

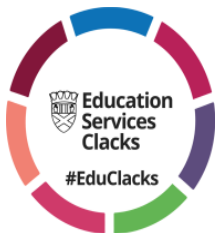


ST SERF'S PRIMARY SCHOOL

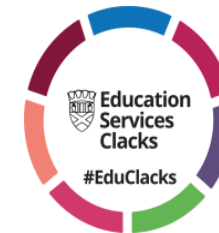
STANDARDS AND QUALITIES REPORT

2025 / 2026





Standards and Quality Report 2025-2026



Establishment Name: St. Serf's Primary School

This report reflects progress made towards achieving our priorities, session 2025- 2026.

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 161, with 7 classes. We also have an ELC which currently has 51 children. Our Senior Leadership Team consists of a Headteacher, Depute Headteacher, two Principal Teachers and within the ELC, we have a Senior Early Learning & Childcare Educator. 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.

Our school is situated in an area of high deprivation. Using SIMD data, 55.3% of our children and families are living in Deciles 1 and 2.

32% school aged children are on Staged Intervention. 43% 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 25-26									
Aug 2025	Sept 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 26	March 26	April 26	May 26
95.67%	92.55%	90.06%	92.68%	88.55%	91.70%	93.81%	93.22%	93.45%	92.37%

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 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 92.40%.

We are committed to continuous improvement and regularly gather data from all stakeholders to inform our self-evaluation. This session we are sending out "The Big Review", a feedback survey gathered thoughts, opinions and ideas from our pupils, families and partners. We also gather the views of our learners through regular 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 learning and teaching. We continually assess children's knowledge and skills to determine appropriate next steps in learning.

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-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
Jun-25	75	76	64	75	76	61	81	100	91	75	72	52
Jun-26	90	74	83	77	74	83	95	81	95	95	74	83

The table above gives an insight to the attainment over time of our P1, P4 and P7 pupils (June 2022 – June 2026). While a factor to consider when analysing this data is the year-on-year comparison of each year group compared to the last, there is also scope to track how a cohort is progressing through their school career. To give an example, focusing on the Green circles, we can see this cohort were P1 in June 2022, and were P4 in June 2025. Over this time, the attainment in reading of this cohort improved from 69% to 76%. When analysing this information, we can see that generally, attainment for children is improving throughout their school journey.

The above information can also be combined with analysis of combined literacy attainment across P1, P4 and P7. This session our attainment for this factor was 77%, exceeding the Local Authority stretch aim of 76%. Similarly for numeracy, our attainment data for P1, P4 and P7 combined was 84.3% again exceeding the Local Authority stretch aim of 79%.

Having achieved these targets and the targets set in this sessions School Improvement plan, our focus must now look to long-term sustainability of success across all stages. Currently the breakdown of whole school data is below:

Component	Whole School Average	Early Level (End of P1)	First Level (End of P4)	Second Level (End of P7)
Listening & Talking	91.8%	95.5%	83.8%	98.6%
Reading	80.6%	90.9%	76.1%	81.6%
Writing	75.9%	77.3%	70.9%	80.4%
Numeracy	81.3%	95.5%	81.4%	76.4%

Analysis of the above data indicates a need for a continued focus on writing attainment as a whole school, on First level attainment in literacy as a whole and on Second level numeracy. This will be achieved by continuing the work on embedding a consistent, high-quality approach to learning and teaching with Literacy and Numeracy through Active Literacy and Big Maths, amongst other identified key improvement areas.

Section B2 - Review of Progress

NIF Priority:

Placing the human rights and needs of every child and young person at the centre of education

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

School Improvement Priority 1:

By June 2026, our school and ELC will continue to develop a Health and Wellbeing curriculum, which is underpinned by UNCRC, R4L, HNIOS, Outdoor Learning and Digital skills, 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.

Improvement in attainment, particularly in literacy and numeracy.	
NIF Driver: • a globally respected, empowered, and responsive education system • inclusive and relevant curriculum and assessment • high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap • highly skilled workforce supporting ASN • improving relationships and behaviour, and attendance • an education system engaging in digital technology	HGIOS4 QIs: 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement / securing children's progress
Progress and Impact: Overall, our Health and Wellbeing (HWB) curriculum has continued to develop this session, with a strategic focus on identifying key practices to embed and sustain going forward. The high number of elements contained within this single priority has meant that, whilst significant progress has been made in previous sessions, this has not always become as deeply embedded across the school as needed. • Outdoor Learning: For example, whilst significant progress was made with outdoor learning in previous sessions, this year the consistency has reduced to pockets of very good practice. However, existing elements of this work are to be celebrated; almost all classes have taken part in a weekly afternoon of outdoor learning, and all classes have been actively involved in the planting, growing, and harvesting of fruit and vegetables in our incredible Jubilee Garden. Through this, an impressive amount of produce was harvested, cooked, and shared with our local community. A new crop of vegetables has already been planted and is currently growing, with a clear plan in place for harvesting and cooking these alongside our families in the new session. • UNCRC & School Policy: Fantastic progress has been made this session, culminating in the school achieving its UNCRC Silver: Rights Aware Award. Feedback from the assessment panel was exceptionally strong, highly commending our variety of approaches to improving rights for children. The panel noted: <i>"This coordinated approach, along with a passionate commitment to children's rights from all duty bearers, ensures the CRC is evident in all aspects of school life."</i> Building on this momentum, the school has also created a new Positive Relationships and Behaviour Policy, which places a strong focus on restorative approaches and fully incorporates the UNCRC. • Nurture & HNIOS: The Nurture Working Group successfully shared findings from its <i>How Nurturing is Our School?</i> (HNIOS) survey and continued to embed our nurturing "non-negotiables". To support this, they developed targeted regulation fidget toolkits for every class, ensuring all learners can access these resources	

whenever needed. To secure a rigorous consistency of approach across the entire school, this working group has also put a draft Nurture Policy in place, which will continue to be worked on next session.

- **The "Nurture Nook":** A massive success this session was the launch of our "Nurture Nook"—a dedicated, focused nurture space within the school. This provision has enabled specific groups and individuals to access a wide variety of support. This targeted provision will be expanded next session to continue to offer wider support to pupils around health and wellbeing, resilience, and regulation.
- **Ethos & Celebrating Success:** Our whole-school community ethos has been significantly strengthened through a variety of positive initiatives. Fortnightly assemblies have been central to this, serving as a platform to celebrate St Serf's Superstars and our Kindness Ambassadors, where staff and pupils actively nominate one another for demonstrating particular kindness. Wider achievements outside of school are also regularly celebrated at these assemblies, and learners actively engage with a Makaton Sign of the Week to foster an inclusive environment. Furthermore, our in-school house system has gone from strength to strength, fostering a deep sense of community and partnership. Supported and run by our Primary 7 pupils and staff, this has included regular house meetings, dedicated house assemblies, and a series of popular inter-house competitions throughout the year.
- **Digital Skills:** Digital skills have continued to develop across the school, robustly supported by our universal provision of 1:1 devices, which continues to enhance learner engagement.

Next Steps

- By June 2027, the school's ethos and culture will have a universally consistent approach to nurture, relationships, and positive behaviour across all stages.
- All staff will collectively embed agreed universal practices—including restorative conversations, explicit emotional regulation learning, and targeted sensory supports ensuring an inclusive, predictable environment where learners feel safe, respected, and supported to learn.

NIF Priority 2: Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment, particularly in literacy and numeracy.	School Improvement Priority 2: By June 2027, 75% of children will achieve the national expectation, or above, for Literacy in P1, P4 and P7 combined. In 2025/2026, 65% of Quintile 1 learners and 80% of Quintile 5 learners will be on track for Literacy in P1, P4, P7 combined.
NIF Driver: • a globally respected, empowered, and responsive education system • inclusive and relevant curriculum and assessment • high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap • improving relationships and behaviour, and attendance • an education system engaging in digital technology	HGIOS4 QIs: 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement
Progress and Impact Overall, outstanding progress has been made within our literacy curriculum this session, with several key long-term targets being exceeded a year ahead of schedule. Through a rigorous focus on tracking, targeted interventions, and fostering a positive reading culture, our data demonstrates strong upward trends in attainment and a significant narrowing of the attainment gap. • Attainment Data & Impact: Our strategic aim was for 75% of children to achieve national expectations or above in Literacy across P1, P4, and P7 combined by June 2027. We have already exceeded this target a year ahead of schedule, with current attainment standing at 77%. Furthermore, we have successfully exceeded our SIMD equity targets for the 2025/2026 session: ○ Our target of 65% for Quintile 1 learners has been exceeded, with current figures showing 66.9% on track. ○ Our target of 80% for Quintile 5 learners has been significantly exceeded, with 100% of learners currently on track. ○ Crucially, over the course of this session, our combined literacy attainment gap between Quintile 1 and Quintile 5 learners has reduced from 47.63% to 33.10%.	

- **Tracking, Monitoring & Professional Judgment:** To secure accurate tracking of literacy attainment, our attainment meetings and reporting structures have been refreshed. This has placed a much greater focus and emphasis on the accountability of school improvement, consistently framing professional dialogue around the question of "what next?" when tackling literacy improvements. The PIRA (Progress in Reading Assessment) frameworks were delivered again this session; they continue to serve as an invaluable tool in assessing children's learning and robustly supporting teacher professional judgment of Curriculum for Excellence (CfE) levels. Additionally, significant work has been undertaken to sharpen the Support for Learning overview of provisions, including the introduction of a streamlined referral system. This ensures highly effective tracking and monitoring of inputs, alongside the ability to accurately measure the direct impact of specific interventions.
- **Targeted Interventions & Pedagogy:** Active Literacy has continued to serve as a core vehicle for improvement across the school. Alongside this, targeted literacy programmes have been implemented across the year in all classes. The *Nessy* programme, in particular, has had a highly positive impact on learner engagement and has directly contributed to the increased attainment scores noted above. Staff capacity also continues to grow, with further staff members trained this session in the National Writing Programme to continue developing our writing pedagogy.
- **Reading Culture & Pupil Leadership:** Our Literacy working group, expertly led by our Principal Teacher, has been highly successful in continuing to build a vibrant, positive reading culture across the school. A major milestone of this work was successfully obtaining our Silver Reading Schools Award. Part of this working group has collaborated closely with our pupil Reading Ambassadors. This proactive group of learners has successfully run lunchtime reading clubs in the school library, completely reorganised our library spaces, and created innovative outdoor reading options for the wider benefit of all learners.

Next Steps:

- By June 2027, all teaching staff will collectively implement a consistent approach across literacy with a clear progression, utilising agreed progression frameworks and pedagogical resources.
- This shared, consistent approach to evidence-based learning and teaching will ensure equitable learning experiences for all, leading to an increase in overall whole school literacy attainment to 78%.

NIF Priority 3: Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing. Closing the attainment gap between the most and least disadvantaged children. Improvement in attainment, particularly in literacy and numeracy.	School Improvement Priority 3: By June 2027, 77% of children will achieve the national expectation, or above, for Numeracy in P1, P4 and P7 combined. In 2025/2026, 68% of Quintile 1 learners and 75% of Quintile 5 learners will be on track for Numeracy, in P1, P4, P7 combined.
NIF Driver: • a globally respected, empowered, and responsive education system • inclusive and relevant curriculum and assessment • high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap • improving relationships and behaviour, and attendance • an education system engaging in digital technology	HGIOS4 QIs: 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment; 3.1 Ensuring wellbeing, equity and inclusion, 3.2 Raising attainment and achievement
Progress and Impact: Overall, very good progress has been achieved within our Numeracy curriculum this session, with all long-term and intermediate attainment targets being exceeded a year ahead of schedule. Quality assurance, whole-school self-evaluation, and refined tracking systems have successfully driven high levels of attainment and provided a clear, evidence-based trajectory for future improvement. • Attainment Data & Impact: Our long-term strategic target was for 77% of children to achieve national expectations or above in Numeracy across P1, P4, and P7 combined by June 2027. We have already significantly exceeded this target, with current combined attainment standing at 84.3%. Furthermore, our equity targets for the 2025/2026 session have been comfortably surpassed: ○ Our target of 68% for Quintile 1 learners has been exceeded, with current figures showing 74.43% on track. ○ Our target of 75% for Quintile 5 learners has been exceeded, with 100% of learners currently on track.	

- *Attainment Gap Nuance:* Interestingly, our data "bucked the national trend" for most of the session, with Quintile 1 learners initially outperforming Quintile 5 learners by +3.33% and later by +5.7%. Towards the end of the session, robust targeted supports also benefited our Quintile 5 learners, resulting in a jump to 100% attainment. This has established our final combined numeracy attainment gap at -25.57%, representing a generally positive picture.

- **Self-Evaluation & Quality Assurance:** The Numeracy working group has undertaken rigorous whole-school self-evaluation this session, including a staff survey and a detailed numeracy audit. This audit has successfully deepened our collective understanding of developmental needs across the school, directly informing our improvement priorities and strategic direction moving forward. Additionally, our Quality Assurance (QA) procedures revealed pockets of very good practice in the development of *Big Maths*. The working group has also made significant inroads into establishing "non-negotiables" within numeracy learning and teaching, alongside developing common pedagogical approaches to improve overall consistency.
- **Tracking, Monitoring & Interventions:** To secure absolute accuracy in our data, PUMA (Progress in Understanding Mathematics Assessment) frameworks were delivered again this session. These remain a vital component in assessing children's learning and robustly supporting teacher professional judgment of Curriculum for Excellence (CfE) levels. Alongside this, significant work was undertaken to sharpen our Support for Learning overview of provisions, including the implementation of a streamlined referral system. This ensures highly effective tracking, monitoring, and recording of inputs, allowing us to accurately measure the direct impact of specific numeracy interventions. Both these targeted interventions and the ongoing development of *Big Maths* have had a demonstrably positive impact on whole-school numeracy engagement and attainment.

Next Steps:

- By June 2027, all teaching staff will collectively review, agree and introduce a consistent approach across numeracy, utilising agreed progression frameworks and pedagogical resources.
- This shared, consistent approach to evidence-based learning and teaching will ensure equitable learning experiences for all, leading to an increase in overall whole school numeracy attainment to 86%.

Section B4 - Evaluation of Quality Indicators

Quality Indicator	School	Inspection Evaluation (April 2019)
	Self-Evaluation (1-6)	
1.3 Leadership of change	3	2
2.3 Learning, teaching and assessment	3	2
3.1 Ensuring wellbeing, equity and inclusion	3	3
3.2 Raising attainment and achievement	3	2