

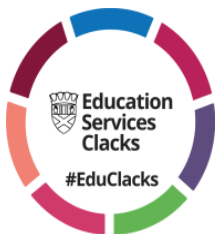


ST SERF'S PRIMARY SCHOOL

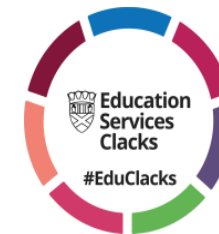
STANDARDS AND QUALITY REPORT

2023 / 2024





Standards and Quality Report 2023-2024



Establishment Name: ST. SERF'S PRIMARY SCHOOL & ELC

This report reflects progress made towards achieving our priorities, session 2023- 2024.

Section B1 - School Context

St. Serf's Primary School is an urban, co-educational school situated in Tullibody, Clackmannanshire. The school also serves the community of Glenochil. Our school role is 186, with 9 classes. We also have an ELC which currently has 54 children, organised within a 74-place full day provision. Our Senior Leadership Team consists of a Headteacher, Acting Depute Headteacher and 1 Principal Teacher and within the ELC, we have a Senior Early Learning & Childcare Educator. The school is very much the heart of the community having been attended by many parents and grandparents. Our relationships with parents and carers are very good with 100% of parents/carers connected to Class Dojo which is the school's main form of communication. In addition to teaching and support staff, our families are supported by specialist teachers and staff who provide support for learning, inclusion support, physical education and speech and language therapy. We also fund an Active Clacks football coach 2 days per week to support football skills and teamwork at lunchtime.

Our school is situated in an area of high deprivation. Using SIMD data, 68% of our children and families are living in Deciles 1 and 2.

36% school aged children are on Staged Intervention. 38% of our learners in P1-7 are registered for free school meals and clothing grant. A few of our learners are Care Experienced, primarily as part of a Kinship care arrangement.

Attendance – Whole School 23-24									
Aug 23	Sept 23	Oct 23	Nov 23	Dec 23	Jan 24	Feb 24	March 24	April 24	May 24
93.83	88.53	89.66	90.86	85.68	92.43	93.45	92.03	92.59	92.49

Over the years, attendance has been good, and presenting only slighter above or below the Local Authority average. This session, we are below the local authority stretch aim of 94.3%. We continue to support attendance with a particular focus on few children and families. We will continue to monitor and support children and families next session to improve engagement and attendance. Current overall attendance for the year is sitting at 92.81%.

We are committed to continuous improvement and regularly gather data from all stakeholders to inform our self-evaluation. At pupil progress meetings, twice per year, we gather comments and feedback from our families, as well as various adhoc surveys, based on the improvement priorities of our school. We also gather the views of our learners through termly learner conversations. Staff and the Senior leadership team regularly visit classrooms on quality assurance visits which allows for practitioners to share good practice, professional dialogue around teaching and learning and identify areas for improvement. We continually assess children’s knowledge and skills to determine appropriate next steps in learning. Moderation of assessment takes place termly, across levels within our school and bi-annually with our other colleagues within our learning community. This is resulting in greater consistency and confidence in teacher professional judgement.

Section B2 – Performance Information

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-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
Jun-24	86	81	71	86	67	71	86	93	82	86	70	68

The percentage of children in P1, P4 and P7 meeting or exceeding national expectations across all aspects of literacy was 86%, 67%, 71% and in numeracy was 86%, 67% 65% respectively. Most children made good progress in their learning. We will continue to implement appropriate interventions and continued additional teaching support is planned for cohorts of identified children. A focus on improving the consistency of high-quality learning and teaching approaches, will underpin improvement planning for next session and beyond to include specific nurture approaches to meet the needs of our learners.

The local authority stretch aim (P1, P4 & P7 combined) for literacy is 69%. Our combined literacy attainment data of 73.7% shows an improved difference on local authority stretch aim by 4.7%. The local authority stretch aim for numeracy is 74%. Our combined numeracy attainment data of 71.1% shows a gap of 2.9% in meeting that stretch aim however with the introduction of our 'Big Maths' programme, it is hoped that attainment in numeracy will continue to improve.

All of our Care Experienced children are making good progress and the majority are meeting National Expectation. Their progress is tracked as part of a whole school attainment and tracking process.

When tracking a year group of learners, specifically P4 (June 21), who are now in P7 (2024), we can analyse their attainment journey. In all elements of Literacy, we continue to see an improvement in attainment from June 21 to June 24 with attainment figures above local authority average and national average. Slight increase in Numeracy attainment however there have been several learners who have joined this year group after P4 which may have impacted the figures from June 21. The picture of their attainment is still extremely positive.

Section B2 - Review of Progress

<p>NIF Priority 1:</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Placing the human rights and needs of every child and young person at the centre of education.</p>	<p>School Improvement Priority:</p> <p>Our school and ELC will provide enriched learning experiences for all children leading to improved attainment across the curriculum.</p> <p>Specifically, during 23/24, 25% of learners who live 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 by June 24.</p>
<p>NIF Driver:</p> <p>Teacher and Practitioner Professionalism School and ELC Leadership</p> <p>School and ELC improvement Curriculum and Assessment</p> <p>Performance Information</p>	<p>HGIOS4 QIs:</p> <p>1 .3 Leadership of change</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>

Progress and Impact:

Through participation in the Early Years network, almost all Early Years practitioners have been involved in the completion of an audit of our environment which has had a significant impact to improve practice. This has allowed almost all practitioners to adapt the environment and their practice in line with recognised good practice. As a result, both ELC and P1 playroom and play spaces have improved, to meet the needs of almost all learners.

Trio, peer and SLT observations have focused on curriculum areas to ensure embedding of significant changes made in curriculum over the past 3 years. Almost all practitioners have embraced the changes successfully and demonstrate an improved confidence in the delivery of a 21st century curriculum. All practitioners are able to demonstrate the impact of these improved teaching approaches on children's progress and attainment through tracking and attainment meetings and quality assurance classroom visits.

All staff are using Didbook, a digital programme to track attainment across the curriculum. This allows 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. Cluster moderation has taken place twice this session where almost all practitioners have engaged in professional dialogue with others, to support their understanding in achievement of a level. As a result, our combined literacy attainment data is sitting at 73.7%, above the local authority stretch aim.



Our P1 learners accessing our new and improved playroom (August 2023)



Top Scorers from Dumyat House celebrating their achievements.

We are now in Year 3 of standardised assessments – Pira for reading and Puma for mathematics. All staff show confidence in delivery of these assessments which highlights gaps in attainment and the use of interventions to support closing this gap. As a result, all teachers use results for direct planning and support required.

Pupil Progress meetings continue and all teaching staff participate in rich in-depth discussions about attainment and support. Didbook supports progress meetings, offering practitioners readily available data to identify next steps in learning to support/challenge in almost all of our learners positively. As a result, all staff's confidence in understanding the data around their class's performance has improved significantly.

House meetings are supporting the school to achieve national recognition for various awards. Almost all children participate in house meetings, every fortnight. These meetings continue to foster the ethos and values of the school through recognition for the majority of learners through certificates, house awards, anthems and mottos. All house meetings are child planned and led.

Emotion Works has begun to be rolled out across the school in all classes and within the ELC. This nurture approach is going to form the basis of one of our future priorities within our improvement plan for 2024/25 giving the majority of learners the necessary tools to recognise triggers in situations, which may cause changes in behaviour and attitudes.

Junior Leadership team have conducted an audit of communication environment to work towards silver environment award. All classes continue to need a focus on updating school and classroom to have a consistent approach in visual communication.



Emotion Works displays from across the school demonstrating children's learning and understanding of this nurture approach.



ELC Learners making food in the malleable area.

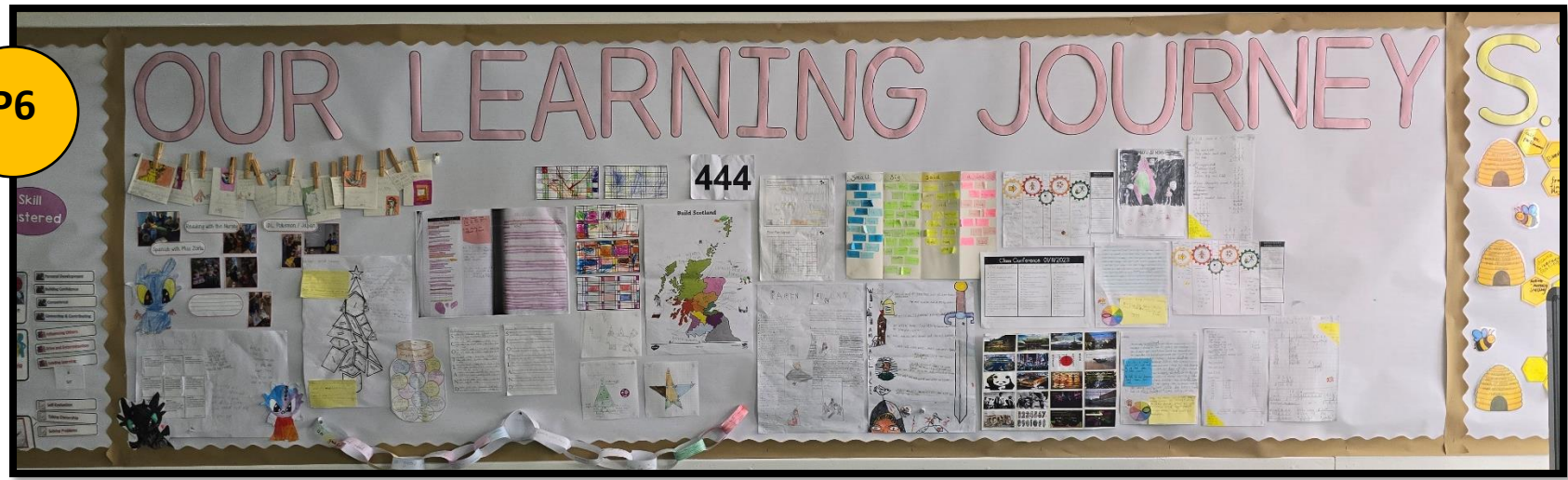
Currently, 73% of learners are back on track across the curriculum with 70% of learners in Quintile 1 on track, an increase of 8% on last year and 89% of learners in Quintile 5 on track, an increase of 3% on last year. As a result, this continues to be a focus for the school.

Within our ELC, educators have adopted Rights Respecting approaches to delivering the curriculum, embedded in planning and documentation. Children's rights ambassadors' group was launched and is running weekly with parent consultation beginning to happen. Our ELC educators have been upskilled and taken advantage of training opportunities to develop their knowledge of the curriculum further. All educators feel confident being part of whole school community.



P7

Our Learning Journey displays in each of our classrooms highlighting the learning experiences that have taken place over the year.



P6

OUR LEARNING JOURNEY



P6

EMOTION WORKS

OUR LEARNING JOURNEY



P5

Our Learning Journey



P4

TERM 1

TERM 2

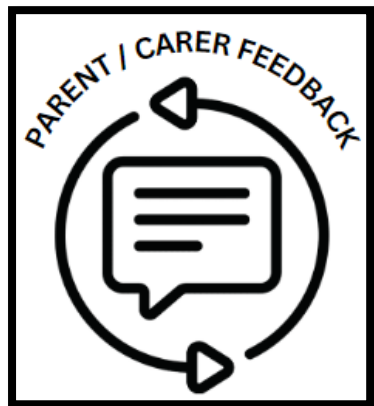
TERM 3

TERM 4



Learning Journey

P1



I am happy with all aspects of the school. The staff deliver an education that is tailored to each child and is delivered in a fun and safe environment.

I feel outdoor learning is beneficial – where children can see what the world is really like and allows them to have time out with the school environment.

The staff are always friendly and build excellent relationships with the children.

My child enjoyed the Healthy Foods context for learning – making the right choice of choosing healthily when it comes to food and snacks.



I like our House Meetings. I like meeting other classes and having the chance to be a good example for others.

Our swimming lessons have helped us learn about water safety, learning to swim and how to help yourself if you are in trouble in a river or the sea.

Our Young Leaders training taught us how to work with younger learners when we go into P7. I learned that patience is very important.



As a team our voices are valued and we work together to problem solve and get it right for our children.

It has been liberating having a better understanding of planning and having the autonomy to know that when the learning deviates from the intentional planning, the children will still be engaging in high quality learning experiences.

Planning and moderating across levels has ensured that learning experiences are progressive, relevant and appropriately challenging for all learners. Children share their learning and value opportunities to collaborate with others.

Next Steps

- Staff will further embed UNCRC, R4L and Emotion Works to support the wellbeing of learners.
- Further develop the Health and Wellbeing curriculum with a particular focus on emotional, social and mental wellbeing to build resilience and increase aspirations of our children and families. Working groups of practitioners to focus on this curriculum as part of our collegiate activities over session 24-25.
- 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 Relationship Guidelines and consistent approaches across ELC and school.
- Both ELC and School will be working towards Bronze Rights Respecting School award with a view to Action Plan for Silver Award moving forward.

<p>NIF Priority 2:</p> <p>Improvement in attainment, particularly in Literacy and Numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>School Improvement Priority: LITERACY</p> <p>75% of identified learners in St. Serf’s will achieve the national expectation, or above, for their age and stage in Literacy by 2024.</p> <p>In 2023/2024, focus will be on the following year groups:</p> <p>P4 – 29% of targeted learners in Quintile 1 will be on track</p> <p>P7 – 20% of targeted learners in Quintile 1 will be on track</p>
<p>NIF Driver:</p> <p>School and ELC improvement School and ELC leadership</p> <p>Curriculum and Assessment Performance Information</p> <p>Parent/Carer involvement and engagement</p> <p>Teacher and practitioner professionalism</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of Change 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</p>

Progress and Impact

Staff have an increased confidence when teaching writing based on high quality training including a Big Writing approach. At P4 and P5, all staff have demonstrated confidence in the delivery of the National Improving Writing Programme. As a result, we have seen children in P4 and P5 meet or exceed local authority expectations in writing, with writing attainment at 68% in P4 and 75% in P5. Almost all staff are able to demonstrate the impact of these improved teaching approaches on children’s progress and attainment through tracking and attainment meetings and learning and teaching observations. Increased opportunities for moderation across levels has improved teacher dialogue to further develop confidence and expertise when teaching writing. Further opportunities for collaboration within school and out with will continue to support developments in this area.

The percentage of children in P1, P4 and P7 meeting or exceeding national expectations for Literacy was 86%, 68% and 71% respectively. Most children across the school made good progress in Literacy.



P5 pupils sharing their learning within the National Improving Writing Programme in a whole school assembly



P6 pupils have been reading buddies for our ELC learners.

Across the school, the majority of children within Quintile 1 met national expectations within Literacy and within focus year groups of P4 and P7, significant progress was made. PEF group interventions and supports are in place for these learners.

Classrooms now display consistent Literacy learning walls and our writing focus/genre across the school has a consistent and systematic approach across a 2-year period, ensuring coverage across the curriculum.

An improved approach to teaching phonics in the early years, Floppy phonics, particularly Primary 1, has shown early evidence of increased attainment and progress within a level. As a result, current attainment of 86% in reading at P1 demonstrates this improvement. Further opportunities for wider Literacy learning and teaching approaches will be the priority moving forward.

Across the school the majority of children are more motivated in Literacy and consider themselves as readers and writers. The whole school is currently working on a national reading accreditation and as a result, the majority of children are keen and proud to

share their successes through our weekly assemblies. This will continue to be developed next year as we work through the accreditation process.

PEF money continues to be used to buy specific Literacy interventions eg Toe by Toe, Hornet, Nessy spelling, TOMAL memory assessment, Dyslexia profiling for identified learners, in order to support closing the attainment gap. As a result, identified children who need extra support are benefitting from small group interventions with Learning assistants to support development of phonic and reading skills. Most children identified through PEF funding have made progress in Literacy.

Within our ELC, educators have been involved in the moderation of writing, which has built their confidence when assessing children’s writing ability. A focus on emergent writing throughout the year has allowed for opportunities for mark making being accessible in every area of the ELC. A literacy rich environment audit has taken place termly to ensure the environment is lending itself to Literacy rich experiences throughout the ELC. Children are much more productive when accessing areas throughout the ELC and quality experiences are not reliant on an educator being present. As a result, children have the tools to lead their own learning. Almost all learners are on track to achieving E1.



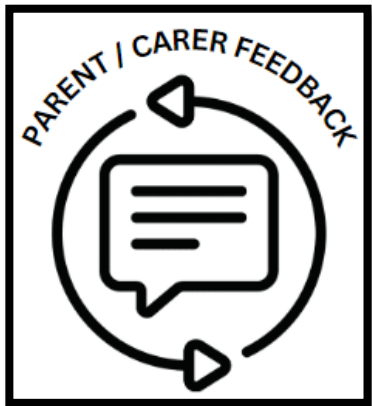
First Level Literacy Working Wall.



Learning about rhyming words in the ELC.



Recognising letters, practising letter formation and pencil grip.



My daughter enjoys learning to read and write. She loves to come home and write new sentences.

My child has come on so much this term. P2 was a struggle with reading however in P3 he's grasped the concept and is reading freely on his own.

M enjoys writing at home and enjoys her Kipper books herself. She is now only asking for help with longer words she doesn't recognise.

My child is reading better and answering questions better. He can read and spell very well.



We write for fifteen minutes, then we get five minutes to check it. We are checking for spelling corrections, capital letters, conjunctions and punctuation.

I enjoyed reading Diary of a Wimpy Kid. The getaway was so detailed and interesting. I would like to read more of these books.

Spending a block of time on a specific writing focus has allowed for more in depth knowledge and the opportunity to practise the skills required for a particular writing style.

We have done listening comprehension activities where we had to follow spoken instructions as best as we could.



Tracking meetings, planning meetings and assessments have meant as a team we really know where children are at and we are all able to drive the learning.

I have been confident in my leadership role (phonological awareness) to upskill the whole staff team so that we have a consistent approach. The assessments really help to target specific gaps in children's learning.

The National Improving Writing Programme has enabled children to focus in on very specific success criteria and track their own success.

Next Steps:

- Continue working on our National Reading Accreditation, moving through the levels as and where appropriate.
- Further opportunities for moderation of all Literacy activities across the school and Lornshill cluster to be more timely, consistent and accurate to ensure attainment continues to improve and our attainment gap continues to reduce.
- Literacy Recovery – PEF money to be used to target support for specific classes in first and second level identified during tracking meetings, beginning August 24, continuing to close the poverty related attainment gap.
- ELC to introduce colourful semantics to support children with creating their own stories and annotating their pictures as well as developing vocabulary and sentence structure. Phonological awareness assessments to be introduced into yearly assessment calendar to allow for gaps to be identified and areas to focus on throughout the year.

<p>NIF Priority 3:</p> <p>Improvement in attainment, particularly in Literacy and Numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>School Improvement Priority: NUMERACY</p> <p>75% of learners in St. Serf's will achieve the national expectation, or above, for their age and stage in Numeracy by 2024. In 2023/2024, focus will be on the following year groups:</p> <p>P4 – 29% of targeted learners in Quintile 1 will be on track</p> <p>P7 – 20% of targeted learners in Quintile 1 will be on track</p>
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<p>NIF Driver:</p> <p>School and ELC improvement School and ELC leadership</p> <p>Curriculum and Assessment Performance Information</p> <p>Parent/Carer involvement and engagement</p> <p>Teacher and practitioner professionalism</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of Change 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</p>
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Progress and Impact:

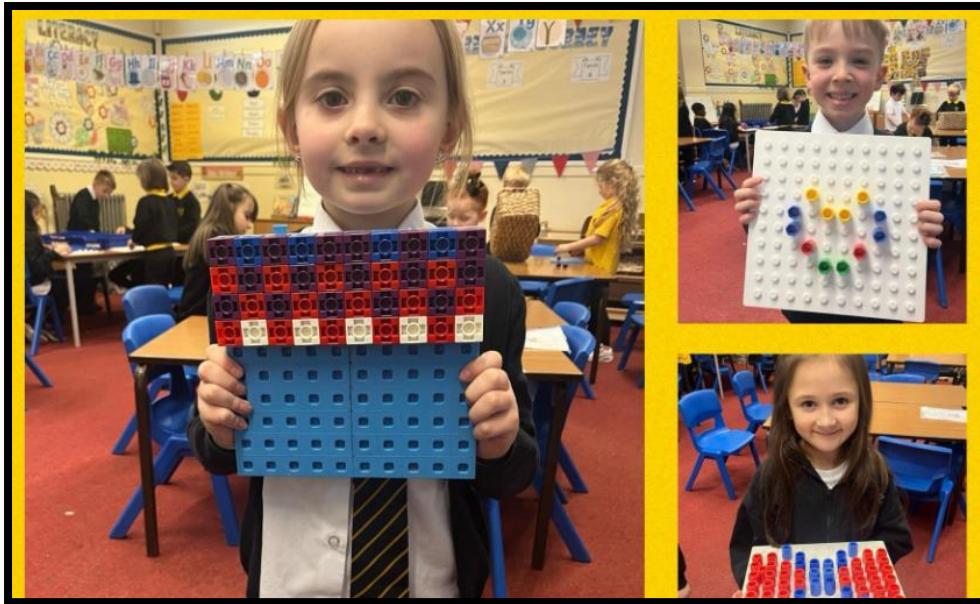
All teachers are making effective use of our whole school Numeracy programme of Big Maths. This has provided a necessary structure for Maths and Numeracy across the school and as a result, a progressive vocabulary has been created which can be shared with parents/carers as part of our family learning. Most teachers are more confident in planning differentiated tasks in Numeracy with appropriate support and Big Maths continues to be used as another assessment tool with regards to achievement of a level and teacher judgement. The majority of staff feel there is scope for more consistency in its use in every classroom.

Majority of learners are more aware of their knowledge within Numeracy and can recognise their next steps due to the regular weekly assessment of Big Maths. Almost all learners have made progress within the Big Maths weekly assessments during its first year of implementation. Further solid embedding of all the elements of Big Maths in every class will begin to support almost all learners to make further progress in Numeracy.

The percentage of children in P1, P4 and P7 meeting or exceeding national expectations for Numeracy was 86%, 67% and 65% respectively. Across the school the majority of children are on track to achieve national expectations within Numeracy.



P3 Learners investigating arrays to support multiplication calculations.



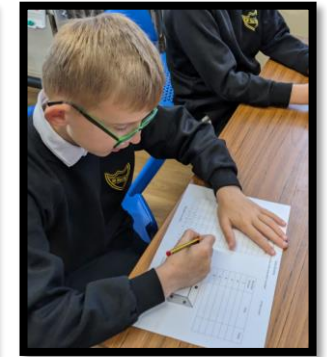
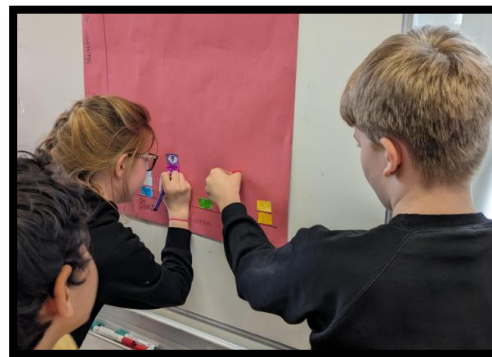
Learners from P2 creating different symmetrical patterns.

Almost all children across all classes have made good progress in Numeracy, with the majority of children within Quintile 1 meeting national expectations within Numeracy and within focus year groups of P4 and P7, significant progress was made. In P4, 61% of Quintile 1 learners are on track, whilst in P7, 58% are on track. We will continue to implement appropriate interventions and additional teaching support is planned for cohorts of identified children, moving into session 24-25.

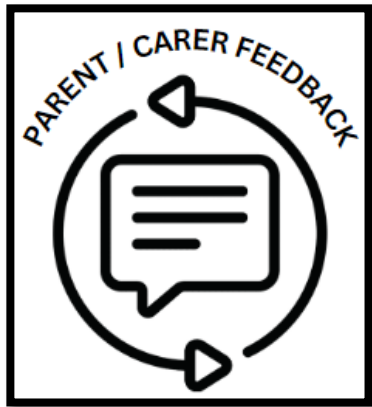
PEF interventions such as Building Blocks, Plus 1 and Power of 2, one-to-one and small group interventions to raise attainment continue to have a focus, especially in P3, P4 and P7. This is having a positive effect on Quintile 1 learners, closing the poverty related attainment gap in P4 and P7.

PUMA standardised assessments continue to be used x2 per year across all classes (apart from P1 who only complete 1 paper in summer term). These assessments sit along side our Big Maths programme, allowing for tracking of progress and interventions to support gaps in knowledge. The majority of learners continue to make progress with their PUMA results, year on year.

Within the ELC, Numeracy leads have attended Early Level numeracy events throughout the year. This has allowed for upskilling on delivery high quality experiences and assessments for all learners as Numeracy leads have cascaded this knowledge to the full staff team and as a result, are taking a whole ELC approach on delivering Numeracy. ELC educators have started using "Little Big Maths" to aid their delivery of Numeracy to keep approaches consistent across the whole school. Almost all learners are on track to achieving E1.



P6 Learners exploring different ways of displaying data including the use of technology.



My child has always had a high interest in numbers. This year has seen his mind being open to different ways of solving a mathematical problem which he highly enjoys

My child is able to figure out how many things are left in total if we subtract some of them.

He is able to do numeracy assignments that we give him at home on his own without our help.



Daily mental maths jogs your memory so you don't forget things. The more we do it the better we get.

Big Maths is fun and challenging. You can go at your own pace.

We have been learning about measurement (ml, l, cl, km, miles, etc.) I found this difficult before but I feel I have made progress this year

I learned how to budget for a holiday. We had to plan for petrol costs, food, clothes, hotels and flights.



Our delivery of numeracy and maths this year has been much stronger. Children have also been really great at accessing the resources independently and using their environment to extend their learning.

Big Maths has been introduced this year to help build confidence in learners and address the issue of poor retention of knowledge, understanding and strategy. The first year has been successful and I'm keen to build on this next session.

Increasing the use of technology to support teaching and learning in numeracy has been really valuable. The resources on Prowise boards are excellent and children enjoy using Chromebooks to complete tasks online.

Next Steps:

- Further develop consistency of Big Maths in every class to allow support and challenge of all children, in order to increase pace and improve attainment within Numeracy. This includes "Little Big Maths" within the ELC.
- Develop parent workshops and home learning to increase parental engagement and support progress and attainment in Numeracy.
- All practitioners to offer increased opportunities for all children to engage in quality outdoor learning experiences, with a Numeracy focus. This will sit alongside our development work within our Health and Wellbeing curriculum. This is particularly relevant at Early Level within our ELC.
- Moderation of Numeracy activities across school and ELC and Lornshill cluster to be more timely, consistent and accurate to ensure attainment continues to improve, mindful of closing the poverty related attainment gap.

Section B4 - 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