultation over the summer and is now confirmed: [Mobile Phone and Social Media Policy | Wormit Primary School \(glowscotland.org.uk\)](#) As a staff we have explored the rights respecting ethos using the ‘What would your workplace feel like if...’ approach and we have made regular reference to rights to build children’s understanding.

**Impact:**

This area will be carried into next session as we have not yet developed it to the point that we can evidence impact. The responses to our mobile phone survey under the heading of bullying indicate that parents at our school worry about cyber and face to face bullying and more than a few parents gave negative responses to the questions regarding bullying in the parentwise survey. Pleasingly, few children replied negatively to questions about bullying and relationships, almost all report they are happy and most report that the school teaches them about their rights and responsibilities.

**Next Steps:**

- Embed mobile phone and social media policy
- Put draft anti-bullying and relationships and behaviour policies out for consultation and finalise with results of the consultation
- Implement Keeping your Cool in School across P1-7 to support relationships and anti-bullying
- Engage with Circle Resources
- Continue to put a focus of Relationships, Behaviour, Anti-Bullying, UNCRC and Wellbeing indicators into the assembly programme.

**Priority 4 – Develop Learning, Teaching and Assessment Routines in Nursery**

Directorate Improvement Plan (delete as necessary)  
Achievement

HGIOELC Quality Indicators

Has this priority been:  
(please highlight)

Fully  
Achieved

X

Partially  
achieved

Continued into next  
session

**Progress:**

As agreed we have developed a shared understanding of expectations for recording observations and children’s progress in PLJs with particular reference to quality, quantity and shared working. We are developing a shared calendar to establish key dates for PLJ monitoring, parent chats, setting and evaluation of next steps, SLT observations and feedback and tracking meetings. We have developed routines to put interventions (led by peri-teacher) in place for those pupils for whom we have concerns about their progress and for those who are more able. We have better developed routines to link with other settings where children have shared placements. We have further developed responsive planning routines to ensure interests and PLODs are followed up.

**Impact:**

All End of Year Reports for pre-schoolers evidenced progress as well as support and challenge. We have reached out to all other settings which children attend and almost all have responded to us by sharing learning from their setting. All pupils who have need it have had a next step linked to the pyramids to stretch them beyond the learning in the PLJ which does not cover the totality of Early Level. All pre-schooler eLips scored in the green zone.

**Next Steps:**

Continue to apply and embed this practice.

In response to feedback within the staffwise survey, we will be working together to reduce admin demands on EYOs. This will also respond to some comments within the parentwise survey which indicate parents value staff interaction with children over PLJ and Seesaw and that they would therefore feel concerned about the admin demands on the Nursery Team.

## Attainment of Pupils

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	96.4%	96.4%	96.4%	96.4%
P4	100%	100%	100%	100%
P7	96.9%	90.6%	90.6%	90.6%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	85%	96.4%	93%	96.4%
P4	80%	100%	85%	100%
P7	83%	84%	87%	90.6%

### Evaluative statement of attainment over time.

Almost all children are making very good progress from their prior levels of attainment in Literacy and Numeracy. In June 2024, at the end of P1 and 7, almost all children have achieved early level in Numeracy and Literacy. At the end of P4, all children have achieved first level in Numeracy and Literacy.

All children across P1-6 who are not currently on track will be included in next year's attainment raising target group.

Looking at attainment over time, we see a generally improving pattern 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	% P1, 4, 7 achieving the expected level in June 2024
Reading	75	88	91	95.7
Writing	68	76	88	95.7
Listening and Talking	92	97	94	87.8
Numeracy	82	89	90	95.7

Looking at the members of our current P4 cohort who have attended our school since P2:

	Not on track at end P2	Not on track at end P4
Reading	24%	0%
Writing	24%	0%
Listening and Talking	0%	0%
Numeracy	18%	0%

Looking at the members of our current P7 cohort who have attended our school Since P5:

	<b>Not on track at end P5</b>	<b>Not on track at end P7</b>
<b>Reading</b>	11%	4%
<b>Writing</b>	29%	4%
<b>Listening and Talking</b>	4%	4%
<b>Numeracy</b>	7%	4%

The declaration of levels achieved in June 2024 has been triangulated by SNSA and BASE data and by moderation exercises within and beyond the school. A close analysis of SNSA over time for the pupils who were at our school from P4 to P7 in the current P7 cohort shows a 2.8 average gain in reading between P4 and P7 whereas 2 would be the expectation. It shows a 3 average gain for numeracy. A close analysis of P1 BASE and P4 SNSA shows all pupils have made the expected progress in reading with 50% having made better than expected progress. The same close analysis shows the majority of pupils have made the expected progress in Numeracy with a few making better than expected progress.

Looking at all of this data over time does not suggest a worrying trend in any area but there are slight indications that Numeracy may not be as strong as Literacy across the school and across time and we recognise that our strategic efforts have been directed towards Literacy over the Covid recovery period and up until now. This has led to us deciding to include Conceptual Understanding of Numeracy as an improvement priority in 2024-25.

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

There has been a wide variety of wider achievement opportunities across the School and Nursery this session. These have been linked to the skills for life and work. We recognise there is scope to further develop leadership in our pupils and to further develop tracking of and planning for 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. Nursery children have developed team work skills through Outdoor Learning Activities and regular trips to local woodland and shore.

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 over the first two terms of this year. P1-3 have had a lunchtime rugby club, and P3-5 have had a lunchtime football offering, both led by Active Schools coaches. P6 have also benefited from rugby delivered using a 'Together We Can' approach.

All P5 children developed teamwork and concentration skills through Pipe Band Drumming provided by the Youth Music Initiative.

#### **Enterprise/Employability**

A group of P7 children had the experience of running a fundraising stall with their parents to raise funds for end of year activities.

All P5-7 children participated in planning and running a Christmas Fair – they raised --- and planned a spend of this money to support the school.



One of our P1 classes carried out a project to collect, sort and gift recycled clothing to our new P1s.

All P2 children were involved in making a handwashing video to inform the rest of the school community.

Nursery children have been involved in setting up and maintaining a vegetable garden.

### **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-P4 children rehearsed and/or performed in a Christmas Show.

All Nursery children performed to parents at Christmas.

All Nursery-P7 children have explored the local area through outings and planned experiences, including accessing the Church.

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.

These successes have been shared and celebrated via Seesaw, on the Weekly Information Blog on the School website and at assemblies. We regularly celebrate success at assembly with a focus on living our school values.

## **Feedback from External Scrutiny**

### **Learning Partnership**

The focus was upon 3.2 Raising Attainment (P1-7) and 3.2 Securing Children's Progress (Nursery)

#### Summary of Strengths:

- Evidence of close monitoring of all pupils's progress
- Manageable and effective tracking systems
- Agreed timeline to deliver, analyse and act upon elips, BASE and SNSA standardised assessments
- Data analysis is in place for all cohorts and there is evidence of progress over time
- A range of effective interventions in place to raise attainment for all cohorts
- Good teamwork and communication within Nursery team and between EYO's and Teachers
- Nurturing Ethos
- Engaged Learners
- Evidence of developing practice in learning and teaching in writing in line with the School Improvement Plan priority
- Staff's professional learning is impacting on practice

#### Summary of Next Steps

- Continue to evolve Tracking systems and Support for Learning paperwork to be manageable and effective
- Further develop use of eLips, NSA and BASE data to inform planning for individuals and class
- continue to develop consistency of approach to writing across the school
- 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
- Develop timetable for setting of next steps and evaluation in Nursery

- Develop effective systems to develop pupil voice, leadership and track wider achievement

The full report is available here: [Learning Partnership January 2024](#)

### Consultation with Stakeholders

We use parental surveys to gather views on specific school improvement priorities as well as on wider issues to inform the school improvement plan. We use assemblies to gather the views of pupils. This year the parentwise/pupilwise survey has been our main consultation tool and it has helped us to evaluate the relationships and behaviour and anti-bullying elements of the School Improvement Plan. We have also carried out a significant survey into mobile phone use and future views.

### How is SQR, IP and PEF Plan shared with stakeholders?

In September the School Improvement Plan and Standards and Quality Report are published on the school website and a summary is sent home via Groupcall along with a link to the full documents on the website. A paper copy is also sent home. A display is put up and discussed with pupils at a dedicated assembly. We revisit and gather their views through the year. Updates are given to parents as appropriate through the year via the weekly update blog on the website and discussed at Parent Council when the agenda allows. We recognise there is greater scope for involving Parents and pupils in the school improvement planning process. In session 2024/25, our PSA team are going to take the lead on sharing and evaluating the School Improvement Plan.

### PEF Evaluation/Impact

We identified a target group of P1-7 pupils who were off track or at risk of being off track.

We analysed the group to help identify barriers:

Of the target group:

EAL: 7%

Poverty: 17%

Specific Difficulty: 52%

Attendance Concern: 35%

The EAL and Poverty percentages are close to the proportion of the whole cohort. This implies that attendance concerns and specific difficulties are the biggest barrier to attainment at our school and highlights the need to deliver interventions to address difficulties as well as ongoing assessment to identify and monitor those who are not making the same progress as their peers.

### Targeted

- Numeracy
- Literacy
- Know your number (Attendance)

### Progress:

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

- Additional reading using Project X and Barrington Stoke (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
- Targeted Literacy practice/overlearning opportunities
- Numeracy coaching manuals (Plus 1 and power of 2)
- Highland Literacy Intervention (Phonological awareness)
- Colourful Semantics (sentence building)
- Alpha to Omega Spelling approach
- Calculator work and enhanced understanding of dyscalculia

**Impact:**

The Target Group for Numeracy comprised 27% of the P1-7 cohort. Our aim was that by June 2024, 89% of this group would be on track (or have narrowed the gap) towards the national expectation. Baseline: 70%. By December 2023, 84% of the group were on track. By June 2024, 84% were on track and if we include those pupils not on track but for whom the gap has been narrowed, the total is 86%.

The Target Group for Literacy comprised 31% of the P1-7 cohort. Our ambitious aim was that by June 2024, 92% of this group would be on track (or have narrowed the gap) towards the national expectation. Baseline: 54% By December 81% of the group were on track or had narrowed the gap. By June 2024, 71% were on track and if we include those for whom the gap has been narrowed the total is 81%.

Our aim for literacy was ambitious because to be counted as on track, a pupil had to be on track in all three organisers. Next session will set a separate target group for Writing and for Reading as this will allow for more personalisation of interventions and more accurate reporting.

In January, we identified a group of 7 children who required closer monitoring and possible intervention to be on track. 100% of that group are on track as of June 2024.

In the recent Parentwise survey, most parents responding agreed that their child is making progress at school. The majority agreed that their child has access to the relevant support to help them achieve and only a few responses to these questions were negative. In the Pupilwise survey, the majority of pupils agreed that they get help in school when they need it, that they can access support to help them achieve and that they think they are making progress in their learning with only a few pupils disagreeing with these statements. It needs to be recognised though that more than a few parents and pupils (though significantly less than half) gave neutral responses to these questions and this would imply that they do not know enough about their own learning (pupils) or their child’s learning (parents) to respond with confidence.

**School/Setting Name Wormit PS**

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation (since August 2023)
1.3 Leadership of change	4	4	4	

<b>2.3 Learning, teaching and assessment</b>	4	4	4	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	4	4	4	
<b>3.2 Raising attainment and achievement</b>	4	4	4	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation (since August 2023)</b>
<b>1.3 Leadership of change</b>	4	4	4	
<b>2.3 Learning, teaching and assessment</b>	4	4	4	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	4	4	4	
<b>3.2 Securing children's progress</b>	4	4	4	

To move from Good to very good across the school from nursery to P7, we recognise the need to:

- Further develop our engagement with the UNCRC, including by widening opportunities for pupil voice and leadership throughout the school (1.3 and 3.1)
- Develop a consistency of approach in the teaching of numeracy and to develop a consistency of approach and language (2.3, 3.2)
- Track and monitor pupil's wider achievement and their attainment across the full BGE (3.1 and 3.2)
- Further develop and embed routines for monitoring and tracking progress (Nursery-P7) (3.2)
- Develop the use of strategies to support children in their conversations about learning and to identify and achieve their next steps (3.2 and 2.3)
- Better involve children in the school improvement planning process and through this further develop the leadership of our PSA team (1.3)

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2022-2023</b>	<b>2023-2024</b>	
<b>How good is our care, play and learning?</b>	<b>5</b>		
<b>How good is our setting?</b>	<b>5</b>		
<b>How good is our leadership?</b>	<b>5</b>		
<b>How good is our staff team?</b>	<b>5</b>		

**Headteacher: Lucy Jess**

