**NOSS PRIMARY SCHOOL AND ELC**

**UR SCHOOL LOGO HERE**

**IMPROVEMENT PLAN**

**SESSION 2022/23**

## **Summary: Key School/ELC Improvement Priorities**

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| **Improvement Priority Title** | **What exactly are we going to do?** |
| **SCHOOL**1. **Attendance**
2. **Health and Wellbeing**
3. **Attainment in Literacy - writing**
 | ***Self-Evaluation******\****By the end of Term 1 all stakeholders will have a survey to complete. As we return to normal after the pandemic and with a new headteacher starting in Term 2, now is the time to evaluate where we are and agree the vision and targets for Noss for the next three years. Some curriculum development time has deliberately been unallocated to allow the incoming headteacher to plan for the year ahead.  ***Attendance***\*Target attendance will be 95% and children below this threshold to be offered family support.\*Clear flow chart of procedures to be set up and followed.\*Walking Bus\*Text messaging system to be set up.\*Parent Council to work in partnership.\*School to impress upon families the value of school and learning.***Health and Wellbeing***\*Continue the Rights Respecting School UNICEF journey to achieve our Silver Award.*\**Rights Respecting School pupil groups to be established to drive this forward and Articles to be agreed a term in advance to assist teacher planning*\**Pupil Voice – continue with captains and house captains but have these for specific areas of school, rather than house teams *\** Further increase outdoor learning. \*Deliver the new Relationships, Sexual Health and Parenthood national resources agreed as a school last term.\*Work with local charities and allied health professionals to help support our families.***Attainment*** \*Continue to use Accelerated Reader, Lexia, Literacy Shed and Sum Dog along with main resources as pupil feedback indicates that they enjoy these learning resources and challenges.*\**Ensure that our classes use learning time efficiently to maximise the learning opportunities and raise attainment.\* Interrogate all tracking and attainment data, SHANNARI pupil surveys plus attendance, especially new or wider gaps. \*PEF pupils and their families will be provided with extra support.\*Ensure that children have supportive learning conversations with their teachers.\*We will take part in in-school moderation as well as a second moderation event with another school in the county.*\**Ensure that pupils are challenged and provided with high quality and often open-ended questioning.*\**Senior Management Team to meet with teachers three times per year to discuss tracking and planning and agree next steps for all children.**Literacy - Writing****\***We will raise the standard of written work not just in literacy but across all subject areas.**\***Each year group to increase frequency and range of stimulating writing activities. \*There will be a focus on fine motor control, the mechanics of handwriting and developing a cursive style depending on pupil age and needs.\*We will make better use of display boards and the corridor areas to promote writing and a print-rich environment. |
| **ELC** | \*We will continue with Talk Boost to support speech and language development.\*Develop Words Up Key Messages in the setting.\*Develop Writing for Purpose and share this with families.\*Increase outdoor learning and forest visits.\*Increase the Being Me family liaison and encourage families to visit the setting.\*Ensure that the lunch experience is a positive one for children with quality interactions.Increase family engagement through gardening groups, table-top games and Words Up support visits.**\***Staff to have professional reviews with Senior Management Team. |
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*Complete a detailed action plan for the first of the in-depth action plans (note that some of the details have been pre-populated) and for any others you and your staff have agreed can be included on the following pages.*

*For schools with Gaelic Medium please note that your In-depth Action Plans must include comment on how you are addressing the two main outcomes from* [*Gaelic Education: Building on the successes, addressing the barriers:*](https://education.gov.scot/media/rnhf5f4u/buildingonthesuccesses1017.pdf)

 *\* children and young people feel equally confident in the use of both Gaelic and English; and*

 *\* children and young people are able to use Gaelic and English in a full range of contexts within and outwith school.*

*Please also use the table in Appendix 3 (accompanying document) to help with planning for the monitoring and evaluation of improvement activity in terms of measuring impact.*

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| Improvement Priority Title – Attendance |
| **Linked to QIs/Themes****2:2 Curriculum - skills, 2:3 Learning, Teaching and Assessment – all themes, 2:5 Family Learning – engaging families plus early intervention and prevention, 3:2 Raising attainment and achievement – all themes** |
| **Linked to National Improvement Framework Priority (check all that apply)*** **Improvement in attainment, particularly in literacy and numeracy** [x]
* **Closing the attainment gap between the most and least disadvantaged children and young people** [x]
* **Improvement in children and young people’s health and wellbeing** [x]
* **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** [x]

**Linked to National Improvement Drivers (check any that apply)****School Leadership** [ ]  **Teacher Professionalism** [ ]  **Parental Engagement** [x]  **Assessment of Children’s Progress** [x]  **School Improvement 🗵 Performance Information 🗵** **Linked to Highland Council’s 4 Key Service Action Plan Priorities (check any that apply)****We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation** [x] **We will maximise health and wellbeing for all children and young people to give them the best possible start in life** [x] **We will ensure the highest quality of learning and teaching for each and every learner** [x] **We will develop leadership skills at all levels of the system for now and the future** [ ]  |
| **What do we aim to improve for learners, including ELC?** * We aim to improve attendance/late arrival at school in P1 to P7.
* We want our children to arrive at school each day at 9.05am and ready to learn.
* We want all pupils to have a minimum attendance of 95%.
* We need our families to value the importance and value of learning and being in school.
* We need to focus on those pupils and their families whose attendance is so low that they are at risk of becoming school refusers and disengaging from school completely.
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| **Measurable targets for success** * Attendance and punctuality will improve.
* This should result in improved attainment.
* Improvements in friendships and mental health.
* Children will have a hot meal every day in a warm and friendly environment.
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| **ATTENDANCE****What actions will we undertake? (detail of how you aim to achieve the desired impact)*** We will organise a Walking Bus for targeted pupils where children are to be collected from their front gate each morning and accompanied to school be member of staff.
* We will liaise closely with the Parent Council to help improve attendance.
* School to set up automatic text messaging to families when children not in school.
* Office staff to have clear scripts when taking calls and only sign off pupil for one day at a time.
* We will be proactive and intervene early when beginning to spot reduced attendance. SMT to call families to discuss attendance concerns initially.
* If no improvement after that, SMT to send recorded delivery letter to family to request a meeting. Referral to Children’s Panel as a last resort.
 | **Who will lead this? (detail of responsibilities and timescales)*** CSW to organise and liaise with families for the Walking Bus
* HT and DHT to liaise with office staff to drive forward the other actions.
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| **Expected resource needs - £0** |
| Improvement Priority Title**Health and Wellbeing** |
| **Linked to QIs/Themes****2.1 – wellbeing, 2.4 – targeted support and removal of barriers, 2.5 – early intervention and prevention, 3.1 – wellbeing, inclusion and equality** |
| **Linked to National Improvement Framework Priority** * **Improvement in attainment, particularly in literacy and numeracy** [x]
* **Closing the attainment gap between the most and least disadvantaged children and young people** [x]
* **Improvement in children and young people’s health and wellbeing** [x]
* **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** [x]

**Linked to National Improvement Drivers** **School Leadership** [x]  **Teacher Professionalism** [x]  **Parental Engagement** [x]  **Assessment of Children’s Progress** [x]  **School Improvement 🗵 Performance Information 🗵** **Linked to Highland Council’s 4 Key Service Action Plan Priorities** **We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation** [x] **We will maximise health and wellbeing for all children and young people to give them the best possible start in life** [x] **We will ensure the highest quality of learning and teaching for each and every learner** [x] **We will develop leadership skills at all levels of the system for now and the future** [x]  |
| **What do we aim to improve for learners?** 1. Health and wellbeing post-Covid-19
2. Attendance at school – see separate section.
3. Attainment in session 22/23 (focusing on identifying new or widened gaps caused by the Covid-19 situation)
4. We wish our learners to access to the most up to date national resource for Scotland.
5. Learners to be empowered and informed to take a degree of responsibility for their own physical and mental health.
6. That our learners know their rights and what they are entitled to as children and also how to access support either independently (for our older children) or with support.
7. That our most vulnerable families are supported with both their physical and mental health.
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| **Measurable targets for success** 1. Establish targets for improvement based on surveys of children/young people and staff.
2. Engage with allied health professionals to increase support, including ELC.
3. Reverse the decline in attendance, learning habits and engagement post-Covid.
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| **What actions will we undertake?****HEALTH AND WELLBEING** * The new RHSP resources have been agreed for each class stage and start in Term 1.
* Continue our Rights Respecting Schools Project
* Pupil voice is a major part of our planning via Pupil Council and House Teams. A timetable of meetings with SMT has been agreed.
* We will try to ensure equity, respect and empathy for all pupils, staff and families.
* HT and DHT will lead assemblies using ‘Article of the Week.’ This will be followed up in classes and overseen by PT’s who will be able to support at Early, First and Second Level.
* Specific children take part in Soft Start and have breakfast every morning.
* We are working in partnership with Pultneytown People’s Project and KLICS (kids living in caring situations) to provide meals and social activities after school.
* We have an after-school football club for children in P4 to P7.
* Caithness Budding Engineers liaise with us to provide laptops for those families who do not have one.
* Older children are able to access on-line counselling service if needed.

ELC:* SHANNARI to be introduced when doing floor books.
* Increase our ‘Being Me’ conversations with families to a monthly basis – phone/visit/Dojo.
* Forest visits to increase and invite parent/carer volunteers.
* Family gardening groups to be re-established.
* Ensure that the lunch experience is high quality for all children.
 | **Who will lead this?** **Dates of all CDM’s already in the Working Time Agreement Calendar*** HT and DHT to lead assemblies – our target is to achieve Silver Status by end of this session.
* HT/DHT to take Pupil Council meetings.
* All class teachers to be responsible for delivering a minimum of two RRS lessons for each article supported by PT’s. (**CDM’s 2 and 6**)
* All class teachers to work together at Early, First and Second level to create termly corridor displays. This will tie in well with writing developments and help promote RRS.
* SMT to observe Health and Wellbeing lessons this session.
* Rights Respecting Schools pupil committee to be re-established – class teacher and ASNT to lead these sessions twice per term.
* All teaching staff to meet in January (**CDM 5**) to assess the new RHSP resources and amend if necessary.
* CSW and PSA’s to run Soft Start. SMT meet regularly with them for feedback and suggestions for improvement.
* EYP to run the football sessions.

ELC:* Senior EYP and EYP’s, overseen by SMT.
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| **Expected resource needs – £750 for Soft Start food** |

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| Improvement Priority Title – Literacy - Writing |
| **Linked to QIs/Themes****2:2 Curriculum - skills, 2:3 Learning, Teaching and Assessment – all themes, 2:5 Family Learning – engaging families plus early intervention and prevention, 3:2 Raising attainment and achievement – all themes** |
| **Linked to National Improvement Framework Priority (check all that apply)*** **Improvement in attainment, particularly in literacy and numeracy** [x]
* **Closing the attainment gap between the most and least disadvantaged children and young people** [x]
* **Improvement in children and young people’s health and wellbeing** [ ]
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| **What do we aim to improve for learners, including ELC?** * The quality of written work in all stages from P1 to P7, including both content and standard of presentation.
* We expect their attainment to improve.
* We aim to improve their enjoyment of the writing process.
* We expect to see specific improvements in the literacy areas identified for improvement by HMIe in February 2020.
* As a staff we will feel confident that we are moderating accurately and effectively feed back targets for specific pupils.
* To develop Writing for Purpose and Words Up in ELC.
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| **Measurable targets for success** * Assessments in Lexia, PEF, Tracking, ACEL, Accelerated Reader.
* Pupil Feedback
* Pupil Engagement
* Classroom Observations
* Jotter moderation meetings to be clearly linked to the literacy benchmarks in writing. Next steps to inform planning.
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| **WRITING****What actions will we undertake? (detail of how you aim to achieve the desired impact)*** We will focus on the quality and presentation of writing.
* Movement group to be set up to develop gross and fine motor control for targeted pupils.
* We will ensure that writing activities are stimulating and varied across all age groups, including writing for purpose.
* At P6 and P7 we will have a focus on literacy skills needed for the world of work. (DYW)
* We will have high standards for all pupils and make sure that benchmarks in writing are the focus of what we wish to improve.
* We will moderate in school and with another school in the county.
* We will amend weekly timetables to ensure that all children are writing daily, appropriate to their level.
* We will display pieces of writing in corridoes and public areas to promote a print-rich environment.

ELC: LITERACTY* Continue Talk Boost to support talking which needs developed for many of our youngest children post-lockdowns.
* Develop writing for purpose and learning skills. These to be shared with families.
* Provide age and level appropriate story times and resources.
* Continue developing an outdoor literacy shed.
 | **Who will lead this? (detail of responsibilities and timescales)**HT, DHT and PT’sCDM’s 4 and 6 allocated to writing improvements.ASN teacher and PSA’s to run Movement Groups.**Meeting Groups as follows:**HT and SMT to visit all meetingsTeachers in P1 to P3 – led by PTTeachers in P4 to P7 – led by PT**Focus for meetings:**CDM 4 – Ideas to inspire the writing process and plan short and progressive lessons.CDM 6 – The mechanics and punctuation of the writing process.HT and DHT to go between meetings.ELC:Senior EYP and EYP’s overseen by SMT. |
| **Expected resource needs** Resources for displays - £1000 |

## Monitoring and evaluation procedures for the School/ELC Improvement Plan

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| **How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?**1. Health and Wellbeing Developments – school ethos, reduction in V&A as well as racist and homophobic incidents, increased attendance, reduced number of exclusions, pupils aware of and able to articulate their needs and rights, school community strengthened including families and third sector organisations, pupil/parent/carer/staff surveys, classroom observations, planning folders, SEEMiS

 b) Literacy Developments – classroom observations and feedback with a focus on higher order questioning skills and writing in other curricular areas, sampling writing, moderation, pupil feedback on skills they are learning and how to improve, tracking meetings.**Who will lead this monitoring and evaluation? (detail of responsibilities and timescales)**1. HT and DHT will liaise with PT’s at SMT Meetings (monthly) and all teachers at staff meetings to check progress on both of our developments (October, January and April)
2. The management calendar (quality assurance) will be monitored after each tracking meeting (Nov, Feb, May)
3. Rights Respecting School – Silver Award by June 2023 – HT, ASNT and class teacher
4. HT to monitor SEEMis termly and action concerns/liaise with senior leadership teams as appropriate.
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*Briefly note planned procedures for assessing the success of your In-depth action plans. Comments here may refer to individual plans or may cover more than one plan in one set of comments (this is especially likely in smaller schools/ELC settings). If you prefer, you could copy and paste this box after each In-depth action plan.*