



ST SERF'S PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2026 / 2027



**Clackmannanshire
Council**

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Comhairle Siarachd
Chlach Mhanann



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Clackmannanshire Council

Improvement Plan 2026/2027

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Comhairle Siorrachd
Chlach Mhanann

Overview

Headteacher:

Mr M Ramsey

Priority	Long Term Improvement Outcome	Accountable Person
1	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 literacy attainment to 78%.	M Ramsey
2	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.	M Ramsey
3	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 numeracy attainment to 86%.	M Ramsey



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Priority 1

Long Term Improvement Outcome

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 literacy attainment to 78%.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
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 Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.	1. a globally respected, empowered, and responsive education system 2. schools and early years settings working in excellent partnerships 3. inclusive and relevant curriculum and assessment 4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. highly skilled workforce supporting ASN 6. improving relationships and behaviour, and attendance 7. an education system engaging in digital technology	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



Rationale

1. Current Context & Data-Driven Evidence Base

A rigorous analysis of our multi-layered data demonstrates significant progress over the course of Session 2025-26. Overall literacy attainment across the key milestone stages (P1, P4, and P7) rose sharply from 65.03% to 77%, successfully exceeding the Clackmannanshire Council stretch aim of 76%. While this upward trajectory represents a major success, our focus must now shift from rapid recovery to long-term sustainability.

A granular breakdown of our component literacy data from the 2025-26 session highlights specific areas requiring targeted pedagogical intervention:

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%

Evaluative interrogation of this data reveals that performance across all components is consistently lowest at First Level, with writing emerging as the primary area for growth across the school. Conversely, the strong performance profile at Early and Second Levels indicates that where effective practice is stabilized, outcomes are high. By securing a shared, consistent understanding of progression across all stages, we can reasonably expect to replicate these high-quality outcomes school-wide.

2. Evaluative Analysis: Shifting to a Sustainable Whole-School Model

Historically, school improvement efforts have prioritised P1, P4, and P7. However, our self-evaluation reveals two critical structural vulnerabilities with this approach:



- **Cohort Fluctuations:** In a smaller school setting, tracking small, shifting cohorts of children and changing class sizes makes it difficult to measure true, systemic progress. For instance, diagnostic analysis of our current Nursery, P3, and P6 data clearly forecasts an imminent dip in next session's milestone cohorts. Looking exclusively at a whole-school picture ensures that changes in attainment data remain within manageable, improvable limits, neutralising the annual fluctuation of reported data.
- **Equity of Accountability:** Restricting intensive focus to specific stages creates disproportionate pressure on isolated year groups. Moving to a whole-school tracking model ensures a more accurate, equitable account of overall school performance. It embeds literacy improvement into the long-term planning of every single practitioner, ensuring high-quality learning is an entitlement at every stage.

3. Quality Assurance and Professional Learning Needs

Our triangulated quality assurance measures conducted throughout this session identified that while identical literacy frameworks are theoretically in use across classes, implementation remains inconsistent.

Professional dialogue and consultations with staff revealed that while these literacy approaches have been established for some time, they have never been truly embedded or sustained. This shortfall is directly linked to past structural limitations: a historical lack of face-to-face professional learning and a lack of synchronized quality assurance procedures designed to monitor and support staff at the point of practice.

Importantly, our QA processes also identified pockets of very good practice within the school. Our strategic imperative is to highlight, promote, and celebrate these internal exemplars. This will establish a benchmark for high expectations, ensuring that outstanding practice becomes our collective norm rather than localized happenstance.

4. Strategic Coherence and Next Steps

To guarantee equity of experience and elevate overall literacy attainment to our target of 78%, this improvement plan will systematically streamline and build upon existing infrastructural models. Our core focus on progression frameworks will be directly supported and enhanced by:

- The continued roll-out of the National Writing Programme to directly target our lowest-performing component.
- The rigorous utilisation of PIRA assessments to triangulate professional judgements.
- A streamlined approach to Support for Learning and more accurate tracking and monitoring of Staged Intervention pathways.
- The active engagement of staff and pupil working groups to drive collective ownership of our improvement journey.

By wrapping these supportive mechanisms around a non-negotiable, progressive whole-school framework, we will secure a stable, equitable environment where every learner thrives.



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
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 literacy attainment to 78%.	-Gather baseline data from staff around approaches to literacy. Gather same information at the end of session. - Gather baseline data from pupils around approaches to literacy. Gather same information at the end of session -Analyse attainment data to measure impact of input (SNSA, PIRA, TPJ)	<u>Active Literacy</u> - Active Literacy training to take place during In-service days across the school session (x3 days in total) covering spelling/phonics, reading and writing. - Purchase of resources to complement training days and support implementation of programme - Active literacy to form part of Quality Assurance calendar to support implementation. <u>Policy/framework design and approach</u> - Approach to Literacy (Reading, writing, spelling) at St. Serf's documented through our own framework stored in the <i>St. Serf's Guide for School Staff</i>. - Whole school revision of Clackmannanshire's Literacy Progression Pathways	M. Ramsey M. Ramsey / E. McLeish M. Ramsey / E. McLeish SLT / All staff SLT / All staff	In-set days across the school session September 2026 Across school session June 2027 June 2027	



Priority 2

Long Term Improvement Outcome

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	NIF Driver(s)	HGIOS4/HIGIOELC QIs
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 Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.	1. a globally respected, empowered, and responsive education system 2. schools and early years settings working in excellent partnerships 3. inclusive and relevant curriculum and assessment 4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. highly skilled workforce supporting ASN 6. improving relationships and behaviour, and attendance 7. an education system engaging in digital technology	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



Rationale

1. Current Context & Data-Driven Evidence Base

A consultation and self-evaluation exercise involving stakeholders identified behaviour, relationships, and a lack of clear, shared expectations as one of the most significant operational challenges within our school. While previous improvement cycles dedicated time to these areas, initiatives have struggled to secure a lasting impact. Staff survey data explicitly highlighted the absence of a universally understood approach to supporting and promoting positive relationships and behaviour, which inadvertently led to a disproportionate reliance on direct Senior Leadership Team (SLT) intervention rather than a model of collective, shared responsibility.

To address this systemic challenge, a new relationship and behaviour policy was introduced this session, featuring the St. Serf's 5-Step Approach alongside the establishment of The Reflection Zone for more serious or repetitive incidents. This structure involves a restorative conversation with SLT using an adapted version of the *Emotion Works* framework, integrated with the United Nations Convention on the Rights of the Child (UNCRC).

Crucially, we have shifted to an analytical, data-driven approach to tracking behaviour. Although our data gathering is in its infancy, we are actively drilling down into Reflection Zone metrics, and all stakeholder feedback to analyse trends across year groups, gender, days of the week, and recurring triggers.

Data-Driven Intervention Example: Rather than treating behavioural incidents in isolation, our tracking system allows us to identify cyclical patterns—such as a specific learner consistently struggling or needing support on a Tuesday—enabling staff to break the cycle by introducing proactive, targeted support before the behaviour escalates.

Initial data indicates that the implementation of this policy has been universally positive. It has established an early foundation of fairness, predictability, and understanding across our community, while maintaining essential flexibility for individual additional support needs (ASN) and exceptional circumstances. This approach still has room for improvement in terms of further feedback and analysis of impact and effectiveness, as well as required improvements in communication.

2. Evaluative Analysis: Refining Focus and De-cluttering the Curriculum

A critical evaluation of our previous School Improvement Plan revealed that our strategic focus was far too broad. Relationships and behaviour were bundled into a single priority alongside a dense array of initiatives, including UNCRC, *Readiness for learning (R4L)*, *How Nurturing Is Our School? (HNIOS)*, *Outdoor*



Learning, and Digital Skills. Staff feedback confirmed that this fragmented approach led to high-intensity initial effort with low sustainability. For example, while non-negotiables for outdoor learning were collectively agreed upon, they are no longer practiced by the majority of staff.

To ensure deep, permanent embedding of our core values, we are deliberately narrowing our focus. While past investments in school values have had positive impact across the school, there is further work required to make these tangible across the school community.

Our current practice is good but it requires focused consolidation to ensure our vision and values are actively lived, breathed, and utilised as the foundation for a values-based leadership model extending from the Senior Leadership Team to our learners.

3. Quality Assurance and Professional Learning Needs

Our triangulated quality assurance audits—specifically utilising the *How Nurturing Is Our School?* framework—revealed that while core universal expectations were established, they were applied inconsistently across different stages. Similarly, while specialised sensory and regulation resources were purchased for every classroom, further targeted work is required to educate learners on their exact purpose.

Encouragingly, our quality assurance processes identified pockets of excellent nurturing practice across our staff body. Our strategic focus for this session is to celebrate, unpack, and upscale these internal exemplars, establishing them as the clear, minimum universal expectation for all practitioners.

4. Strategic Coherence and Next Steps

To secure an inclusive, predictable, and safe learning environment where high expectations and mutual respect are non-negotiable, this priority will link existing successes into a coherent, school-wide system:

- **Expansion of Nurture Provision:** This session marked the successful launch of the Nurture Nook and our first-ever formal nurture groups. Operating two days a week, we are still refining its efficiency. Due to documented positive impacts, we are expanding this provision to three days a week next session, balancing targeted group support with the upskilling of whole-school nurturing practices.
- **Restorative Whole-School Upskilling:** Moving beyond SLT-led interventions, professional learning will ensure that restorative approaches, consistent communication environments, and explicit emotional regulation strategies are confidently delivered by all staff.
- **UNCRC Gold Progression:** Following our successful accreditation as a Silver Rights Respecting School this session, we will utilise the journey toward our Gold Award as the overarching vehicle to reinforce children's rights, empathy, and respect.

By stabilising these universal practices and tracking our behavioural data year-on-year to map annual peaks and troughs, we will establish a deeply rooted culture of care that addresses the holistic needs of every individual learner.



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
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.	- Stakeholder feedback around vision, values and aims. - Quality assurance procedures will highlight changes - Data analysis of relationship and behavioural incidents. - Observation of children's engagement, participation and overall wellbeing in the learning environments	Culture and Ethos - A focus on school Values aiming to promote and celebrate these making them tangible throughout the school. - Wellbeing Indicators to be shared and discussed during assembly followed by additional focus in class. - Review school vision to ensure this encompasses our current ethos and values. Nurture and wellbeing - Ensure a consistent approach across all classroom creating inclusive and nurturing spaces - Revisit and embed Emotion works practice and approaches - Consistency of staff practice with regards to relationships and nurture - Learning and teaching to take place around regulation and restorative practice and approaches - Whole school creation of communication friendly environments	M. Ramsey / E. McLeish E. McLeish SLT / All staff SLT / All staff SLT / All staff M. Ramsey / E. McLeish SLT / All staff	Across School session Across School session June 2027 June 2027 June 2027 June 2027 June 2027	



Priority 3

Long Term Improvement Outcome

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 numeracy attainment to 86%.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
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 Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.	1. a globally respected, empowered, and responsive education system 2. schools and early years settings working in excellent partnerships 3. inclusive and relevant curriculum and assessment 4. high levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap 5. highly skilled workforce supporting ASN 6. improving relationships and behaviour, and attendance 7. an education system engaging in digital technology	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



Rationale

1. Current Context & Data-Driven Evidence Base

A rigorous analysis of our multi-layered data demonstrates significant progress in numeracy over the course of Session 2025-26. Overall attainment across the key milestone stages (P1, P4, and P7) rose sharply from 74.7% to 84.3%, successfully exceeding the Clackmannanshire Council stretch aim of 79%. While this upward trajectory represents a major success, our focus must now shift from rapid recovery to long-term sustainability.

A granular breakdown of our component numeracy data from the 2025-26 session highlights specific trends requiring targeted pedagogical investigation:

Component	Whole School Average	Early Level (End of P1)	First Level (End of P4)	Second Level (End of P7)
Numeracy	81.3%	95.5%	81.4%	76.4%

Evaluative interrogation of this data reveals a distinct downward trend as pupils progress through the school, with performance appearing to decrease as pupils move from Early Level toward Second Level. While there are isolated cohort exceptions to this rule, there is a clear, identified need to investigate why our data weakens at Second Level. Conversely, the strong performance profile at Early Level indicates a solid baseline. By securing a consistency of understanding and shared practice, we can strengthen existing practice at Early Level while actively improving outcomes and attainment for learners at Second Level.

2. Evaluative Analysis: Shifting to a Sustainable Whole-School Model

Historically, school improvement efforts have prioritised P1, P4, and P7. However, our self-evaluation reveals two critical structural vulnerabilities with this approach:

- Cohort Fluctuations:** In a smaller school setting, tracking small, shifting cohorts of children and changing class sizes makes it difficult to measure true, systemic progress. For instance, diagnostic analysis of our current Nursery, P3, and P6 data clearly forecasts an imminent dip in next session's milestone cohorts. Looking exclusively at a whole-school picture ensures that changes in attainment data remain within manageable, improvable limits, neutralising the annual fluctuation of reported data.

- **Equity of Accountability:** Restricting intensive focus to specific stages creates disproportionate pressure on isolated year groups. Moving to a whole-school tracking model ensures a more accurate, equitable account of overall school performance. It embeds numeracy improvement into the long-term planning of every single practitioner, ensuring high-quality learning is an entitlement at every stage.

3. Quality Assurance and Professional Learning Needs

Our triangulated quality assurance measures conducted throughout this session identified that while identical numeracy frameworks are theoretically in use across classes, implementation remains inconsistent.

Importantly, our QA processes also identified pockets of very good practice within the school. Our strategic imperative is to highlight, promote, and celebrate these internal exemplars. This will establish a benchmark for high expectations, ensuring that outstanding practice becomes our collective norm rather than localized happenstance, thereby protecting our strong Early Level foundations and injecting high-impact pedagogy into Second Level.

4. Strategic Coherence and Next Steps

As numeracy performance is generally higher than attainment in literacy, literacy will take a front-seat position for intensive improvement during this session. Crucially, background work will be simultaneously undertaken in numeracy to establish a clear direction and purpose for future interventions. This deliberate spacing of priorities will robustly set the school up for a deeply focused, highly impactful numeracy improvement agenda in school session 2027-28. To maintain momentum in the interim, this improvement plan will systematically streamline and build upon existing infrastructural models. Our background work and daily practice will be directly supported and enhanced by:

- The continued development of established models, such as Big Maths, to target core skill acquisition.
- The rigorous utilisation of PUMA assessments to triangulate professional judgements.
- A streamlined approach to Support for Learning and more accurate tracking and monitoring of Staged Intervention pathways.
- The active engagement of staff and pupil working groups to drive collective ownership of our improvement journey.

By maintaining these supportive mechanisms across all year groups, we will secure a stable, equitable environment while building the strategic capacity needed for our upcoming numeracy push.



Improvement Outcomes	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
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 numeracy attainment to 86%.	-Gather baseline data from staff around approaches to Numeracy. Gather same information at the end of session. - Gather baseline data from pupils around approaches to numeracy. Gather same information at the end of session - Data gathered from the pupil focus group -Analyse attainment data to measure impact of input (SNSA, PUMA, TPJ)	<u>Curriculum design and approach</u> - Build upon Numeracy Working Group progress from session 2025/26 - Review current practice and approaches in Numeracy across all stage looking for consistency in approach. - Review of current resources across all stages - Establish a pupil focus group to gather views on approaches/ resources - Agree and begin to introduce a consistent approach to Learning and teaching in Numeracy. <u>Policy/framework design and approach</u> - Whole school revision of Clackmannanshire's Numeracy Progression Pathways	SLT / Numeracy Improvement Group M. Ramsey / E. McLeish Numeracy Improvement Group M. Ramsey / E. McLeish SLT / All staff SLT / All staff	Across School session Across School session Across School session October 2026 June 2027 June 2027	



Self Evaluation Core Quality Indicators over time

Core QI	Establishment Self Evaluation (1-6)				Validated Self Evaluation	HMIE
	22-23	23-24	24-25	25-26	Date:	Date:
1.3 Leadership of Change	3	4	4	3	N/A	2
2.3 Learning, teaching and assessment	3	4	4	3	N/A	2
3.1 Ensuring wellbeing, equality and inclusion	3	4	4	3	N/A	3
3.2 Raising attainment and achievement/Securing children's progress	3	4	4	3	N/A	2

Care Inspectorate	Inspection Date	Grading awarded
How good is our care, play and learning?	10.1.22	5
How good is our setting?	10.1.22	5
How good is our leadership?	10.1.22	5
How good is our staff team?	10.1.22	5

