



**Wormit Primary School and Nursery Class
Standards and Quality Report 2020-21
Achieving Excellence and Equity
Drafted in June 2021, published in September 2021.**

Context

Nursery Roll (June 2021)	29			
School Roll (June 2021)	179			
% FME (June 2021)	3%			
Attendance (%) in session 2020-21 (As of 31st May 2021)	Authorised Absences	2.53	Unauthorised Absences	0.28
Exclusion (%) in session 2020-21 (As of 31st May 2021)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£12,688			

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.

This school year, assemblies have had to be held virtually – they have focussed on school Values, The 5 Ways and The Seven Habits of Happy Kids. Next session there is scope to focus on the United Nations Convention on the Rights of the Child and for staff to engage with The Promise.

**Improvement for Recovery Priority Work
Session 2020 - 2021**

<u>NIF Priorities</u> Improvement in Attainment Improvement in children's health and wellbeing	<u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u> 2.2: Curriculum 2.3: Teaching, Learning and Assessment 2.5: Family Learning
<u>NIF Drivers</u> Parental Engagement Teacher Professionalism	3.1 Ensuring Wellbeing, Equality and Inclusion

Progress:**Reading**

As planned, we have re-resourced to ensure all pupils have access to modern, quality reading resources. Staff have carried out research into reading approaches and the resources that would best support them.

Outdoor Learning

Our pupils have all made good use of the outdoors and school grounds during this session but our planned work to develop Outdoor Learning for P1-3 and an outdoor learning programme for P4-7 has not been implemented. This is because the work was planned for Term 3 when we were in the remote learning period and so this could not go ahead. Staff have already engaged with research around outdoor learning (notably Dirty Teaching by Julia Robertson) and have begun to investigate the Natural Connections programme and this builds a base moving forward.

Raising Attainment

Literacy and Numeracy Interventions were planned and delivered for target groups using a small scale test of change approach. This was supported by additional staffing from PEF and Covid Recovery Fund.

Digital Learning

Through necessity, this has been our biggest area for development. It is best reported on through the Remote Learning Journey Sway (see below).

Impact:**Reading**

All pupils have access to modern, quality reading resources which are being used to support the delivery of literacy following the principles of Workshop for Literacy. Pupils are enjoying using the books but it is too soon to evidence impact on attainment.

Outdoor Learning

Due to the pressures of the remote learning period, this has not been progressed so as to evidence progress.

Raising Attainment

All pupils identified within the target groups within Term 1 have received an additional support interventions. For the majority of our learners not currently meeting the national expectations, it is because they need a little longer at their current phase of learning to fully secure their skills and understanding following the periods of remote learning (see attainment section below). These learners will continue to have targeted interventions in the early part of session 2021/22 but in the long term, are likely to be on track with universal supports. We have also carried out targeted assessment of individual pupils whose learning levels indicate specific difficulties and we have interventions and strategies in place for these learners which are likely to be long term. During the remote learning period, we put specific interventions in place for some learners (either in response to parental concerns or based on our own knowledge of the pupils) so that progress continued to be made with regards to Support for Learning during that time. A few learners engaged with one to one reading sessions via video meetings and even after the return to school we have continued to use this approach as, for specific children, it seems to help them focus better. We will continue to pilot this approach in 2021/22.

Digital Learning

Impact is reported on through the Remote Learning Journey Sway (see below). This includes detail of professional learning carried out.

Next Steps:

- Engage with parents (using MS Forms) to establish any learners who have no access to a home learning device or who only have access to a mobile phone or a device shared with 2 or more others. Allocate devices to as many learners as possible to support home learning. This will not be an Improvement Priority as it is now part of the life and work of the school.
- Continue to use Seesaw and Teams to support home learning and contingency planning. This will not be an Improvement Priority as it is now part of the life and work of the school.
- Consider approaches to outdoor learning as part of the School Improvement Priority to build a progressive curriculum.
- 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.

Attainment of Children and Young People

Across the whole school, most learners at P1, 4 and 7 have achieved the Nationally expected level for Mathematics/Numeracy (82%) and Listening and Talking (92%). The majority have achieved for Writing (68%) and Reading (75%).

We recognise that the impact of the remote learning period is that learners (particularly in the middle of the school) are likely to 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 this group of learners moving into next session, it is predicted that by November, almost all will have achieved the expected level for Mathematics/Numeracy (91%), Listening and Talking (96%) and that most will have achieved for Reading (89%) and Writing (88%).

Analysis of BASE and SNSA data indicates that, of this group of learners, most were achieving at or above the national average for Numeracy (79%) and almost all were for Literacy (93%).

Evidence of significant wider achievements

We have found that the context of the Covid-19 restrictions have impacted on our opportunities to plan and celebrate wider achievement. However, we have remained committed to providing a well-rounded experience for all our learners. For example:

- All P6 pupils took part in Bikeability levels 1 and 2 developing risk awareness and road safety skills.
- All P7s took part in Ardroy on Tour within the school grounds, building on the outdoor learning skills they develop through our local provision and develop teamwork skills.
- All pupils (including Nursery) took part in a filmed Christmas Performance developing skills with the Arts.

- P5-7 pupils had the opportunity to take part in an extra-curricular challenge during the remote learning period, developing skills in independent working as well as self-motivation and offering personalisation and choice.
- Nursery pupils have continued to access local green spaces for Forest/Beach Kindergarten developing skills within physical activity.
- All pupils (P1-7) took part in the usual house competition. This included class sports day and virtual speeches by house captain candidates and an election. The elected House Captains took responsibility for running a school magazine. This has developed leadership skills within our House Captains and has enhanced opportunities for teamworking within P1-7.
- Our P7s reached out to the community on Remembrance Day by laying decorated stones at the War Memorial developing community links.
- Our P7s planned an advent trail around the village which all children (P1-7) participated in, developing leadership and problems solving skills for our P7s and problems solving skills for our P1-6s)
- Although limited, our buddy contact between P7 and P2, P6 and P1 and P5 and Nursery has continued, building our school ethos.
- Our P7s already selected for music instruction have continued with their lessons developing skills in woodwind and piano and the assessment process for P6s has started.
- Within classes, we have continued to make opportunities for pupils to plan and deliver presentations to classmates and to participate in virtual assemblies, including being involved in creating a playground plan to help support the maintenance of high standards of playtime behaviour within the context of us having to work in class zones, building and maintaining or school ethos and developing citizenship skills.
- Our P7s made an end of year film developing skills in Drama and confidence to present.

We recognise that our opportunities to deliver Expressive Arts have been compromised by the context of Covid-19. This has been exacerbated by our school being open plan and the Covid-19 risk assessment has reduced opportunities to use side rooms and the hall. We have plans in place to engage with Fife's Expressive Arts Pathway and Charanga Music to address this imbalance next session and we look forward to the new modular unit being finished so that we have additional space in which to pursue the Arts.

What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)

Details of our Remote Learning journey including stakeholder feedback and evaluations can be found here:

<https://sway.office.com/kSUOXp6dIBuybY1T?ref=Link>

Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)

Number of devices provided to support learning at home	7
Additionality in staffing	0.2 Teacher and 4 hours PSA

During the remote learning period, almost all of our learners engaged with learning from school. This was made possible by the fact that we were able to offer devices (prioritised by free school meal entitlement and age) to as many learners as possible. We recognise that we still have a few learners who have to share a device with two or more people at home and we are working to

address this so that next year, as many learners as possible will have access to a device (not a mobile phone) which they don't have to share with more than one person. We have used Microsoft Forms to engage with our families to support this data and this will continue.

Attainment Scotland Fund Evaluation

Progress:

Our additionality in staffing (Funded from the Covid Recovery Fund and the Pupil Equity Fund) has been used to support our work to plan and implement interventions to address the specific needs of individuals or groups within literacy, numeracy and health and wellbeing.

Impact:

See comments under raising attainment above.

School/Setting Name: Wormit Primary School and Nursery Class

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	4	5	5*	
2.3 Learning, teaching and assessment	4	4	4	
3.1 Ensuring wellbeing, equity and inclusion	5	5	5	
3.2 Raising attainment and achievement	5	5	5*	

*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 through this period and which allow the Very Good evaluation to stand and be built upon next year.

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2018 - 2019	2019 - 2020	2020-2021	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	5	5	4**	
2.3 Learning, teaching and assessment	5	5	4**	
3.1 Ensuring wellbeing, equity and inclusion	5	5	4**	
3.2 Securing children's progress	5	5	4**	

**The context of a new team in Nursery, the implementation of 1140 hours and the pandemic has 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 confidently expect to be able to evaluate our work as Very Good again next session.

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