

TILlicOUNTRY



# Tillicoultry Primary School



# School Improvement Plan

2023 – 2024

## Our 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**.

We are committed to the philosophy of continuous improvement of every aspect of the school's work and life. Our School Improvement Plan outlines the priorities for development and gives specific details of targets and strategies set. It is firmly placed within and informed by the National Improvement Framework, the local authority priorities and the Scottish Government's delivery plan for Scottish education.



## Long Term Improvement Outcomes

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



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

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



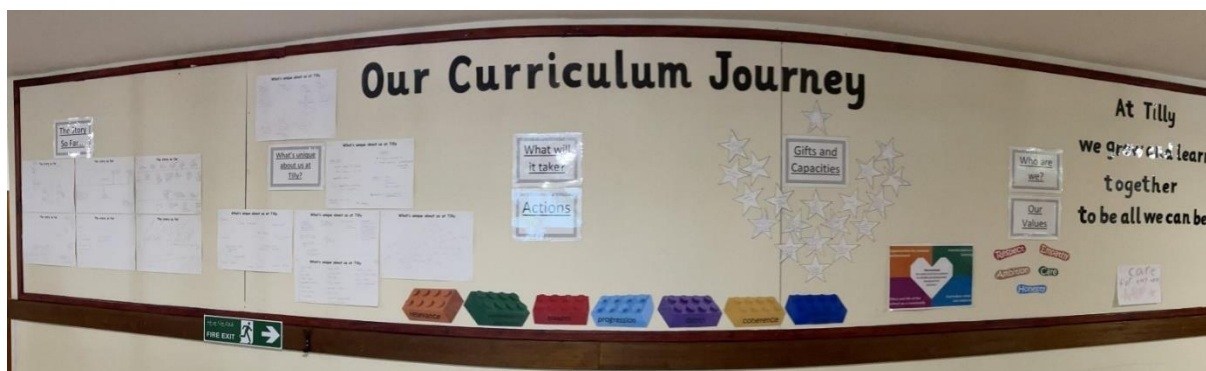
## Priority 1: Rationale/Contextual Analysis

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

### Overall Curriculum Development

We have worked collaboratively to develop a greater understanding of Curriculum design by revisiting the purpose of education, the four capacities, the four contexts for learning, what is unique about Tillycultry'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 –

**'At Tilly we grow and learn together to be all we can be.'**



We now need to use this vision to further develop our Curriculum Rationale, given staff have a better understanding of where the school is at through data analysis and self-evaluation. Effective learning and teaching requires planning which is responsive and engaging for children. Teachers are planning more collegiately and we need to continue to enhance this further next session to ensure breadth and depth.

### Health and Wellbeing

We know that children's health and well-being must remain a priority going forward and that they need to be in the best place emotionally to learn. Hence, the decision to develop our approaches to health and well-being and inclusion.

Staff have requested to revisit our Positive Relationship Policy to ensure a more consistent approach across our school. In February 2023, we issued a 'How Good Is Our School' questionnaire to parents and received 30 responses. 73% noted that their children felt safe at school and 77% felt that the school supports their child's emotional wellbeing. When asked what could be done to improve the school one parent noted, "A more consistent approach to behaviour management, more of a focus on the responsibilities that come with children's rights."

Percentage of children on Staged Intervention has remained the same at 28%

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## Priority 2: Rationale/Contextual Analysis

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

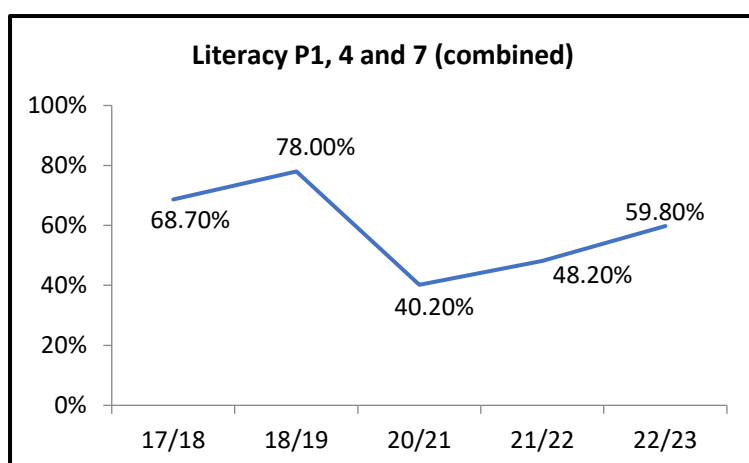
*Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.*

### Curriculum for Excellence: literacy across learning

Literacy is core to all aspects of learning, teaching and skills development. It continues to remain a key area of improvement within Scottish Education and is an explicit priority noted within the National Improvement Framework and Improvement Plan.

In 2022, Clackmannanshire Council published the **Literacy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap** highlighting 8 key drivers fundamental to raising attainment and closing the poverty related attainment gap.

### Establishment Context: Progress 17/18 – 22/23



Overall progress in the percentage of children achieving literacy at P1, 4 and 7 (combined) has fallen from **68.7%** in 17/18 to **59.8%** in 22/23.

Between session 18/19 and 20/21 the percentage of children achieving the expected levels in literacy fell by 37.8 percentage points (pp) from **78.0%** to **40.2%**. It must be noted that this was during the period of Covid where long periods of school closures resulted in significant disruption to learning. However, since session 20/21 the percentage of those attaining expected levels in literacy has continued to rise.

The 22/23 Achievement of CfE Level data shows that **59.8%** of children in P1, 4 and 7 (combined) achieved literacy, an increase of 11.6 percentage points (pp) on the results in 2021/22. The National average in 21/22 was **78.0%**. Although this is not where we aim to be and below the national average of **70.5%** (21/22) it must be noted that progress has been made in particular year groups.

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.

### Narrowing the Attainment Gap

SIMD	Literacy
1-2	35%
9-10	100%
Attainment Gap	<b>65%</b>

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

## Session 23/24

On closer analysis of a range of both qualitative and quantitative data, taking into account views from staff and children across the school and recognising what research both nationally and internationally is telling us, 7 key areas have been identified to continue raising attainment in numeracy.

These are as follows;

- Further develop our Literacy Framework to include, '*Writing the Tillicoultry Way*'.
- Develop literacy rich learning environments in all classrooms.
- Re-establish a staff and pupil Reading Accreditation group to drive forward and achieve the Gold Reading Schools Award.
- 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 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.

## Research Informed

The best available evidence indicates that high quality learning, teaching and assessment is one of the most important drivers to raising attainment. Ensuring educators are supported to deliver high-quality teaching is essential to achieving the best outcomes for all pupils and a key priority for driving forward improvement at Tillicoultry PS.

The Education Endowment Foundation (EEF) highlights key recommendations to support teachers in developing the literacy skills of children.

These include;

- Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.
- Teach reading comprehension strategies through modelling and supported practice.
- Teach writing composition strategies through modelling and supported practice.
- Develop pupils' transcription and sentence construction skills by encouraging extensive and purposeful practice and explicitly teaching spelling.
- Use high quality information about pupils' current capabilities to select the best next steps for teaching.
- Use high quality structured interventions to help pupils who are struggling with their literacy.

Taking into account recommendations highlighted within key national and local publications and using the guidance set out within EEF documentation the action plan to follow outlines the improvement aims, actions and measures for raising attainment in literacy in session 23/24.







## Priority 3: Rationale/Contextual Analysis

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

*Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.*

### Curriculum for Excellence: numeracy across learning

Numeracy is core to all aspects of learning, teaching and skills development. It continues to remain a key area of improvement within Scottish Education and is an explicit priority noted within the National Improvement Framework and Improvement Plan. Over the past five years a broad range of scoping and improvement research activity has been undertaken in partnership with the system, to identify the strengths and challenges of Scotland's mathematics curriculum.

In 2019 Education Scotland completed and published the findings of a thematic review ***Multiplying Skills, Adding Value- Numeracy and Mathematics for Scotland's Learners***. This report identified national progress and success in improving areas of numeracy and mathematics, whilst providing direction on areas for development. As part of this process, HM Inspectors gathered evidence and evaluated progress in the following aspects:

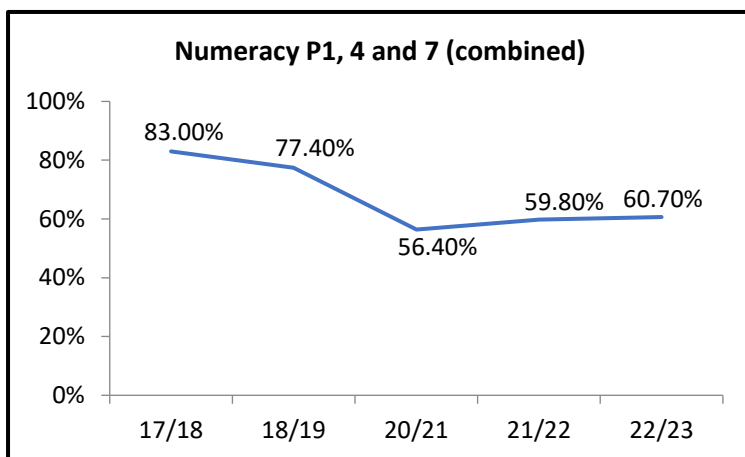
- Curriculum: the effectiveness of the numeracy and mathematics curriculum in meeting the needs of all learners.
- Learning and teaching: the quality of learning and teaching in numeracy and mathematics.
- Attainment and achievement: the effectiveness of raising the attainment and achievements of all learners in numeracy and mathematics.

In 2022, Clackmannanshire Council published the ***Literacy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap*** highlighting 8 key drivers fundamental to raising attainment and closing the poverty related attainment gap.

And as recently as May 2023, the National Response to Improving Mathematics Board (NRIM) set out six **aspirational aims** as follows:

- to transform Scotland to be a greater maths-positive nation (achieved partly by promoting the joy of mathematics),
- to support and promote the belief that everyone has the capability to become proficient at mathematics, regardless of their circumstances in life,
- to ensure that [21<sup>st</sup> Century Skills](#) are embedded within teaching and learning,
- to ensure consistently high standards of professional learning in numeracy and mathematics across Scotland,
- to improve levels of mathematical literacy,
- to improve attainment in numeracy and mathematics in Scotland.

## Establishment Context: Progress 17/18 – 22/23



Overall progress in the percentage of children achieving Numeracy at P1, 4 and 7 (combined) has fallen from **83%** in 17/18 to **60.7%** in 22/23.

Between session 18/19 and 20/21 the percentage of children achieving the expected levels in numeracy fell by 21.0 percentage points (pp) from **77.4%** to **56.4%**. It must be noted that this was during the period of Covid where long periods of school closures resulted in significant disruption to learning. However, since session 20/21 the percentage of those attaining expected levels in numeracy has continued to rise.

The 22/23 Achievement of CfE Level data shows that **60.7%** of children in P1, 4 and 7 (combined) achieved numeracy, an increase of 0.9 percentage points (pp) on the results in 2021/22. The National average in 21/22 was **78.0%**. 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

SIMD	Numeracy
1-2	45%
9-10	87.5%
Attainment Gap	<b>42.5%</b>

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 numeracy outcomes at P1, 4 and 7 (combined). 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.

### Session 23/24

On closer analysis of a range of both qualitative and quantitative data, taking into account views from staff and children across the school and recognising what research both nationally and internationally is telling us, 8 key areas have been identified to continue raising attainment in numeracy.

These are as follows;

- 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.

## Research Informed

The best available evidence indicates that high quality learning, teaching and assessment is one of the most important drivers to raising attainment. Ensuring educators are supported to deliver high-quality teaching is essential to achieving the best outcomes for all pupils and a key priority for driving forward improvement at Tillicoultry PS. We will consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Pedagogical approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.

The Education Endowment Foundation (EEF) highlights key recommendations to support teachers in developing the numeracy and maths skills of children.

These include;

- Develop practitioners' understanding of how children learn mathematics
- Dedicate time for children to learn mathematics and integrate mathematics throughout the day
- Use manipulatives and representations to develop understanding
- Use assessment to build upon pupils' existing knowledge and understanding
- Use high quality targeted support to help all children learn mathematics
- Teach strategies for solving problems
- Develop pupils' independence and motivation
- Use tasks and resources to challenge and support pupils' mathematics
- Use structured interventions to provide additional support

Taking into account recommendations highlighted within key national and local publications and using the guidance set out within EEF documentation the action plan to follow outlines the improvement aims, actions and measures for raising attainment in numeracy in session 23/24.



