



ST SERF'S PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

2022 / 2023



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann



ST. SERF'S PRIMARY
SCHOOL

Clackmannanshire Council

Introduction

In line with Curriculum for Excellence, National Improvement Framework, and Clackmannanshire Council Education Service's 'Big Goals', we are committed to achieving excellence and equity - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all our learners. We aim to do this by providing the highest quality learning and teaching within a nurturing, supportive and challenging learning environment.

The Standards and Quality Report for 2022 - 2023 is a summary of the performance of our school with specific reference to the priorities we set ourselves in August 2022. The report also highlights planned next steps to ensure we continue to make excellent progress. We have an agenda of continuous improvement which can only be achieved through very effective partnership working with all our stakeholders. This report forms part of Clackmannanshire Council's commitment to providing high quality services and ensuring continuous improvement in these services.

Overall, the primary school has continued to make very good progress in achieving our objectives over the past year. Our ELC has also had a very successful Care Inspectorate visit in February 2023, resulting in 5 Very Good gradings across the key priorities. Our progress and achievements are the result of the enthusiasm and commitment of children, parents and staff who work very effectively in partnership to ensure the very best learning and teaching opportunities and experiences for all.

This report has been informed by:

- Assessment - formative (on-going, teacher professional judgement) and summative
- Monitoring of tracking and attainment throughout the school
- Dialogue with children and staff about learning
- Classroom visits and observation of learning and teaching
- Self-evaluation/feedback - learners, staff and parents
- Documentation, including planning, reports to parents, working groups, staff professional reviews and staged intervention meetings

In August 2022, we set ourselves the following strategic priorities:

- Our school and ELC will provide enriched learning experiences for all children leading to improved attainment across the curriculum - In 22/23, 25% of learners living in Quintile 1, will be back on track across the school, culminating in 80% of learners in total to be on track and working within the national expectation.
- 75% of identified learners in St Serf's will achieve the national expectation, or above, for their age and stage in Literacy by 2024 - In 2022/2023 focus will be on the following year groups:
 - * P2 - 32% of targeted learners in Q1 will be on track
 - * P4 - 60% of targeted learners in Q1 will be on track
 - * P6 - 39% of targeted learners in Q1 will be on track
- 75% of identified learners in St Serf's will achieve the national expectation, or above, for their age and stage in Numeracy by 2024 - In 2022/2023 focus will be on the following year groups:
 - * P2 - 32% of targeted learners in Q1 will be on track
 - * P4 - 53% of targeted learners in Q1 will be on track
 - * P6 - 26% of targeted learners in Q1 will be on track

Before sharing our progress in these areas, please read all about the context of St Serf's Primary School & ELC.

Our Context

St. Serf's Primary School & ELC serves the village of Tullibody, to the north of Stirling Road and to the west of Menstrie Road. It also serves the community of Glenochil.

The school's current (June 2023) P1-P7 roll is 183 pupils organised into nine classes; Primary 1, one Primary ½, one Primary 2, a Primary 3, one Primary 4, two Primary 5s, a Primary 6 and one Primary 7. There are also 53 children in our ELC organised within a 74-place full day provision.

Indices of multiple deprivation (IMD) is a measure of relative deprivation for small, fixed geographic areas of the UK. IMD classifies these areas into five quintiles based on relative disadvantage, with Quintile 1 being the most deprived and Quintile 5 being the least deprived. This is the measure that the Scottish Government uses to identify which children are likely to come from a high- or low-income household. At the time of writing this report, we had a school roll of 183 pupils with 67% (122 pupils) living in quintile 1 and 36% (66 pupils) of our pupils registered for free school meals and clothing grant.

Staffing is in line with local authority guidelines, currently (June 2023) 10 FTE class teachers, including two Principal Teachers, 1 Depute Headteacher and a Headteacher. The ELC has a Senior Early Learning & Childcare Educator, 6 FT Early Learning & Childcare Educators, 6 part-time Early Learning & Childcare Educators, LA and administrator. The school benefits from specialist teachers and staff who provide support for learning, inclusion support, physical education, health and wellbeing worker and speech and language therapy. The school has several support staff, including two administrators, learning and school assistants, and a janitor.

F.O.S.S. (Friends of St Serf's) is our Parent forum, re-launched in August 2022 which involves parents in both a fundraising and school improvement capacity.

The school is part of the Lornshill Cluster and most of our pupils transfer to Lornshill Academy at the end of P7, although some pupils go on to other secondary schools as a matter of choice.

Values

At St Serf's Primary School we have high aspirations for all of our learners. We consistently promote our school values which are Respect, Ambition, Resilience, Compassion and Honesty.

We believe these values are central to achieving the aims of the school and are an important part of life at St Serf's. We have resumed face to face assemblies, allowing us to celebrate our values as a whole school. This culminates in value certificates being awarded to our learners, nominated by both staff and fellow peers. Learners are able to discuss and demonstrate our values and this continues to be a key focus for the school, underpinning everything we do.

Our Key Priorities for Improvement 2022/2023

Priority 1

: Our school and ELC will provide enriched learning experiences for all children leading to improved attainment across the curriculum - In 22/23, 25% of learners living in Quintile 1, will be back on track across the school, culminating in 80% of learners in total to be on track and working within the national expectation.

Priority 2

School Priority 2: 75% of identified learners in St Serf's will achieve the national expectation, or above, for their age and stage in Literacy by 2024 - In 2022/2023 focus will be on the following year groups:

P2 - 32% of targeted learners in Q1 will be on track

P4 - 60% of targeted learners in Q1 will be on track

P6 - 39% of targeted learners in Q1 will be on track

Priority 3

School Priority 3: 75% of identified learners in St Serf's will achieve the national expectation, or above, for their age and stage in numeracy by 2024 - In 2022/2023 focus will be on the following year groups:

P2 - 32% of targeted learners in Q1 will be on track

P4 - 53% of targeted learners in Q1 will be on track

P6 - 26% of targeted learners in Q1 will be on track

Information in the following tables describes actions taken and progress we have made towards these goals.

School Priority 1: Our school and ELC will provide enriched learning experiences for all children leading to improved attainment across the curriculum - In 22/23, 25% of learners living in Quintile 1, will be back on track across the school, culminating in 80% of learners in total to be on track and working within the national expectation.

NIF Priority:

Improvement in attainment
Closing the gap between the most and least disadvantaged pupils.
Improvement in children and young people's health and wellbeing
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Placing the human rights and needs of every child and young person at the centre of education

NIF Drivers:

Teacher and practitioner professionalism
Curriculum and Assessment
Performance Information
School & ELC Improvement
School & ELC Leadership

HGIOS 4 Qis

- 1.3 Leadership of change
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Progress and Impact

- Currently 71% of all learners are on track across the curriculum. Whilst 62% of learners in Quintile 1 are on track, 86% of learners in Quintile 5 are on track. Our gap remains 24% and this continues to be focus for the school.
- All teachers continue to plan and evaluate learning experiences in levels, leading to greater consistency and progression of learning for all learners.
- IDL contexts continue to be planned collaboratively across levels. This good practice is now being shared across other establishments within the Local Authority.
- Explicit skills board being used in every classroom to help pupils identify the skills being developed through their learning and promote skills required for future careers and employment.
- SLT use St Serf's approach to effective and high-quality learning and teaching as part of quality assurance activities through classroom observations once per term. This now includes peer observations throughout the year, moderating learner experiences effectively.
- Some teachers now visit other establishments to observe best practice of learning and teaching, to share with level colleagues and improve own practice.
- Play based learning continues to be adopted where appropriate across key stages, including Early and First level. Learners demonstrate better engagement, opportunities for development of social skills and opportunities for depth and challenge in their learning.
- Further Investment in standardised assessments in both Reading and Numeracy across whole school. Through use of a variety of high-quality assessments, interventions are implemented and groups of learners are targeted for support.
- All staff are using Didbook, a digital programme to track attainment across the curriculum. This is allowing staff to monitor learner progress, identify gaps in learning and use small group intervention to support closing these gaps. This system also links directly to Lornshill Academy to support transition of our P7 learners.
- In all classes, there are increased attainment figures: especially learners in 'amber' and who are now on track to be achieving 'green', in line with national expectations.
- House system continues to develop, alongside Junior Leadership Team. This allows for community campaigns to be rolled out across the school and issues raised to all pupils.

Progress and Impact (cont.)

- In the ELC, new approaches to planning and tracking learners progress have been introduced to allow staff to identify learners progress and next steps with greater accuracy
- All staff in the ELC were involved in self-evaluating and adapting our environment for a new cohort of learners to ensure that developmentally appropriate play experiences are available from 2 to 5 years old.
- Interest-led group time has been piloted to increase engagement and motivation amongst pre-school learners – particularly boys with a view to reducing the gender-related attainment gap.

Next Steps

- Full roll out and implementation of Emotion Works across whole school, ensuring a consistent approach.
- Begin process of HNIOS- How Nurturing Is Our School and the Nurture Principles to support attainment over time ensuring baseline assessments are carried out, to support Positive Relationships Guidelines and consistent approach across ELC and school.
- Implement and audit HGIOPL toolkit in early level and into first level, to provide action plan for further development of play-based learning in these levels. ELC to support this work.
- Continue working on targeted groups of learners to ensure attainment continues to improve in line with 75% of all learners on track by 2024 (targeted year groups are P4 and P7 for session 2023-24).
- Continue to embed and review skills focus in line with best practice.
- Create a more formal approach to moderation – particularly in regard to achievement of a level, both internally and with other local schools.
- Explore the capabilities offered by Didbook in terms of extracting data to inform planning.
- ELC to continue to implement children's interest planning to support and challenge learners within their current needs based.
- The approaches to learning groups in the ELC to be adapted to create groups which provide developmentally appropriate experiences for literacy and numeracy.

Pupil Comments:

P1 - "You can learn when you play."

P1 - "We learned about under the sea and then we got to go on a school trip and we saw star fish."

P4 - "With the Children's Parliament, we learned about children's rights and discussed smoking/tobacco, clothes/school uniform and free milk for school children. We used our skills of communication, responsibility and creativity."

P4 - "Family Learning - It's brilliant. I like it when family members come in and help me with my challenges."

P7 - "We have a skills board at the back of the class which we tend to reflect on. This not only helps us use our skills and assets more often, it also makes us a better person in general. "

Staff Comments:

"Pupils are enthusiastic learners around national events and through diarising such events in advance, allows practitioners to plan exciting learning experiences to showcase such events."

"Learners are using their skills and understanding when transitioning to school and through assemblies and other main school events, this transition is becoming much easier."

School Priority 2: 75% of identified learners in St Serf's will achieve the national expectation, or above, for their age and stage in Literacy by 2024 - In 2022/2023 focus will be on the following year groups:

P2 - 32% of targeted learners in Q1 will be on track

P4 - 60% of targeted learners in Q1 will be on track

P6 - 39% of targeted learners in Q1 will be on track

NIF Priority:

Improvement in attainment
Closing the gap between the most and least disadvantaged pupils.
Improvement in children and young people's health and wellbeing.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Placing the human rights and needs of every child and young person at the centre of education.

NIF Drivers:

Teacher/Staff Professionalism
Assessment of Children's progress
Performance Information
School Improvement
School Leadership

HGIOS 4 Qis

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and achievement

Progress and Impact

- P2 - 32% of learners in Q1 back on track accumulated in 23% of learners back on track (4 out of 5 learners).
- P4 - 60% of learners in Q1 back on track accumulated in 47% of learners back on track (7 out of 8 learners).
- P6 - 39% of learners in Q1 back on track accumulated in all achieving (7 out of 7 learners).
- The Big Writing Process continues to be developed further across all stages, giving all learners a more structured and supported approach to writing.
- Active Literacy is embedded across all levels. Children continue to build excellence in literacy while supporting their literacy skills, with improvement in reading, spelling and phonic skills.
- Literacy working groups have written, evaluated and reviewed literacy guidelines for Reading, Writing and Listening & Talking to improve the consistency of teaching and learning of literacy.
- Planning, Tracking and Assessment of literacy continues to be more coherent.
- All classes from P2-P7 have extra adult support in weekly writing lessons, allowing for specific interventions for all children, including both challenge and support.
- PEF money continues to be used to buy specific literacy interventions e.g. Toe by Toe, Hornet, Nussy spelling, for identified children, in order to support closing the attainment gap.
- Specific children who need extra support are benefiting from small group interventions with LAs to support development of phonic and reading skills.
- Small group interventions taking place in P2, P3 and P4 to support writing.
- Raising attainment teacher continues to work with specific groups across school in all aspects of literacy to provide support and interventions with a view to improve attainment.
- Continued investment in standardised assessments in reading across whole school. This accurately identifies gaps in learning and tailor our universal provision for all learners along with targeting small group intervention in order to raise attainment for all learners.
- Other standardised assessments have been carried out e.g. SNSA, Highland Literacy, Phonological Awareness to deliver a baseline assessment of learners' knowledge and identify gaps in learning to be targeted by teaching staff.

Progress and Impact (cont.)

- Pupil progress meetings are linked to Didbook working within levels ensuring accurate levels of children's attainment.
- LIFT training – now known as Early Language and Communication training – has been provided for all Early Years staff
- All pre-school children assessed and grouped into interventions such as nursery narrative, prescribed ACI and Teaching Children to listen.
- Staff confidence in tracking children's progress in the ELC has increased due to extended use of progression pathways and new approaches to planning which has allowed practitioners to follow learners' lead.

Next Steps

- Moderation of all literacy activities across school and Lornshill cluster to be more timely, consistent and accurate to ensure attainment continues to improve and our attainment gap continues to reduce.
- Working groups to roll out literacy guidelines to be implemented by all staff throughout 23/24 to ensure consistency of delivery across each year/level. Share with parents.
- Further professional learning linked to formative assessment approaches to support consistency, quality and understanding of strategies including a more consistent approach.
- Continue to embed across all stages our Active Literacy approaches and Big Writing processes to ensure consistency and improved attainment.
- Literacy Recovery – PEF money to be used to target support for specific classes in first and second level identified during tracking meetings, beginning August 23, continuing to close the poverty related attainment gap.
- Moderation of Big Writing approaches being used across the school to ensure consistency.
- Roll out a new reading scheme in Primary 1 (Floppy Phonics) to support further development of phonological skills across Early Level.
- ELC will utilise Early Language and Communication strategies to support learners and develop staff understanding of specific interventions including Adult-Child Interactions (ACI), Nursery Narrative and Word Aware. Professional learning and support opportunities will be extended across Early Level.
- To achieve our diamond award for our visual and communication environments based on staff interactions through self-reflection.
- ELC Educators will utilise the new Education Scotland Reading Toolkit (due to be published in Autumn 2023) to self-evaluate current practice and consider next steps.
- Continue to embed moderation approaches into our planning cycle
- Develop approaches to tracking the progress of 2 year-old learners, support by new local authority tracking system.
- Work with colleagues from our ELC Hub to develop approaches to assessing 2 year-old learners progress using developmental appropriate tools.

Pupil Comments:

P2 – "In writing lessons, I have more adults in class to support and I get more help all of the time."

P2 – "We use our 5-finger strategy all of the time in Literacy."

P3 – "Our reading books and class library helps me read harder books and I am getting better at reading. They help us read books we would not normally read."

P6 – "We plan our writing throughout the week and use this to help with our Big Write. We create vocabulary banks and then once we have done our Big Write, we get time to check and up-level it."

Staff Comments:

"We need to look at ensuring more in-depth learning conversations as to pupils' next steps to allow pupils to take more ownership when working independently."

"Children are impressed when making the link between reading skills to help with writing – a penny drop moment."

School Priority 3: 75% of identified learners in St Serf's will achieve the national expectation, or above, for their age and stage in numeracy by 2024 - In 2022/2023 focus will be on the following year groups:

P2 - 32% of targeted learners in Q1 will be on track

P4 - 53% of targeted learners in Q1 will be on track

P6 - 26% of targeted learners in Q1 will be on track

NIF Priority:

Improvement in attainment
Closing the gap between the most and least disadvantaged pupils.
Improvement in children and young people's health and wellbeing.
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.
Placing the human rights and needs of every child and young person at the centre of education.

NIF Drivers:

Teacher and practitioner professionalism
Curriculum and assessment
Performance Information
School and ELC improvement
School and ELC leadership

HGIOS 4 Qis

- 1.2 Leadership of Learning
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and achievement

Progress and Impact

- P2 - 32% of learners in Q1 back on track accumulated in 17.5% of learners back on track (3 out of 5 learners).
- P4 - 53% of learners in Q1 back on track accumulated in 40% of learners back on track (6 out of 8 learners).
- P6 - 26% of learners in Q1 back on track accumulated in 1 learner out of 5 learners back on track - this year group will continue to be focus group in 2023 into 2024.
- Numeracy working group: Beginning to develop pedagogical practice to progression in numeracy which supports practitioners to understand how learners learn and therefore deliver appropriate learning.
- PUMA assessments used across school at every level which allows for tracking of progress and interventions to support gaps in knowledge.
- P4 and P5 small intervention groups have been carried out over the course of the year. Analysis of assessment has shown that all learners have made significant progress, and increased their maths age score by +12 months. (Is this still accurate?)
- Some Learning Assistants have been trained on use of number blocks and continue to develop this teaching through small group intervention.
- Play based approaches to numeracy adopted where appropriate, encouraging enquiry, depth and challenge of knowledge and understanding of our learners.
- P2, 4 and 6 receiving a range of targeted support through small group intervention, additional staff and alternative approaches.
- PEF money used to buy specific numeracy interventions e.g. Plus 1, Power of 2, dyscalculia screeners, for identified children, in order to support closing the attainment gap.
- Investment in standardised assessments in numeracy across whole school. This has allowed to accurately identify gaps in learning and tailor our universal provision for all learners along with targeting small group intervention in order to raise attainment for all learners.
- 4 classes currently piloting Big Maths approaches in order to troubleshoot ahead of whole school roll out (P2, P4 P5 and P7).

Progress and Impact (cont.)

- Mathematical dictionary created to ensure the consistent and correct use of language.
-
- All staff in ELC have undertaken number sense training and this has begun to be used in practice across all learning areas and embedded in learners' experiences both in the playroom and outdoor areas.
- Staff member has taken on a leadership project with number sense as the running idea. Working party established and will support a roll out to all staff in August.
- The Number Grant which was secured for home link number sense resource bags - these have been utilised with families with further family learning sessions to be carried out in the new session to further embed approaches.
- Numeracy learning groups established and rolled out based on tracking data and trajectories.

Next Steps

- Further develop a more consistent approach to learning and teaching of numeracy, supporting pedagogical practice to ensure attainment in numeracy continues to improve, mindful of closing the poverty related attainment gap.
- Moderation of all numeracy activities across school and Lornshill cluster to be more timely, consistent and accurate to ensure attainment continues to improve and our attainment gap continues to reduce.
- Learners to have increased opportunities to engage in quality outdoor learning experiences, with a numeracy focus.
- Implement Big Maths and review regularly to ensure consistency across the whole school.
- Ensure correlation between Big Maths approaches and PUMA assessments.
- Working party to continue to support the roll out of Big Maths.
- Publish and embed numeracy guidelines and mathematical dictionary.
- Embed approach to number sense and FoNS to all Early Level staff through professional learning, and modelling from key members of staff.
- Continue to develop the use of learning groups through targeted assessment and tracking.
- Continue to develop home links with families supported.
- Continue to embed the use of numeracy trajectories to inform intentional planning and use data collected from assessment to support P1 transition.

Pupil Comments:

P1 - "Number lines help me count up and down."

P2 - "I like using arrays to help me work hard on my multiplication."

P2 - "I work 1-2-1 with Mrs MacMaster and it is really good. I listen well and stay on task. This all helps me get better at counting."

P3 - "Our Numicon helps us with counting, adding, and taking away by putting them on top."

P5 - "I like the help yourself approach to support materials. I can use what I want to support me in numeracy."

P6 - "We complete PUMA assessments to track our progress then we use the interventions to help us focus on things we need to practise more."

Staff Comments:

"We agree we need to use Chromebooks more in numeracy. Teachers prepare consolidation tasks but often run out of time."

"Taught strategies is a fantastic opportunity to make the children think, stop and think to select the best operation to apply."

"We are building resilience, relationships around maths vocabulary thus showing more engaged children, who can work and display independent behaviours."

Attainment - Teacher Professional Judgement (TPJ) - Percentage Achieved

St Serf's Primary School	Reading			Writing			Listening and Talking			Numeracy		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
	E	1st	2nd	E	1st	2nd	E	1st	2nd	E	1st	2nd
Jun-19	81	84	85	75	77	78	91	83	58	84	77	66
Jun-21	81	65	73	77	62	73	92	69	85	88	62	74
Jun-22	69	49	73	69	42	73	92	58	96	69	42	77
Jun-23	82	83	86	78	74	77	85	96	86	85	70	77

When tracking a year group of learners specifically P1 (2019) who are now in P4 (2022) we can analyse their attainment journey. However due to full lockdown in June 2020, we did not submit figures for our current learners who are in P7 (previously P4) and P4 (previously P1).

In all elements of Literacy, we continue to see an improvement in attainment from June 2021 to June 2023 with attainment figures above local authority average and national average. There is a more consistent teaching approach being delivered in Literacy and we are now beginning to see the attainment benefits of this.

In Numeracy, we are seeing a much stronger picture from P4, end of First Level, into P7 end of Second Level however the implementation of Big Maths next year will hopefully allow for a more consistent approach.

This data alone shows that there needs to be a continued, specific focus on learning and teaching of Literacy and Numeracy, ensuring rich learning experiences which will engage and motivate all of our learners, with consistent approaches to assessing progress. This corroborates the rationale for ensuring that learning and teaching and improving attainment remains the priorities for session 23/24, with a direct focus on closing the poverty related attainment gap.

Evaluation of Quality Indicators

QUALITY INDICATOR	SCHOOL SELF-EVALUATION (1-6)	INSPECTION EVALUATION (APRIL 2019)
1.3 Leadership of Change	4	2
2.3 Learning, Teaching and Assessment	4	2
3.1 Ensuring wellbeing, equity and inclusion	4	3
3.2 Raising attainment and achievement	4	2