



ST SERF'S PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2024 / 2025



 **Clackmannanshire Council** | Comhairle Siomsachd Chlach Mhanann
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Improvement Plan 2024/2025

St Serf's Primary School



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

Overview

Headteacher:

Mrs N Ferguson

Priority	Long Term Improvement Outcome	Accountable Person
1	By June 2025, our school and ELC will develop a Health and Wellbeing curriculum, which is underpinned by UNCRC, R4L, HNIOS, delivering a consistent approach to supporting regulation, empathy and resilience in every class. As a result, almost all learners will be more engaged in their learning for sustained periods of time, resulting in progress in learning and attainment.	N Ferguson
2	<p>By June 2027, 75% of children will achieve the national expectation, or above, for Literacy in P1, P4 and P7 combined.</p> <p>In 2024/2025, 65% of Quintile 1 learners and 80% of Quintile 5 learners will be on track for Literacy in P1, P4, P7 combined.</p>	N Ferguson
3	<p>By June 2027, 77% of children will achieve the national expectation, or above, for Numeracy in P1, P4 and P7 combined.</p> <p>In 2024/2025, 68% of Quintile 1 learners and 75% of Quintile 5 learners will be on track for Numeracy, in P1, P4, P7 combined.</p>	N Ferguson



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Priority 1

Long Term Improvement Outcome

By June 2025, our school and ELC will develop a Health and Wellbeing curriculum, which is underpinned by UNCRC, R4L, HNIOS, delivering a consistent approach to supporting regulation, empathy and resilience in every class. As a result, almost all learners will be more engaged in their learning for sustained periods of time, resulting in progress in learning and attainment.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Rationale

The development of our Health and Wellbeing curriculum remains at the heart of our school, emphasising the need that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The National Improvement Framework sets out clear priorities to deliver excellence and equity, including: closing the attainment gap between the most and least disadvantaged children and improving the children's health and wellbeing.

Through consultation with our stakeholders, we have identified that in order for the school to support all learners to make continued progress and increase attainment, we need to focus on a curriculum which offers broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned learning opportunities. We need to focus on the 6 principles of nurture to ensure that a nurturing approach can be applied at both the universal and targeted level, promoting inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners. As we move into the first year of our new 3 year improvement plan, year 4 of our current school team, we are narrowing the lens of our Health and Wellbeing curriculum to ensure that the development of social and emotional competencies becomes our key focus, an important component of the raising attainment agenda.

Staff development days have highlighted a need for our planning of Health and Wellbeing to be more specific and tailored for the needs of our children. Auditing our school through How Nurturing is our School to create an action plan, conducting a baseline of engagement for learners using Leuven Scale, embedding Readiness for Learning, Emotion works, Rights Respecting Schools will create the right environment within the school and equip both staff and learners alike to manage the school day more positively. Planning will ensure that opportunities will be available for all learners to participate in Health and Wellbeing experiences relevant for each stage throughout 2024/2025 and beyond.

Rights Respecting Schools will now be a focus for St. Serf's Primary School and ELC, beginning in June 24. The rights of children through UNCRC have begun to be embedded across the school however there is still a need for all stakeholders to 'get it right for every child' by embedding rights-based practices across the curriculum. Whilst we have started to raise the profile of Children's Rights within the school, many of our GIRFEC approaches tie into a rights approach though more consistency is needed to ensure that all stakeholders are aware of and are able to implement rights-based approaches. Our approaches still need to be shared with families and other partners to ensure equity for all.

Outdoor Learning remains an area of the curriculum which we would like to explore further. Practitioner self-evaluation around QI 2.3 has thrown up some 'trains of thought', particularly around the challenge question of "How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? How well do we motivate and engage all children? How can this be consistent for children every day?" Learning outdoors is about engaging children and young people in many different ways and by using multi-sensory and experiential approaches. This encourages children and young people to become involved in emotional, physical, aesthetic, spiritual and cognitive experiences as part of their learning. The place or context in which learning takes place is an integral part of the learning process. The relationships between the people involved, the activities undertaken and the place where the learning happens require thought and consideration to maximise the learning opportunities and to meet the needs and aspirations of our children. This will sit nicely with the other elements of the curriculum which will deliver a Health and Wellbeing approach for all.



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p>By June 2025, our school and ELC will develop a Health and Wellbeing curriculum, delivering a consistent approach to supporting regulation, empathy and resilience in every class. As a result, almost all learners will be more engaged in their learning for sustained periods of time, resulting in progress in learning and attainment.</p>	<p>By June 25: All staff will report a shared understanding of our approaches which underpin our Health and Wellbeing Curriculum.</p> <p>All staff will continue to implement our approaches to our Health and Wellbeing curriculum.</p> <p>Evidence of the implementation of our approaches through quality assurance activities.</p> <p>Children will report an improved learning experience through learner conversations.</p>	<ul style="list-style-type: none"> Teaching staff will plan and deliver a Health and Wellbeing curriculum collaboratively. All teaching staff will develop outdoor learning opportunities as part of our Health and Wellbeing curriculum. All stakeholders will complete HNIOS toolkit to audit current practice. Teaching staff will create action plan from HNIOS audit with specific actions to be implemented. Teaching staff will continue to develop play-based learning approaches where appropriate; Early level into First level. All staff to evaluate implementation of our learning and teaching approach through quality assurance activities. 	<p>All teaching staff</p> <p>All teaching staff</p> <p>All teaching staff All support staff All learners & families</p> <p>All teaching staff</p> <p>Teaching staff in Early/First level and Support staff</p> <p>SLT All teaching staff</p>	<ul style="list-style-type: none"> September 24 and ongoing September 24 and ongoing October 24 Revisit June 25 November 24 and ongoing August 24 and ongoing Term 1 Term 2 Term 3 Term 4 	



	<p>Children will report improved engagement in their learning through Leuven scale assessment.</p> <p>Attainment figures for almost all learners will continue to improve across the curriculum.</p>	<ul style="list-style-type: none"> • All staff to create and agree a consistent approach to tracking health and wellbeing through the use of Didbook. • All learners to participate in Leuven Scale baseline assessment, to be reassessed bi-annually. • Begin to provide opportunities for House communities to take a lead role in UNCRC and RRS activities to support action plans and outcomes. • School to apply for RRS award bronze with a view to action planning for Silver to support our health and wellbeing opportunities. 	<p>All teaching staff</p> <p>All learners</p> <p>Teaching staff All learners</p> <p>Whole school & ELC team</p>	<ul style="list-style-type: none"> • October 24 March 25 May 25 • September 24 May 25 • August 24 and ongoing • August 24 and ongoing 	
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Priority 2

Long Term Improvement Outcome

By June 2027, 75% of children will achieve the national expectation, or above, for Literacy in P1, P4 and P7 combined.

In 2024/2025, 65% of Quintile 1 learners and 80% of Quintile 5 learners will be on track for Literacy in P1, P4, P7 combined.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Rationale

Improvements to raise attainment in Literacy continue to be the utmost priority for our school. Analysis of Literacy attainment over a period of 3 years from 2021-2022 to 23-24 highlights several points however the picture has of late been a positive improvement in Literacy attainment data for St. Serf's. Our work of our school improvement priorities has had a positive impact and our data reflects this progress. It is important that we are able to analyse the data of St. Serf's against the Local Authority averages as well as the Local Authority stretch aims to ensure this progress continues. The 22/23 Achievement of CfE Level data for Clackmannanshire showed that 65.6% of children in P1, P4 and P7 (combined) achieved the expected levels in Literacy. The 22/23 Achievement of CfE Level data for St. Serf's PS showed that 77.5% of children in P1, P4 and P7 (combined) achieved the expected levels in Literacy. This shows that we were 11.9 percentage points above the Clackmannanshire average. The Clackmannanshire Stretch Aim for P1, P4 and P7 Literacy (combined) was 68% and again our school delivered results which were 9.5 percentage points above the stretch aim for Literacy. Current data for 23/24 suggests that our school results in Literacy of 73.7% for P1, P4 and P7 combined beat both Local Authority average and stretch aim by 4.7 percentage points. A further break down of the Literacy components provides a clearer picture of our whole school attainment. In particular, Reading and Writing will continue to be our specific areas for improvement which will continue to require interventions for session 24/25.

At Early Level, in Reading in 2023/2024, 86% of learners achieved; an improvement on the 3-year average and a further increase of the rate in 2022/2023 of 4 percentage points. This rate is also significantly higher than the authority average of 80.2%. There is a similar picture with Writing at Early Level where 86% of learners achieved, 7% above the authority average. Overall, in a combined percentage of learners achieving Literacy at Early Level, which includes the above and Listening and Talking, 86% of learners have achieved, compared to authority average of 77.8%. This is a good result.

At First Level, in Reading in 2023/2024, 81.48% of learners achieved; this is a significant improvement on the 3 year average and a significant increase on the rate in June 22. Whilst we cannot compare cohorts of learners, the consistent approach to Literacy being delivered across stages is now having the desired effect on attainment. In Writing, we have seen similar progress, 81.48% of learners achieving First Level, 8% above the authority average. Overall, the combined Literacy attainment for First Level is 81.5%, 11.3% higher than the authority average.

Finally, at Second Level, 71.4% of learners achieved Reading in 2023/2024, slightly less than our 3 average and slightly less than the authority average. In Writing, again 71.4% of learners achieved, roughly the same as our 3 year average and 3% higher than the authority average. It would be unfair to compare this cohort of learners with other year groups, however it is worth noting that this year group is made up of 28 children, where 40% of children are on staged intervention for difficulties with learning across the curriculum. Overall, the combined Literacy attainment for Second Level is 71.4%, 4% higher than the authority average which is a good result.



We continue to use standardised assessments across all stages, 3 times per year, which highlights gaps in learning and with our programme of interventions, we are able to solve these gaps. This is allowing us to see significant progress in attainment in Literacy over time. Our Learning Assistants play a vital role in delivering small group interventions and are at the heart of our intervention programme. In Literacy, we have identified our use of the Active Literacy programme is working, teaching our children to read and spell correctly. We have also seen success in Writing at P4 and P5, with the introduction of the National Writing programme which has supported our learners to make significant improvements in their writing. Both of these approaches will continue to have a significant long-term impact on our learners' attainment.

Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p>Children continue to access quality learning experiences in order to raise attainment in literacy; P1 - P7</p>	<p>By June 2025:</p> <p>All staff will report an increased focus on consistently delivering Literacy approaches.</p> <p>All staff will commit to and ensure that learners will have high quality, differentiated accordingly, Literacy experiences.</p> <p>All staff will support the working group/action plan for Reading Schools Accreditation moving from Bronze level into Silver by end of June 25.</p>	<ul style="list-style-type: none"> Continue to support teaching staff to fully engage and consistently deliver Active Literacy, Big Writing approaches and other agreed literacy applications across each class and each level. Revisit, evaluate and update Literacy guidelines to support staff in consistent approaches in every class and each level. Moderation of writing across levels and school to take place termly and feedback into performance meetings. Continue with Reading Schools working group/action plan to support accreditation. 	<p>All Teaching Staff Learning Assistants</p> <p>All Teaching Staff</p> <p>All Teaching Staff</p> <p>All Teaching Staff supported by PT</p>	<ul style="list-style-type: none"> August 24 and ongoing August 24 and ongoing August 24 Oct 24 Feb 25 May 25 August 24 and ongoing 	



	<p>At appropriate stages, The National Writing programme interventions will be implemented successfully to continue to raise attainment in Writing at First and Second Level.</p> <p>All classes continue to evidence the implementation of the Literacy approaches through wall displays, jotter work for example</p> <p>All learning assistants will continue to report that they have the knowledge and skills to deliver targeted small group literacy interventions with targeted groups of children at stages across the school.</p> <p>65% of Quintile 1 learners and 80% of Quintile 5 learners will be on track for Literacy in P1, P4, P7 combined.</p>	<ul style="list-style-type: none"> • Continue to deliver standardised assessment in reading and spelling (PIRA) from P1-P7 x3 per year. • National Writing Programme will be implemented as staff at P4 and P7 are fully trained to support this intervention. • Continue to provide a range of targeted literacy intervention programmes to meet targeted learners' needs across specific stages as per PEF plan 24/25. • Teaching staff to implement targeted interventions after each assessment to close learning gaps. • Continue to evaluate progress in Literacy through Pupil Progress Meetings x3 per year using Didbook to track learners' progress. 	<p>All Teaching Staff supported by DHT</p> <p>Learning Assistants supported by DHT</p> <p>All Teaching Staff supported by Learning Assistants</p> <p>Mrs Ferguson All Teaching Staff</p>	<ul style="list-style-type: none"> • Oct 24 March 25 May 25 • September 24 and ongoing • August 24 and ongoing • As per assessment dates • Oct 24 • Feb 25 • May 25 	
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Priority 3

Long Term Improvement Outcome

By June 2027, 77% of children will achieve the national expectation, or above, for Numeracy in P1, P4 and P7 combined.

In 2024/2025, 68% of Quintile 1 learners and 75% of Quintile 5 learners will be on track for Numeracy, in P1, P4, P7 combined.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children.</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>	<p>School and ELC Leadership</p> <p>Teacher and practitioner Professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Rationale

Improvements to raise attainment in Numeracy remain a priority for our school. Focus on our Literacy curriculum has delivered success in attainment and we are now looking to emulate that success across Numeracy and Maths. Analysis of Numeracy attainment over a period of 3 years from 2021/2022 – 2023/2024 highlights several points, the majority of which is positive. The 22/23 Achievement of CfE Level data for Clackmannanshire showed that 68.6% of children in P1, P4 and P7 (combined) achieved the expected levels in Numeracy. The 22/23 Achievement of CfE Level data for St. Serf's PS showed that 77.3% of children in P1, P4 and P7 (combined) achieved the expected levels in Numeracy. This shows that we were 8.7 percentage points above the Clackmannanshire average. The Clackmannanshire Stretch Aim for P1, P4 and P7 Numeracy (combined) was 74.9% and again our school delivered results which were 2.4 percentage points above the stretch aim for Numeracy. Current data for 23/24 suggests that our school results in Numeracy of 74.66% for P1, P4 and P7 combined are very slightly lower than Local Authority average, however are just slightly better than the stretch aim by 0.66 percentage points.

At Early Level in Numeracy in 2023/2024, 86% of learners have achieved Numeracy, higher than the 3-year average and maintaining a higher percentage on last year's attainment figures. This rate is also higher than the current authority average of 82.3%. With NSA results, learners performed better in Numeracy with 90% in the top 3 bandings and 100% in the top 4 bandings. This is a good result and learners continue to show depth to their knowledge at Early Level and their application of Numeracy skills continues to be strong.

At First Level, 70.4% of learners achieved in Numeracy, significantly higher than the 3-year average however the same percentage of achievers as last year's attainment figures. This rate is lower than the current authority average of 77% and also lower than the authority stretch aim. The poverty-related attainment gap between the achievement rate for learners in St. Serf's who live in Quintile 1 compared to learners who live in Quintile 5 has reduced significantly over the year. However, learners from our least deprived areas still outperform learners from our most deprived areas. This is currently sitting at First Level with a gap of 18.9%. This is where the focus has to be as these learners move into Second Level. NSA results demonstrate that the percentage of learners "on track" is significantly lower to the CfE achievement rate for First Level however these results would appear to be inaccurate.

At Second Level, 67.9% of learners achieved in Numeracy, a significant lower rate on the 3-year average and more than 5% lower on the authority average. This cohort of children have improved their attainment in Numeracy, from P4 where 62% of learners achieved First Level to 68% of learners now achieving Second Level, however the increase in attainment needs to be more secure at Second Level. Currently, 86% of learners live in Quintile 1 in P7, the highest percentage across the school for a class. 66.6% of these learners achieved Second Level compared to all learners from Quintile 5 achieving. Our poverty related attainment gap between learners from the least deprived areas to most deprived areas continues to decrease with a current gap at Second Level of 33%. NSA results demonstrate that the percentage of learners in the top 3 bandings was 44% and 63% in the top 4 bandings. This is in line with the attainment figures delivered which suggests that our learners in P7 have struggled with Numeracy since P4, and that the results are accurate with ability.



Now with standardised assessments in place across all stages, and in our 3rd year of delivery, we are able to pinpoint where our pupils are with their learning and what interventions need to be put in place to allow for further improvement in knowledge and ability. With the introduction of “Big Maths programme” we are now able to regularly assess our pupils, plan deliver targeted support, intervention and challenge to address significant gaps and meet individual needs. “Big Maths” approach is allowing teachers to deliver Numeracy more effectively, ensuring concrete, pictorial and abstract is the foundation of our consistent approach. This approach will continue to have a significant impact on our learners’ attainment, across all stages of the school.

Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p>Children continue to access quality learning experiences in order to raise attainment in Numeracy; P1-P7</p>	<p>By June 2025: All staff will report an increased focus on consistently delivering Numeracy approaches.</p> <p>All staff report increased confidence and skill to deliver “Big Maths programme” consistently and effectively.</p> <p>All staff will commit to and ensure that learners will have high quality, differentiated accordingly, Numeracy experiences.</p>	<ul style="list-style-type: none"> Continue to support teaching staff to fully engage and consistently deliver Big Maths programme, supplemented by other agreed Numeracy applications across each class and each level. All teaching staff to self-evaluate Big Maths – WWW and EBI and share findings to improve consistent delivery across each class and each level. Numeracy working group to revisit ‘The St. Serf’s Approach to Numeracy to evaluate and update to ensure consistency across each class and each level. Continue to provide a range of targeted numeracy intervention programmes to meet targeted learners’ needs across specific stages as per PEF plan 24/25. 	<p>All Teaching staff Learning assistants</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>All teaching staff supported by Acting DHT</p>	<ul style="list-style-type: none"> August 24 and ongoing August 24 and review September 24 October 24 Aug 24 and ongoing throughout the year 	



	<p>All classes evidence the implementation of the Numeracy approaches through wall displays, jotter work for example.</p> <p>All learning assistants will continue to report that they have the knowledge and skills to deliver targeted small group numeracy interventions with targeted groups of children at stages across the school.</p> <p>68% of Quintile 1 learners and 75% of Quintile 5 learners will be on track in Numeracy, in P1, P4 & P7 combined.</p>	<ul style="list-style-type: none"> • Continue with standardised assessment in Numeracy and mathematics (PUMA) and from P1-P7 x2 per year. • Teaching staff to implement targeted interventions after each assessment to close learning gaps. • Continue to evaluate progress in Numeracy through Pupil Progress Meetings x3 per year using Didbook to track learners' progress. 	<p>All teaching staff supported by Acting DHT</p> <p>All teaching staff Learning Assistants</p> <p>Mrs Ferguson All teaching staff</p>	<ul style="list-style-type: none"> • Nov 24 May 25 • Nov 24 June 25 • Oct 24 Feb 25 May 25 	
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