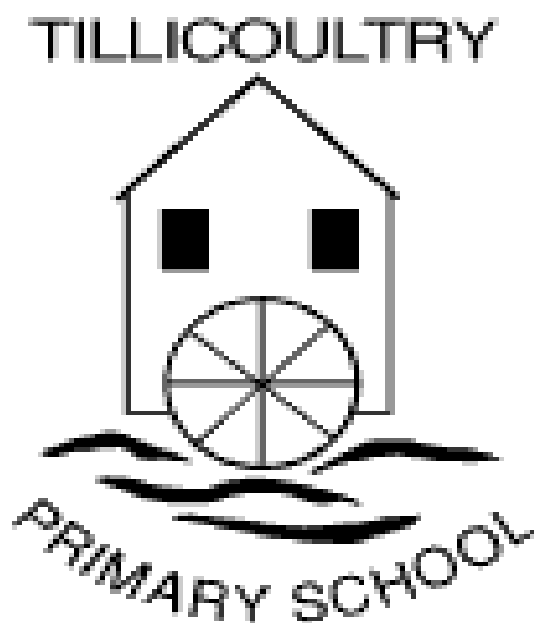


Tillicoultry Primary School and ELC



Standards and Quality Report 2021 – 2022

Introduction to our Standards and Quality Report 2021-2022

In line with the Curriculum for Excellence, National Improvement Framework, Scottish Attainment Challenge and Clackmannanshire Council Education Service's 'Big Goals', we are committed to achieving excellence and equity – raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all our learners.

We aim to do this by providing the highest quality learning and teaching within a nurturing, supportive and challenging learning environment. We have an agenda of continuous improvement which can only be achieved through very effective partnership working with all our stakeholders. This report forms part of Clackmannanshire Council's commitment to providing high quality services and ensuring continuous improvement in these services.

The Standards and Quality Report for 2021 - 2022 is a summary of the performance of our school with specific reference to the priorities we set ourselves in September 2021. The report also highlights planned next steps to ensure progress.

This report has been informed by:

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

Our progress and achievements are the result of the enthusiasm and commitment of children, parents and staff who work very effectively in partnership to ensure the very best learning and teaching opportunities and experiences for all.

We have considered priorities for the school year ahead in the light of:

- Analysis of our data over time – teacher professional judgement, standardised assessments (SNSA)
- On-going self-evaluation utilising HGIOS 4 and HGIOELC
- Consultation with staff, learners, parents/carers and partner agencies

In September 2021, we set ourselves the following long-term strategic priorities:

- By May 2024, our curriculum rationale and design will meet the aspirations of all learners and be inspirational and innovative. This will ensure that almost all learners are fully engaged in their learning.
- By May 2024, staff will have a clear, shared understanding of effective learning and teaching, leading to an increase in attainment in Reading and Numeracy and Mathematics.

Before sharing our progress in these areas, please read all about the context of Tillicoultry Primary School.

Section B1 - School Context

Tillicoultry is a non –denominational primary school serving the village of Tillicoultry. Tillicoultry’s current role is 265 pupils which is organised into 12 classes. In our ELC we have provision for 80 (60, 3-5 year olds and provision for 20, 2 year olds.)

The Senior Leadership Team consists of a Headteacher who joined the school in August 2021, a Deputy Headteacher and three Principal Teachers. We also have a Senior Early Years Worker in our ELC.

At Tillicoultry Primary School our overarching vision is to work in partnership with parents, carers and the wider school community to create contexts for learning which are inclusive, positive and nurturing, stimulating and creative and supportive and challenging. We also aim to ensure that each child fully embraces the learning opportunities to reach their full potential and develop knowledge, skills and attributes to equip them for life in the 21st century.

Our vision is underpinned by our core values, which were developed after consultation with pupils, parents and carers and staff. These are **Respect, Empathy, Ambition, Care and Honesty.**



Tillicoultry Primary School and ELC Profile

- **School and ELC Roll**

At Tillicoultry Primary School there are 265 learners and 72 children in our ELC.

- **Scottish Index of Multiple Deprivation (SIMD)**

16% of our learners reside in SIMD 1 & 2, although we know some of our families are affected by poverty and the rising cost of living and reside in 3 – 5.

- **Free School Meals (FSM) Whole School**

There is Free Meals Entitlement of approximately 29% which equates to 76 learners.

- **Additional Support Needs (ASN)**

The percentage of learners with Additional Support Needs in our ELC and school as of June '22 was 25%. Excluding the ELC, our percentage of learners on Staged Intervention is 28%.

Level of S.I.	Number of Pupils in P1-P7	Number of Pupils in our ELC
4	6	3
3	20	1
2	43	6
1	6	0

Section B2 – Performance Information

- **Attendance/Punctuality**

Year	Average Percentage Attendance
2016-2017	94.63%
2017-2018	93.42%
2018-2019	93.92%
2019-2020	93.37%
2020-2021	93.50%
2021-2022	92.1%

- **Exclusions**

There have been no exclusions during 2021 - 2022 school session.

- **Attainment - Teacher Professional Judgement (TPJ) - Percentage Achieved**

Tillicoultry 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-17	93	67	64	85	57	64	89	80	92	96	49	83
Jun-18	84	81	74	86	67	69	84	95	85	86	86	77
Jun-19	85	73	78	85	73	76	85	80	86	85	73	73
Feb-20	88	74	72	85	66	70	86	85	88	89	69	78
Jun-21	74	59	51	69	44	35	72	62	37	85	59	26
Jun -22	62	64	48	59	52	48	79	79	74	62	67	57



Section B2: Evaluation of each School Improvement Priority	
School Improvement Priority: Curriculum Development	
<p>Curriculum</p> <ul style="list-style-type: none"> By May 2024, our curriculum rationale and design will meet the aspirations of all learners and be inspirational and innovative. This will ensure that almost all learners are fully engaged in their learning. 	<p>National Improvement Framework Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people.
<p>Key drivers for improvement</p> <p>School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information</p>	<p>HGIOS4 Quality Indicators</p> <p>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</p>
<p>Progress:</p>	<p>Curriculum Rationale</p> <p>During Collegiate sessions and In-service days staff reflected on the purpose of education, the four capacities, the four contexts for learning, what is unique about Tillicoultry's context, our strengths as a staff team and the vision for our school. We worked collaboratively to agree on a shared vision with our full school community, namely –</p> <p style="text-align: center;">'At Tilly we grow and learn together to be all we can be.'</p> <p>Staff engaged in a session with Education Scotland on effective planning for interdisciplinary learning (IDL), using the four contexts for learning. Parents were invited to attend two virtual 'Curriculum Making' sessions and a questionnaire was also sent out. (16 responses).</p> <p>Engagement with Learning</p> <ul style="list-style-type: none"> Health and Wellbeing <p>Teaching staff engaged in Readiness for Learning (R4L) individual audits, carried out small tests of change to improve their practice.</p> <p>Classes were provided with R4L toolkits and a Nurture room and Sensory room were created.</p> <ul style="list-style-type: none"> Attendance <p>Attendance was tracked and monitored throughout the session by the DHT and Attendance and Welfare Officer. Attendance letters were issued and TAC meetings held for children whose attendance was below 90%.</p> <ul style="list-style-type: none"> Staged Intervention <p>Additional supports for children were identified through the Staged Intervention process and referrals to C-Strive increased. An enhanced transition programme was implemented for a group of P7s, supported by Clackmannanshire School Support Service (CSSS) Outreach and the Community Learning Development team.</p>

Progress:

Literacy – Reading

- Data Analysis

Most teaching staff engaged in reading data analysis over time. Staff were supported in the use and analysis of Scottish National Standardised Assessments (SNSA). The Senior Management Team (SMT) met with Data Coach to analyse SNSA over time to support improvement planning.

- CLPL

Throughout the year teachers have participated in professional learning – reciprocal reading and a session on Listening and Talking and the impact this has on Reading and Writing. They have reflected on learning and teaching and work has begun on creating a 'Reading the Tilly Way' document.

- Targeted Interventions

Our Support for Learning Teacher initiated a whole school overview of reading ages using the Holborn Reading Assessment. From this she placed pupils and tracked pupils onto a PM Benchmark reading age overview. Pupils were identified in First Level who were between 6-12months behind their chronological age and offered a reading intervention. The focus has been on core phonics, high frequency words, vocabulary and reading comprehension.

Parental Involvement

- Reporting

Parents were consulted at the start of the session and a Reporting format was agreed which involved two Progress Conversations and a Written Report.

- Family Learning

Three online Family Learning Events were held this session, linking to Literacy, Numeracy and Health and Wellbeing. Our on-line Literacy Family Event was attended by 58 families during Book Week Scotland. The Parent Council organised a Sponsored Readathon and raised over £1200 for the Literacy Café. The Book Fair was also well received and due to the amount pupils spent on books we received £590 worth of books from Scholastics.

A further questionnaire was sent to parents to find out more about the type of family learning experiences our families would like to see moving forward (45 responses). The results were fed back to parents in our March 2022 newsletter and a summary is noted below:

- Progress Conversations (94%)
- Open days/afternoons (71%)
- 'How we teach' events (64%)
- Stay and play/stay and learn sessions (60%)
- Fundraising events, discos etc (58%)
- Lunch with my child (56%)
- Sharing/inspiring learning (51%)
- Themed activities, e.g. Numeracy, STEM (51%)

This will inform our Parental Engagement Strategy moving forward.

Digital Technology

Dojo used effectively to support home/school communication. ELC recently connected to this too.

All staff are familiar with the Digital Learning and Teaching Strategy. Google Classrooms were set up for all learners in school. Chromebooks were successfully rolled out to P6 and 7 pupils and new digital P7 profiles were implemented this session. Classes were supported by our Digital Lead on how to support ASN learners, a series of accessibility videos were created and evidence of a range of learners using these daily. Google Sites being used to support learning and parental involvement in events such as Book Week Scotland or Maths Week Scotland.

Impact:	<p><u>Curriculum Rationale</u></p> <p>Almost all staff (teaching and non-teaching) can articulate our shared vision. Parents have also commented on the impact thus far:</p> <p><i>“Over the past few months there has been an increase in communication around what’s going on at the school. I feel like I’m only just starting to get a sense of what’s taking place. On the whole, I am pleased with the direction of curriculum development and I am definitely seeing more engagement and more willingness to share about their learning from my own kids.”</i></p> <p><i>“Delighted with the changes being implemented. It feels like there’s a refreshed community spirit and improved communication.”</i></p> <p><u>Engagement with Learning</u></p> <p>Tillicoultry’s overall attendance for this session was 92.1% and this is something we need to address moving forward.</p> <p>98% of parents whose children are on Staged Intervention reported that their children received the support they needed (evidenced in Form 6s).</p> <p>We worked collaboratively with Speech and Language Therapy and achieved our Bronze Communication Award.</p> <p>Readiness for Learning (R4L) - limited whole school data in terms of the success of the small tests of change. ELC staff engaged in professional learning to support de-escalation strategies.</p> <p><u>Literacy – Reading</u></p> <p>We have grown a positive reading culture in our school and this has been recognised more widely with two articles featured in the Alloa Advertiser. 96% of families who responded to our School Improvement Planning questionnaire agree that we are growing a positive reading culture. We also achieved our Core Reading Schools status.</p> <p>Further qualitative data is noted below:</p> <ul style="list-style-type: none"> • Pupils <p><i>“I like the range of books in the Literacy Café because there are new ones. I didn’t even know you could get wordless picture books until I went there.”</i></p> <p><i>“I preferred the in person author visits, I think we need more famous authors visiting our school so we can ask better questions.”</i></p> <ul style="list-style-type: none"> • Staff <p><i>“The Literacy Cafe and Library are such fab spaces. My class love visiting them.”</i></p> <p><i>“We have created a super reading for enjoyment ethos, now we need to create a more consistent approach to reading across the school.”</i></p> <ul style="list-style-type: none"> • Parents <p><i>“My child is enjoying reading her book on the beach in Lanzarote. She has found her love of books thanks to all the hard work you have done this year.”</i></p> <p><i>“My child has got a renewed interest in reading and is choosing to read in her spare time. She is also now challenging herself by reading different novels.”</i></p>
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Impact	<p>Our Support for Learning Teacher supported 15 children, 3 times weekly. Each child gained an average of 6-12 months across a 3-month period improving skills in word attack, fluency phrasing and making connections.</p> <p><u>Parental Involvement</u></p> <p>All staff have a shared understanding of what parental engagement looked like in our school for this session.</p> <p>98% of our families who responded to our Parental Engagement questionnaire stated that they would be interested in attending family learning events moving forward, with 61% preferring evenings. Progress Conversations (94%), Open Days/Afternoons (71%) and 'How We Teach' events (64%) proving to be the most popular.</p> <p><u>Digital Technology</u></p> <p>We achieved our Digital School Award in October 2021. Feedback from validation visit was positive about teaching and learning and the impact this was having on pupils.</p> <p><i>"The leadership and vision for development in digital technologies have been very clearly defined. The school culture in terms of digital technologies is very strong indeed, with all stakeholders readily embracing the opportunities offered. Staff use digital technologies across a range of curricular areas and learning needs. The school team, enthusiastically led by the DLC, have fully embraced the professional learning opportunities available to them to ensure their learners are offered high quality, inclusive experiences."</i></p> <p>Further qualitative data is noted below:</p> <ul style="list-style-type: none"> • Pupils <p><i>"I like using the chromebook to help me with my writing."</i></p> <p><i>"Made my own Google site at home and made a guide."</i></p> <ul style="list-style-type: none"> • Staff <p><i>"Effort links in with school Reading Accreditation (improving literacy) with learners recording book blessings and using eBooks"</i></p> <p><i>"Streamlined planning by using Google Sites for IDL. Making it fun and sharing resources and ideas. Classes working collaboratively online."</i></p> <ul style="list-style-type: none"> • Parents <p><i>"My children are both enthusiastic about all digital learning at school, often coming home, getting the lap top out and showing me new skills, they've learned or topics they've been working on."</i></p> <p><i>"I've learned a lot this past year as a parent! Thank you, Tilly!"</i></p> <p><i>"I think it's a great idea and so important to give children access to meaningful digital experiences. I look forward to my wee ones telling me all about it."</i></p>
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Next steps:

Curriculum

- Launch our Vision statement and ensure this is visible around our school and ELC
- Continue to work on our Curriculum Rationale as a full school community
- Revisit IDL planning and create a context overview to ensure breadth and depth
- Plan Science, Technology, Engineering and Mathematics (STEM) professional learning opportunities for teaching and ELC staff
- Offer family learning events/opportunities, linked to improvement priorities

Health and Wellbeing and Inclusion

- Organise professional learning for all teaching and support staff in strategies to support children emotionally through de-escalation.
- Engage in self-evaluation of 3.1 'Ensuring Wellbeing, Equality and Inclusion'
- Review how support is allocated to children across the school to ensure this is more targeted with PEF
- Evaluate R4L practice at ELC and class level, focusing on one key area a term. (PDSA)
- Deliver professional learning for staff on Emotion Works to develop children's emotional literacy
- Develop outdoor learning to support play pedagogy, particularly at early level
- Employ a Family Support Worker to target attendance and parental engagement with a particular focus at Early level.

School Improvement Priority: Reading and Numeracy	
<p>Reading and Numeracy</p> <ul style="list-style-type: none"> By May 2024, staff will have a clear, shared understanding of effective learning and teaching, leading to an increase in attainment in Reading and Numeracy and Mathematics. 	<p>National Improvement Framework Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people.
<p>Key drivers for improvement</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of children's progress School Improvement Performance Information 	<p>HGIOS4 Quality Indicators</p> <ul style="list-style-type: none"> 1.3 Leadership of Change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement
<p>Progress:</p>	<p><u>Learning, Teaching and Assessment</u></p> <p>The Headteacher visited all classes in the first term. Peer observations of learning and teaching were also carried out in Term 2 and Term 3. Teaching staff reported that they found this hugely beneficial to see practice across our school. Principal Teachers also visited classes, focusing on their particular remits in order support ongoing whole school self-evaluation and improvement planning.</p> <p>Time was spent on supporting staff to understand where Tillicoultry Primary is at, given the data over time which will result in more accurate self-evaluation of learning and teaching. A session was held in Nov '21 and in Feb '22 on the use and analysis of Scottish National Standardised Assessments (SNSA). A further session with the leadership team was held looking at SNSA data analysis over time to help inform improvement priorities. Some of our ELC staff were also involved in SNSA analysis, identifying trends at early level to help inform ELC improvement priorities.</p> <p>Numeracy – a teacher confidence survey provided a baseline (November 2021) and highlighted a need to look at pedagogic practice and how to use the wealth of manipulatives. We created a document to support high quality learning and teaching, although this is not being used consistently and effectively across all classes.</p> <p>Reading – ‘Reading the Tilly Way’ is under construction, reflects the professional learning staff have engaged with and research.</p> <ul style="list-style-type: none"> Tracking and Monitoring <p>Planning meetings were held each term with the senior leadership team and teaching staff. Three Tracking meetings were held to review children's progress and agree any next steps.</p> <p>Our ELC staff viewed Menstrie ELC's approach to tracking and monitoring children's progress.</p> <ul style="list-style-type: none"> Assessment and Moderation <p>One of our Principal Teachers attended the RIC Moderation sessions and our Depute Headteacher was a member of the local authority 'Assessment and Moderation' working group. We revisited the full moderation cycle as a staff team to illustrate how this links to every aspect of learning, teaching and assessment.</p> <p>Two collegiate sessions were held on Assessment to support staff in their teacher professional judgement (TPJ). Staff engaged in sample moderation activities with SMT, mainly of writing at Tracking meetings. All staff are familiar with the Benchmarks.</p> <p>Our ELC staff worked collaboratively with our colleagues from Educational Psychology to assess the pre-school children in more depth, supporting a smooth and carefully planned transition. Staff re-engaged with the Listening Fitness (LIFT) programme, supported by our Speech and Language Therapist.</p>

	<ul style="list-style-type: none"> • Planning Three teachers trialled a new collaborative approach to planning for interdisciplinary learning (IDL) and shared their findings with other staff. A colleague from Education Scotland delivered a session on effective planning for IDL, introducing staff to the concept of planning using the four contexts for learning. Our ELC staff also attended this session. • Resources A wide range of resources (concrete manipulatives) were purchased to support learning and teaching in Numeracy, including Numeracy picture books. A range of natural resources were purchased for our ELC to support our new environment. • Play Pedagogy The Headteacher attended the Regional Improvement Collaborative (RIC) Headteacher Play Pedagogy professional learning and cascaded relevant information to early years staff. Primary 1 teachers attended two sessions on 'Planning and Assessment in Play Pedagogy'. Some of our ELC staff visited Menstrie ELC and staff from Menstrie supported us to transform our learning environment. • Small Group Intervention Numeracy – one of our Learning Assistants led groups from P4 and P5. Another Learning Assistant also supported two groups of pupils from P4 using Building Blocks 4 and Building Blocks 3. Small Nurture/R4L groups have been supporting some children in our ELC to regulate and understand their emotions using a sensory rich approach.
Impact:	<p>Learning, Teaching and Assessment Most staff (teaching and non-teaching) have a shared understanding of our school profile and attainment over time.</p> <p>All teaching staff have a shared understanding of the moderation cycle. Most teaching staff have requested further opportunities to engage in moderation activities next session, appreciating the positive impact this can have on their practice.</p> <p>Almost all teaching staff have a shared understanding of how to plan more holistically.</p> <p>All early level staff have a shared understanding of how Realising the Ambition (RtA) informs learning in our ELC and P1.</p> <ul style="list-style-type: none"> • Reading Attainment We have seen a 5 percentage point increase in attainment in Reading at 1st Level, largely due to our targeted interventions at this level. We are also seeing an increase in attainment in Writing at 1st and 2nd Level. • Numeracy Attainment We have seen an 8 percentage point increase in attainment in Numeracy at 1st Level. We have seen a 31 percentage point increase in attainment in Numeracy at 2nd Level. However, our data at early level shows a decline from last session. • Targeted Numeracy Support Groups Within the groups that have been working with one of our Learning Assistants, all but one pupil has made progress. One learner went from a Numeracy age of -6mths to a gain of 1yr 5mths and another improved her Numeracy age from -6mths to a gain of +10mths.

Next steps:	<p><u>Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> • Greater emphasis on learning, teaching and assessment in Reading and Numeracy – working towards shared expectations and a consistent approach • A focus on Foundation of Number (FONs) in our ELC • Familiarise teaching and ELC staff with the local authority Literacy and Numeracy strategies • Create an Assessment Framework for Tilly so teaching staff are clear on how, when and what to assess • Further opportunities for moderation to support accuracy of teacher professional judgement • Planned professional learning opportunities to support learning and teaching in Reading and Numeracy • Work towards our Silver Reading Accreditation • Continue to grow opportunities for pupil voice to inform learning and teaching, including planning in our ELC.
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Progress and impact of Pupil Equity Fund for Session 2021-2022

We utilised some of our Pupil Equity Funding (PEF) to fund the development of our STEM room, Library and Literacy Café, ensuring our school environment is conducive to high quality learning and teaching. Pupil voice informed the development of these spaces.

Funding also paid for our Support for Learning Teacher to work an additional day – impact evidenced in average gain of 6-12 months for every child she supported with Reading Recovery. Increase in attainment in reading at 1st Level (5 percentage points).

A Play Therapist supports learners, resulting in one learner moving from Stage 4 to Stage 2 and re-engaging with learning in the classroom.

We also used our funding to employ two Learning Assistants. They delivered a range of individual and small group interventions across the school. All children, apart from one learner, made progress in their learning.

Pupil Equity Funding Planning – Session 2022 – 2023

92% of our families who responded to our School Improvement Planning questionnaire said that they would like our Reading and Numeracy small group interventions to continue. 88.9% of teaching staff rated the impact of small group Literacy intervention this session as excellent or very good. 88.3% rated the impact of small group Numeracy intervention as excellent to very good. Teachers have requested some additional time to support children in their own class with small group interventions.

83% of our families want to see us develop our outdoor space to support Health and Wellbeing. Staff identified outdoors as a space to also support emotional regulation.

50% of our families feel that a Play Therapist will continue to support children’s Health and Wellbeing. 42% think that we should continue to offer small group Nurture support. 94.5% of teaching staff rated the Health and Wellbeing interventions as satisfactory, good and very good and wish for these to continue.

45% wish us to employ a Family Support Worker and this was also identified by staff.

“I think the school is doing a great job all round. My child is always happy and positive about attending school. She has vocalised at home about how she likes the new library and how she’s used some of the new STEM resources. For the families having a Family Support Worker and subsidising a Play Therapist has to only be a good thing. Carry on doing the best you can for our kids as you are doing now. It’s not easy working in a school.”

Section B3: Supporting learners and their families during COVID-19

Covid-19 has continued to impact families across the world. Fortunately, this session, the children were able to remain in school for the most part. However, some children had to isolate and engage in remote learning. During this time, we ensured the children had access to learning on Google Classroom and we also helped to ensure they remain connected to the wider school by inviting them to join assembly and have a chat with the leadership team.

- We actively increased communication with our families in a range of ways, given that they could not come into school. (Dojo, letters, monthly newsletters etc...)
- Two Progress Conversations were held virtually.
- We offered families the chance to engage with our Curriculum Development and Improvement Planning through Google Meets and Questionnaires.
- We held three successful virtual Family Learning Events.

Here is some feedback from our parents:

"The school staff are doing a great job to ensure parental awareness during its most challenging season ever – well done TPS!"

"Really enjoyed the virtual events, although I've not been into school in the parent capacity since 2019, I do still feel really involved in what is going on thanks to regular, honest updates on Dojo etc.."

"It's just nice to stay connected with the school. The family learning events pre=pandemic were a great opportunity to spend time with the kids learning together and getting to know other families, so more of those would be great."

"I'd love to see some serious fund raising to continue to improve H&W experiences for our children, especially outdoors."

Section B4 - Evaluation of Quality Indicators

Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date: June 2017
1.3 Leadership of change	3	Inspection Evaluation - 4
2.3 Learning, teaching and assessment	3	Inspection Evaluation - 4
3.1 Ensuring wellbeing, equity and inclusion	3	Inspection Evaluation - 4
3.2 Raising attainment and achievement	3	Inspection Evaluation - 4

Key priorities for School Improvement Planning 2022-2023



The Headteacher led an Improvement Planning session with parents in Term 4, during which parents were asked to reflect on what was working well and what could we do to further improve experiences for their children. 5 parents attended this session and a questionnaire was also issued to capture more views.

After our self-evaluation was carried out with staff and learners, analysis of information for the Standards and Quality Report and from feedback from our parents, the following core long term priorities have been identified for 2022-2023:

1. By May 2024, our curriculum rationale and design will meet the aspirations of all learners and be inspirational and innovative. This will ensure that almost all learners are fully engaged in their learning.
2. By May 2024, staff will have a clear, shared understanding of effective learning and teaching, leading to an increase in attainment in Reading and Numeracy and Mathematics, bringing Tillicoultry Primary more in line with the local authority average.

As well as these specific core targets, staff will be undertaking work in the following areas:

- Moderation activities for staff to work together to use Benchmarks within Literacy and Numeracy to ensure validity of TPJ.
- Further collaboration with our Hillfoots Cluster colleagues and the RIC around Play Pedagogy and Moderation.
- A focus on leadership at all levels to work towards a collaborative and empowered system.



This report will be published on our school website and sent out via Class Dojo and Groupcall email. Printed copies will be made available at the school office.