

TILlicOUNTRY



Tillicoultry Primary School



Standards and Quality Report

2022 – 2023

Introduction

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 2022 - 2023 is a summary of the performance of our school with specific reference to the priorities we set ourselves in June 2022. The report also highlights planned next steps to ensure progress.

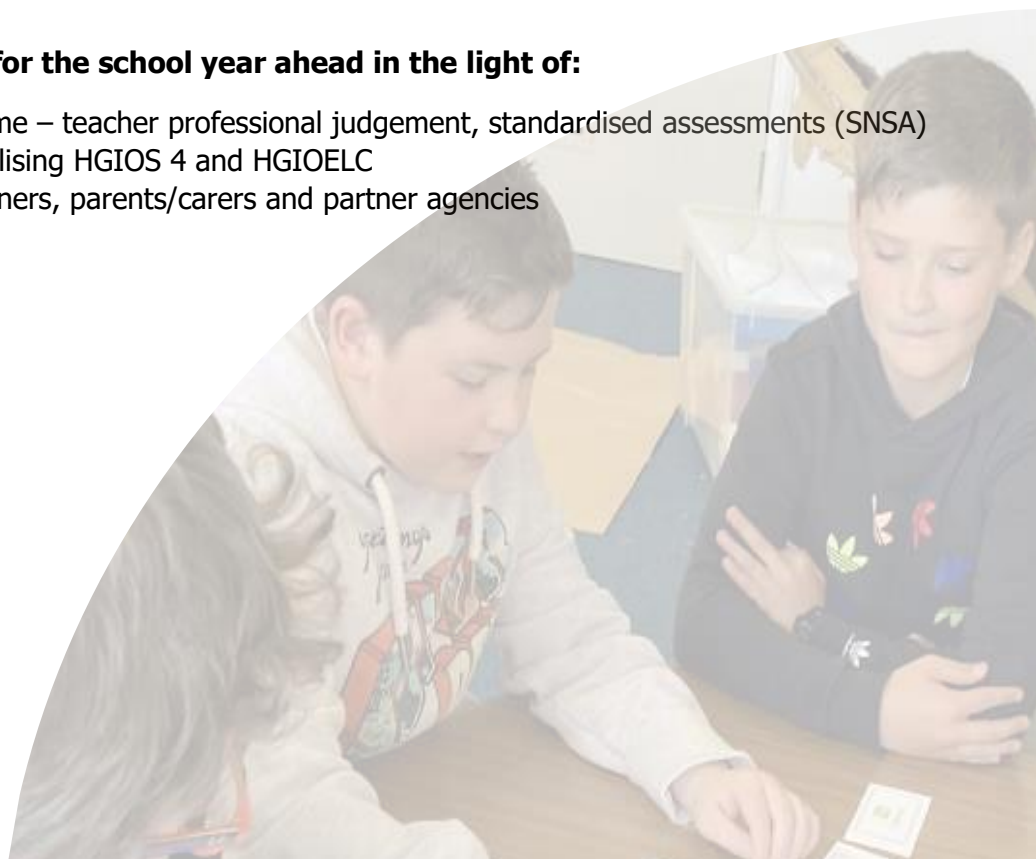
This report has been informed by:

- 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



Our Context

Tillicoultry is a non –denominational primary school serving the village of Tillicoultry. Tillicoultry’s current role is 267 pupils which is organised into 11 classes. In our ELC we have provision for 80 (60, 3-5 year olds and provision for 20, 2 year olds.)

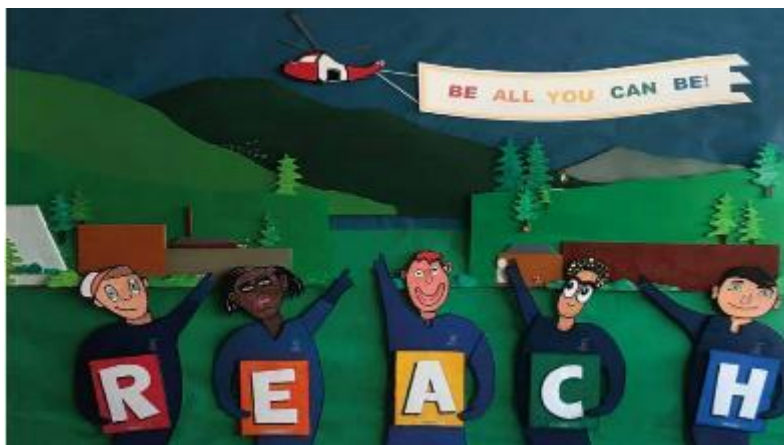
The Senior Leadership Team consists of a Headteacher, who joined the school in August 2021, a Deputy Headteacher and four Principal Teachers. We also have a Senior Early Years Worker in our ELC.

School Vision and Aims

At Tillicoultry Primary School our overarching vision is:

‘At Tilly we grow and learn together to be all we can be.’

We want to work in close partnership with parents, carers and the wider school community to ensure the best possible experiences and outcomes for all children. 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**.

The Socio-economic Context

At Tillicoultry, we are committed to delivering excellence and equity for all.

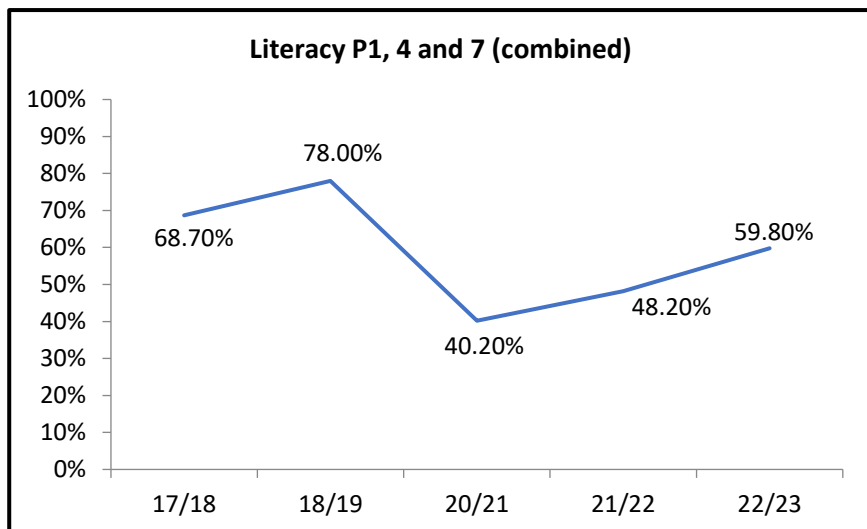
The Scottish Index of Multiple Deprivation (SIMD) is the measure that the Scottish Government uses for identifying the places in Scotland where people are experiencing disadvantage across different aspects of their lives. According to this measure, 17.6% of our learners reside in SIMD 1 & 2, although we know some of our families who are affected by poverty and the rising cost of living reside in 3 – 5.

It continues to be our aim to use education to improve outcomes for children impacted by poverty, with a focus on tackling the poverty related attainment gap.

Performance Information

In 2022-23, our children's attainment rose in Literacy and Numeracy as outlined below.

Literacy (P1, 4, 7 combined)



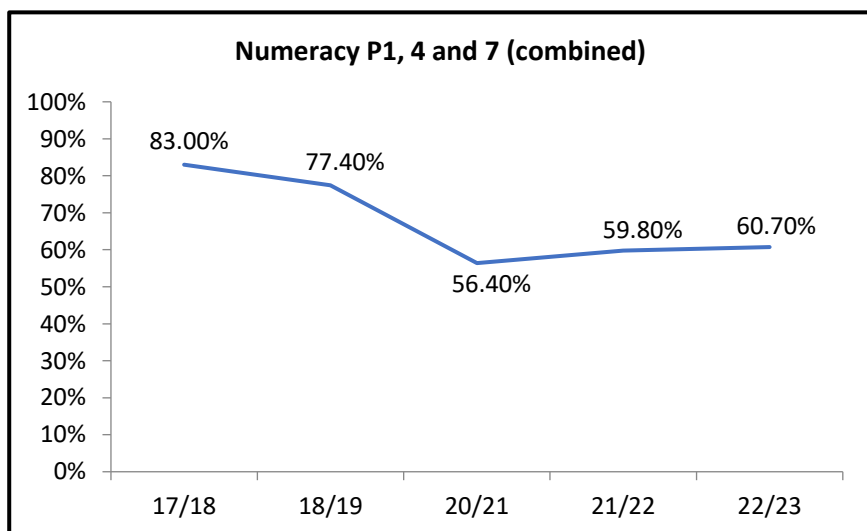
59.8% of children in P1, 4 and 7 (combined) achieved literacy in academic session 2022/23, an increase of 11.6 percentage points (pp) on the results in 2021/22.

Although this is below the national average of **70.5%** (21/22) it must be noted that progress has been made in raising attainment, particularly in reading.

The percentage of those attaining reading in P1 and P7 has been significant in session 22/23. **83.3%** of children in P1 achieved early level

reading, an increase of 21.5pp on the results in 21/22 and in P7, **70.2%** achieved second level reading, an increase of 24.7pp on the results in 21/22.

Numeracy (P1, 4, 7 combined)



60.7% of children in P1, 4 and 7 (combined) achieved numeracy in academic session 2022/23, an increase of 0.9 percentage points (pp) on the results in 2021/22.

Although this is not where we aim to be and below the national average of **78.0%** (21/22) it must be noted that progress has been made in particular year groups.

The percentage of those attaining numeracy in P1 and P7 has been significant in session 22/23. **80.0%** of children in P1 achieved early level, an

increase of 21.5pp on the results in 21/22 and in P7, **63.8%** achieved second level numeracy, an increase of 9.3pp on the results in 21/22.

Narrowing the Attainment Gap

At Tillicoultry we have are focused on reducing the impacts of deprivation on educational outcomes and reducing the attainment gap. The table below indicates the percentage of children, living in SIMD 1-2 compared to 9-10, achieving literacy and numeracy outcomes at P1, 4 and 7 (combined).

SIMD	Literacy	Numeracy
1-2	35%	45%
9-10	100%	87.5%
Attainment Gap	65%	42.5%

It must be noted that the number of children in cohorts living in SIMD 1-2 and 9-10 is often fewer than seven; therefore, variance in the percentage achieving expected levels, year on year, can vary greatly.

Pupil Equity Fund

We used our PEF to target three main areas.

Primary 1 – Attendance and Numeracy

- The average percentage attendance for our targeted group in P1 was **89.7%**. Comparing this with the national quintile 5, we were aiming to narrow the attendance gap by 4pp, but we have exceeded this with 5.9 pp.
- **57%** of children in our targeted group at P1 achieved the level expected for Numeracy. Comparing this against the National Quintile 5 we can see that we have narrowed the gap by **7pp**.

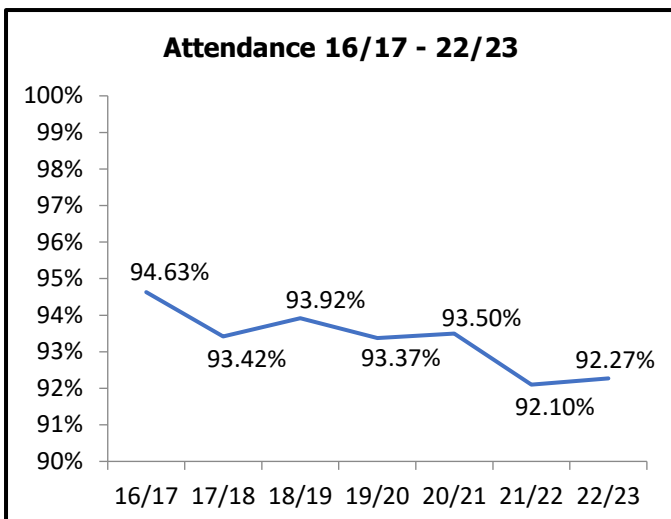
Reading Recovery P2 and P3

- All children who participated in the Reading Recovery intervention are now secure with their initial sounds.
- The majority of children who attended improved their reading age by at least 10 months, over an 8 month period of intervention.

P4 – Literacy

- We were not able to meet the target set our in our PEF plan as a result of staff absence. It must be noted that the majority of these children are on Staged Intervention with specific targets to support their learning. However, some children are now reading 6 months above their chronological age.

Attendance



Our attendance in Session 22/23 was **92.27%**. This shows a slight increase on last year's attendance by 0.17pp but falls significantly below the Local Authority's stretch aim of 94.3%.

On close analysis, there is a difference in attendance between families experiencing the most and least disadvantage, with children in SIMD 1 & 2 having an attendance figure of **92.32%** and children in SIMD 9-10 having an attendance of **94.32%**.

28.9% of children living in SIMD 1 & 2 have an attendance rate lower than 90% whereas only **21.4%** of children in SIMD 9 & 10 have an attendance rate

Attendance v Attainment

There was a clear link between attendance (as of 1st June 2023) and attainment with children who have a higher attendance rate enjoying more success.

Attendance	Literacy	Numeracy
Less than or equal to 90%	41.7%	46%
More than or equal to 95%	61.7%	61.7%
Attainment Gap	20%	15.7%

The table below indicates the % of children, at each stage, with less than 90% attendance who are 'on track' in Literacy and Numeracy.

	P1	P2	P3	P4	P5	P6	P7
Achieved Literacy	75%	40%	56%	25%	0%	20%	37.5%
Achieved Numeracy	75%	40%	67%	12.5%	12.5%	0%	50%

Review of Progress

Priority 1: By June 2025, our Curriculum will meet the aspirations of all learners and be graded as 'Good' through validated self-evaluation.

National Improvement Framework Priority

- improvement in attainment, particularly in literacy and numeracy
- improvement in children's and young people's health and wellbeing

Key drivers for improvement

- School and ELC leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- School and ELC improvement

HGIOS4 Quality Indicators

- QI: 1.1 Self-evaluation for self-improvement
- QI: 1.3 Leadership of change
- QI: 2.3 Learning, teaching and assessment
- QI: 3.1 Ensuring wellbeing, equality and inclusion

Progress

Curriculum

- We launched our vision statement, 'At Tilly we grow and learn together to be all we can be' with our full community and this features on all our literature.
- Almost all staff evaluated current IDL contexts delivered and created new context overview list.
- Almost all staff took part in collegiate planning of IDL contexts to allow for consistency and breadth of experiences for learners.
- Most staff attended CLPL session on "Make do".
- Most staff supported by Jen McLean in the planning and delivery of Science, Technology, Engineering and Mathematics (STEM) linked to Interdisciplinary Learning (IDL) contexts.
- We introduced a successful four-week planning cycle in our ELC.

Health and Wellbeing

- Almost all teaching and support staff participated in the verbal Crisis Prevention Intervention (CPI) professional learning and five members of staff undertook the Physical Intervention programme.
- We have established further partnerships with other colleagues and agencies to enhance support for children on Staged Intervention and this is reviewed regularly.
- Most teaching staff engaged in CLPL relating to the delivery of 'Emotion Works' to develop children's emotional literacy
- Our Family Support Worker and Principal Teacher have introduced a range of play experiences at break and lunch time.
- PEEP groups were re-established in our ELC.

Impact

- Almost all staff can articulate our school vision and values.
- IDL contexts now provide opportunities for progression and breadth of Es and Os and staff now planning collegiately to ensure shared experiences across stages.
- Make Do being used in most classes across stages. Numeracy Ambassadors led learning sessions in ELC with Make Do resulting in ELC purchasing their own trolley.
- Most teachers report having an increased confidence of how to plan and teach STEM opportunities for learners.
- Links made between ELC and Jen McLean to plan changes in ELC environment to support STEM learning and language.
- The majority of staff use the de-escalation strategies to support children in a range of circumstances.
- Almost all teaching staff involved in the CPI Physical Intervention report that they are confident in the use of the techniques, supporting children's safety in a crisis.
- Most teaching staff are clear in how to take forward 'Emotion Works'.
- Most children are playing well together, developing appropriate social skills.
- Most children in P1 attained the level expected for Literacy and Numeracy.
- All ELC staff have a clear understanding of the 'Image of the Child' in Tilly ELC.
- A recent ELC Quality Assurance visit by local authority highlighted that, "children to be engaged in purposeful learning activities and they were able to share what they were learning about growing seeds and the growth cycle. The new planning had enhanced children's experiences and staff were able to document and share this".

Next Steps

- Develop inclusive practice across our whole school, ELC – P7.
- Establish a Nurture/Flexible Learning space to support some children on Staged Intervention.
- Revisit our Positive Relationship Policy and update it with our whole school, ELC – P7.
- Implement Emotion Works from August '23.
- Staff to plan collegiately to provide relevant and meaningful contexts for learners, incorporating pupil voice. Opportunities for STEM to be planned at initial stages of planning.
- STEM professional learning sessions for all teaching staff and some ELC staff to raise awareness of current resources in school and how this can support learning experiences.
- Apply for our STEM Nations award.

Priority 2: By June 2025 we will see an improvement in our combined P1, P4 and P7 Literacy attainment from 48.2% to at least 65%.

National Improvement Framework Priority

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children

Key drivers for improvement

- Teacher and practitioner professionalism
- Curriculum and assessment

HGIOS4 Quality Indicators

- QI: 2.3 Learning, teaching and assessment
- QI: 3.2 Raising attainment and achievement / securing children’s progress

Progress

- A reading leadership group was formed to develop and input into our action plan. They met regularly to discuss progress and ideas for taking this forward.
- Reading Ambassadors identified from P2-7. They are integral to supporting the development and enjoyment of reading within the school.
- Professional learning has been delivered throughout the session with a focus on what high quality learning, teaching and assessment looks like in reading.
- A ‘Reading the Tillicoultry Way’ Framework has been created.
- Children are encouraged to read for enjoyment. Weekly visits to the library, author visits and regular opportunities for teachers to read to children are part of the culture within our school.
- Robust systems and processes are in place to track and monitor progress of literacy of all children. All teachers engage in meetings with the Senior Leadership Team where a focus on the progress of reading at all stages is prioritised.
- A range of reading assessments, including diagnostic and summative are used across the school to moderate evidence, identify progress, strengths and next steps. Analysis of these assessments has resulted in key themes being addressed through the implementation of research-based interventions.
- Small group reading interventions are planned, implemented and evaluated to raise attainment and narrow the poverty related attainment gap.
- Pre and post attitude surveys completed with children to identify reading likes and dislikes.
- Reading lunchtime clubs P1-5 were established throughout the session to encourage the love of reading.
- A range of family learning events took place, including Book and Breakfast, Reading Cafes and Stay and Read were offered to support parents read with their child(ren) at home.
- Most classes have visited the local library.
- 2 staff in our ELC were trained in the use of Makaton.
- We introduced a new system to help track learners progress in our ELC.



Impact

- Achieved Silver Accreditation for Reading Schools.
- Reading Ambassadors are involved in leading improvements in reading across the school; they input into our action plan and meet regularly to discuss progress and ideas.
- Almost all teachers having an increased understanding of how to teach reading effectively to meet the needs of our children.
- Reading is valued and seen as an important skill for life. Most children speak positively about books and their favourite authors.
- Almost all teachers understand the importance that the environment plays to motivate and inspire children to be readers. A number of inviting areas to read have been created within the school, including the library and literacy café.
- Most staff report having an increased confidence in using data to inform practice.
- **59.8%** of children in P1, 4 and 7 (combined) achieved literacy in academic session 2022/23, an increase of 11.6 percentage points (pp) on the results in 2021/22.
- **83.3%** of children in P1 achieved early level reading, an increase of 21.5pp on the results in 21/22.
- **70.2%** of children in P7 achieved second level reading, an increase of 24.7pp on the results in 21/22.
- All educators in our ELC report that the new tracking system has supported their planning.
- In September 2022, **52%** of our pre-school learners could identify age appropriate vocabulary and, following intervention, this increased to 81% in June
- **68%** of our pre-school learners in our ELC achieved the level expected for literacy.



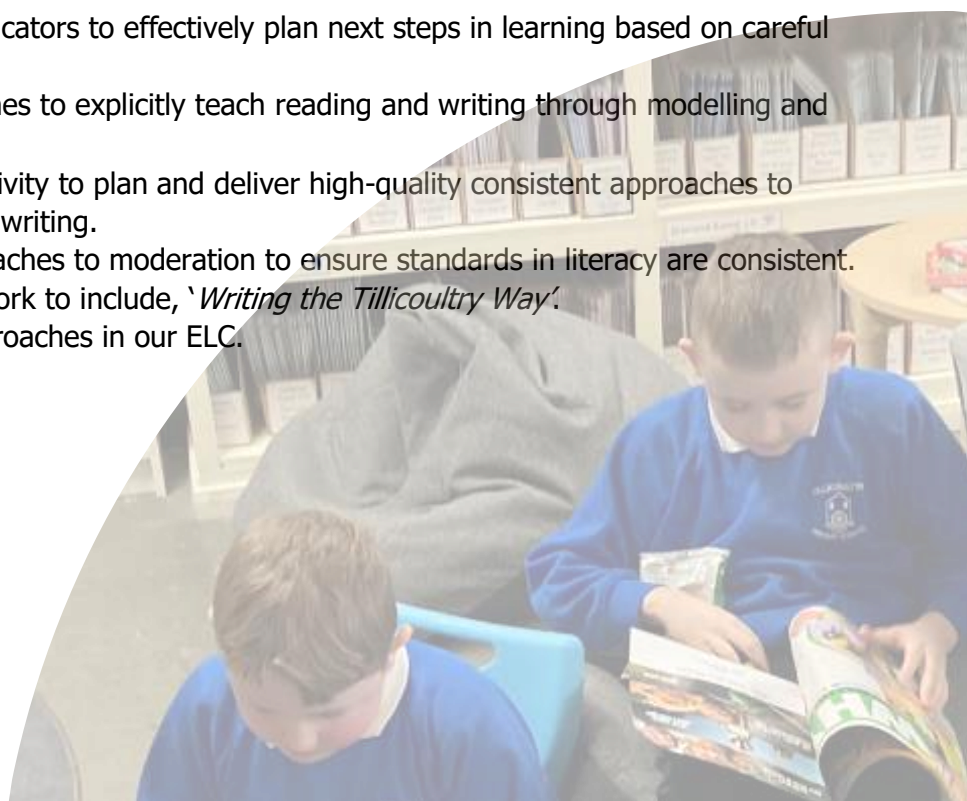
Tillicoultry Primary School · 29/03/2023

We are delighted to announce that we have achieved our Silver Accreditation for Reading Schools. Thank you to our staff, pupils, parents and community for helping us to continue to grow a positive reading culture @tillyps #readingforpleasure



Next Steps

- Develop literacy rich learning environments in all classrooms.
- Apply for our Silver Visual Environment award in our ELC.
- Re-establish a staff and pupil Reading Accreditation group to drive forward and achieve the Gold Reading Schools Award.
- Support teachers and early years educators to effectively plan next steps in learning based on careful analysis of a range of assessments.
- Use balanced and engaging approaches to explicitly teach reading and writing through modelling and supported practice.
- Engage in well-planned collegiate activity to plan and deliver high-quality consistent approaches to learning and teaching in reading and writing.
- Create and embed meaningful approaches to moderation to ensure standards in literacy are consistent.
- Further develop our Literacy Framework to include, 'Writing the Tillicoultry Way'.
- Further develop our pedagogical approaches in our ELC.



Priority 3: By June 2025 we will see an improvement in our combined P1, P4 and P7 Numeracy attainment from 59.8% to at least 70%.

National Improvement Framework Priority

- improvement in attainment, particularly in literacy and numeracy
- closing the attainment gap between the most and least disadvantaged children

Key drivers for improvement

- Teacher and practitioner professionalism
- Curriculum and assessment

HGIOS4 Quality Indicators

- QI: 2.3 Learning, teaching and assessment
- QI: 3.2 Raising attainment and achievement / securing children’s progress

Progress

- Local Authority Numeracy Framework shared with staff.
- Robust systems and processes are in place to track and monitor progress of numeracy of all children. All teachers engage in meetings with the Senior Leadership Team where a focus on the progress in numeracy at all stages is prioritised.
- A range of numeracy assessments, including diagnostic and summative are used across the school to moderate evidence, identify progress, strengths and next steps. Analysis of these has resulted in key themes being addressed through the implementation of small group interventions, e.g. Building Blocks
- Almost all staff completed a Numeracy survey to identify areas strength and development needs. Analysis of the data resulted in professional learning throughout the session being planned and delivered.
- Building Blocks numeracy interventions have been planned, implemented and evaluated throughout the session with identified groups of learners to raise attainment and narrow the poverty related attainment gap.
- Numeracy Ambassadors identified from P5-7. All of the group participated in raising the awareness of Numeracy and Maths during Maths Week Scotland and World Maths Day.
- Pupil survey carried out November 2022 and June 2023 by most pupils, to identify attitudes towards Numeracy and Maths.
- A range of opportunities planned and delivered to provide parents opportunities to learn more about supporting their children with Numeracy. All classes and ELC took part in Family Learning event for Maths Week Scotland which was well attended.
- We have introduced Foundations of Number (FONs) activities during group times in our ELC.

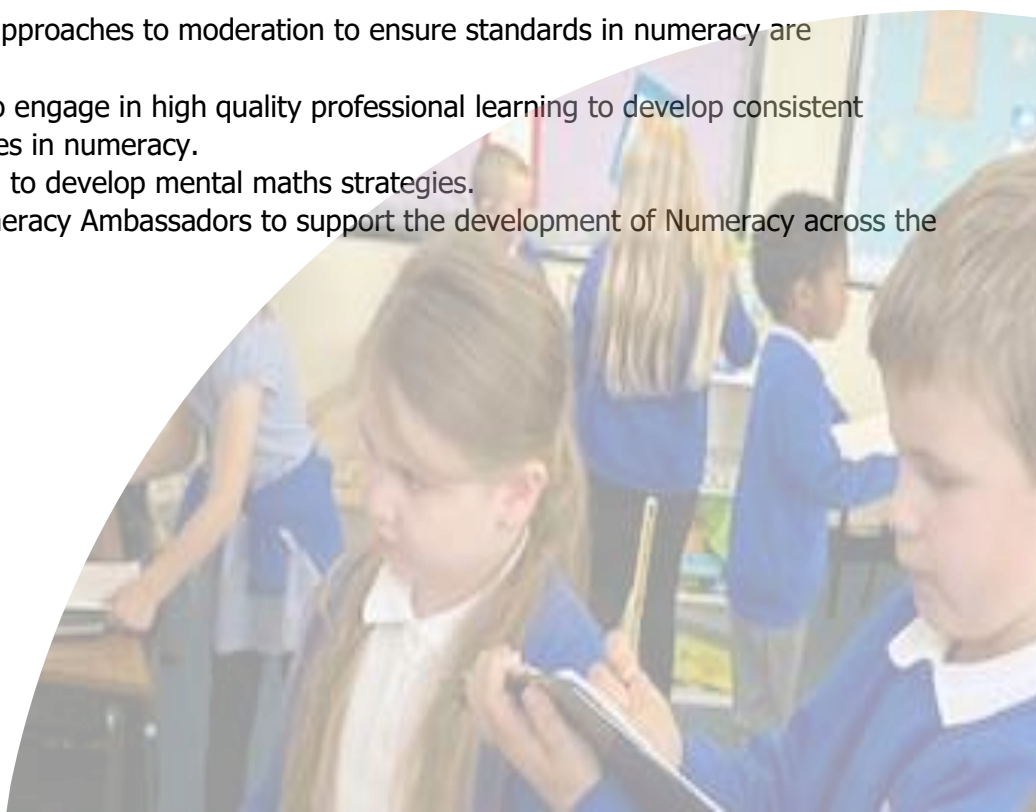


Impact

- Most staff indicate an increased confidence in using data to inform practice.
- **74.1%** of pre-school learners in our ELC attained the level expected for numeracy.
- **60.7%** of children in P1, 4 and 7 (combined) achieved numeracy in academic session 2022/23, an increase of 0.9 percentage points (pp) on the results in 2021/22.
- **80.0%** of children in P1 achieved early level, an increase of 21.5.2pp on the results in 21/22.
- **63.8%** of children in P7 achieved second level, an increase of 9.3pp on the results in 21/22.
- Most teachers report having an increased confidence of how to teach fractions, decimals and percentages more effectively following targeted professional learning.
- **96.8%** of children (P5-7) strongly agree/agree that they want to do well in Numeracy and Mathematics.
- **98.9%** of children (P5-7) strongly agree/agree that the teacher shares and explains what they are learning about in Numeracy and Maths lessons.
- **88.1%** of children (5-7) report that they are happy with the Numeracy and Maths teaching in the school.
- **67.4%** of children (5-7) report that the displays in classrooms help them during Numeracy and Maths lessons.
- Almost all of the Numeracy Ambassadors enjoyed their roll and report that they are keen to do more work next session. Almost all report their highlight as being able to work with and support younger children with their numeracy.
- Most staff report positive engagement of children in numeracy lessons. Almost all pupils enjoy the structure of their Numeracy lessons, with a mix of active learning, use of materials/ digital tools and "choose a challenge" being used in many classes.
- Almost all parents commented on the event being "fun" and that "children looked happy showing us what they were doing".

Next Steps

- Design a progressive and relevant numeracy curriculum which meets the needs of all children.
- Develop numeracy rich learning environments in all classrooms to support children's learning.
- Support teachers to effectively plan next steps in learning based on careful analysis of a range of assessments.
- Use balanced and engaging approaches to explicitly teach numeracy through modelling and supported practice.
- Create and embed meaningful approaches to moderation to ensure standards in numeracy are consistent.
- Provide opportunities for staff to engage in high quality professional learning to develop consistent learning and teaching approaches in numeracy.
- Introduce Number Talks at P1-3 to develop mental maths strategies.
- Further develop the role of Numeracy Ambassadors to support the development of Numeracy across the school.



Evaluation of Quality Indicators

Quality Indicator	School Self-Evaluation (1-6)	Inspection Evaluation Date: June 2017
1.3 Leadership of change	4	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