

26 August 2025

Dear Parent/Carer

In April 2024, HM Inspectors published a letter on Warout Primary and Community School. The letter set out a number of areas for improvement which we agreed with the school and Fife Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Senior leaders, staff, children, parents, carers and school partners should review the school's vision, values, aims to demonstrate consistently high expectations and raised aspirations for all children.

Senior leaders have renewed the school's vision, values and aims. Staff, children and parents helped to review and select these. The refreshed vision, values and aims are referred to regularly by teachers in class and by senior leaders in weekly assemblies. They are also displayed on a poster in every room. Teachers can see that the revised vision, values and aims are raising expectations across the school. Children are responding well to these and this initiative has helped to improve behaviour in class.

Children are particularly enthusiastic about the revised aims, Relationships, Excellence, Aspirational, Life-long learning (REAL). Children who display one or more of the aims can be put forward for a weekly REAL certificate by their class teacher. If children embody all of the aims across a term, they can be nominated for a REAL Award. Children are motivated by this to behave well in school. They are now much more positive about their school. School staff have insisted on children coming to school appropriately dressed. The school has supported this initiative by having spare uniforms available for families who need them.

The Making A Difference groups range across a number of areas of school life, and are supported by teaching staff, parents and support staff. Children are taking ownership enthusiastically of different areas of the school. For example, there are now Peer Mediators, Reading Ambassadors, Sports Ambassadors and trained Play Leaders. Children take these roles very seriously. For example, Digital Leaders helped to solve a recent IT issue in the school.

Senior leaders and staff have increased their aspirations for children and consistently high expectations can be seen across the school.

Teachers need to improve learning and teaching, with a particular focus on pace, challenge and progress.

Following the original inspection, school leaders worked with authority officers to provide professional learning for teachers to help them to improve learning and teaching, focusing on pace, challenge and progress. These sessions were supported by joint work between officers and teachers. They planned lessons together to meet particular needs in the classroom, which were delivered jointly and then reviewed. Teachers have continued this approach. For example, they have recently visited each other's classroom environments to identify what is working well and what could be even better. Teachers' engagement in professional learning also enabled them to review the school's Learning, Teaching and Assessment Guidelines so that they were fit for purpose.

Teachers in the early stages have engaged in valuable professional learning enabling them to create a learning environment which supports children well to be curious and learn through play. Across the school, teachers structure their lessons in a more consistent way. Children's engagement in learning has improved as a result.

Across classes, the pace of the lesson, and the level of challenge, is now more appropriate. Teachers work collaboratively to design appropriate tasks for differing needs. They use a wider range of interventions to meet needs in the classroom and challenge appropriately children. Teachers also help children to set learning targets. These help children to understand better what they need to do to make progress in their learning.

Children behave well in class and are enthusiastic about their learning. They have very positive relationships with each other and with adults, including senior leaders, teachers and support staff. Learning and teaching has improved across the school. Learning activities have more appropriate pace and challenge for children, who are making better progress in their learning.

Senior leaders should ensure there are improvements in children's attainment, achievement and attendance.

School staff have made significant progress to increase children's opportunities to achieve and be successful. They are now supporting children to learn within a nurturing, inclusive environment. The approaches staff have taken to meet learning needs and to develop consistent learning and teaching approaches are impacting positively on children's engagement in learning and progress. Over time, there is reliable evidence that children's attainment in literacy and numeracy has increased. Current attainment data demonstrates that, overall, the majority of children at P1, P4 and P7 achieve national standards in literacy and numeracy. The approaches staff have taken to meeting learning needs and develop consistent learning and teaching approaches is impacting positively on children's engagement in learning. For example, last session, senior leaders used Pupil Equity Funding (PEF) to implement a targeted approach to the teaching of writing at key stages. This is impacting positively for most identified children. In addition, teachers at key stages have implemented new approaches to the teaching of writing which are raising attainment by up to 25%. They should now, as planned, implement these approaches across the school.

The number of children who require additional support with their learning has risen significantly over the last few years, which has impacted negatively on attainment levels. Senior leaders have addressed this by reviewing and improving individual approaches to learning. These are helping children who require additional support to make better progress in their learning. Senior leaders and staff should continue to review and monitor the impact of specific interventions on children's attainment.

All children from P2 to P7 now participate in 'Making a Difference' groups which provide them with meaningful opportunities to develop a range of skills. Overall, these groups support children to develop their creativity, organisational and teamworking skills. Staff recognise and celebrate children's successes and achievements in a range of meaningful ways which is building children's confidence well. Older children are beginning to understand the skills they are developing through their achievements.

Overall, school attendance is above the local authority average and below the national average. Senior leaders and staff are using the revised vision, values and aims to improve relationships. These increased expectations are supporting children's attendance well. Senior leaders and staff now have a better understanding of the factors that affect children's attendance. They support families sensitively and discreetly. The headteacher has recently improved approaches to monitoring and tracking attendance.

Senior leaders and staff should review systems and processes for collecting and analysing attainment information to lead to improvement.

Senior leaders have put in place more effective processes to collect and analyse information about children's progress and attainment. Teachers now plan to meet children's needs more effectively and to close attainment gaps. Senior leaders have created a whole school tracking database which provides a clearer picture of children's individual strengths and needs. This is helping staff to identify attainment gaps across the school. Senior leaders and teachers agree and review actions to raise levels of attainment during tracking meetings. This helps teachers to meet better children's needs and address gaps in their learning.

Teachers have undertaken professional learning enabling them to collect and analyse information about specific learning needs more robustly. For example, teachers received advice on how to identify and support children who have dyslexia or dyspraxia. Teachers have found this professional learning useful which helps to them plan lessons more effectively to meet children's needs and raise attainment.

Teachers are developing their skills in using a range of assessment information to better inform their judgements of children's attainment. This is helping them to ensure children make better progress in their learning. Teachers have worked together to compare standards in children's attainment within the school. They would benefit from more opportunities to do this in the school and with colleagues from other establishments.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Fife Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Ken McAra
HM Inspector