



**Noss Primary School and Early Learning Centre (ELC)**

**ESTABLISHMENT IMPROVEMENT PLAN**

**SESSION 2023-24**

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| **Overview of National and Local Priorities** | | | | | | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy | | | | | **National Improvement Framework Key Drivers**   * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and involvement * Curriculum and assessment * School and ELC improvement * Performance information | | | |
| **HGIOS/HGIOELC/HGIOURS** | | **Highland Council Education Priorities** | | | **GME Priorities** | | **Health and Social Care Standards** | |
| * 1.1 Self-evaluation for self-improvement * 1.2 Leadership of learning * 1.3 Leadership of change * [1.4 Leadership and management of staff](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/06180651/Noss-ELC-Leadership-and-Management-.xlsx) * 1.5 Management of resources to promote equity * [2.1 Safeguarding and child protection](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/05153349/HGIOS4-QI-2.1-Safeguarding-and-child-protection.docx) * 2.2 Curriculum * [2.3 Learning Provision (ELC)](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/06180652/Noss-ELC-Learning-Provison-.xlsx) * [2.3 Learning, teaching and assessment](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/05153351/HGIOS4-QI-2.3-Learning-teaching-and-assessment-updated-Sep-22.docx) * 2[.4 Personalised support](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/05153341/HGIOS4-QI-2.4-Personalised-support.docx) * [2.5 Family learning](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/05153342/HGIOS4-QI-2.5-Family-learning.docx) * 2.6 Transitions * 2.7 Partnership * [3.2 Success and Achievements (ELC)](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/06180651/Noss-ELC-Success-and-Achievements.xlsx) * [3.1 Ensuring wellbeing, equality and inclusion](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/05153345/HGIOS4-QI-3.1-Improving-wellbeing-equality-and-inclusion-updatedSep-22.docx) * [3.2 Raising attainment and achievement/Securing children’s progress](https://blogs.glowscotland.org.uk/glowblogs/public/nossprimaryschoolandearlylearningcentreelc/uploads/sites/10360/2023/06/05153345/HGIOS4-QI-3.2-Raising-attainment-and-achievement.docx) * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning   Theme 1 Our relationships  Theme 2 Our learning and teaching  Theme 3 Our school and community  Theme 4 Our health and wellbeing  Theme 5 Our successes & achievements | | * We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. * We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. * We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. * We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. | | | * Education Scotland Advice on Gaelic Education focus:   high quality immersion experiences  improving fluency  Gaelic ethos   * Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase * Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences * Activities to support Gaelic language and culture (arts, media, creative industries, workplace) * Local Authority Gaelic Language Plan priority | | * I experience high quality care and support that is right for me. * I am fully involved in all decisions about my care and support. * I have confidence in the people who support and care for me. * I have confidence in the organisation providing my care and support. * I experience a high-quality environment if the organisations provides the premises. | |
| **Establishment Improvement Priorities** | **Linked NIF Priority** | | **Linked NIF Driver** | **Linked Highland Priority** | | **Linked QI** | | **Linked H&SC Standard** |
| **Raising attainment in Literacy and Numeracy** | Improvement in attainment, particularly in literacy and numeracy | | School and ELC improvement | We will raise attainment and achievement for all | | 2.3 Learning, teaching and assessment | | Choose an item. |
| **Developing relationships and a nurturing, inclusive ethos at all levels of the school and ELC** | Placing the human rights and needs of every child and young person at the centre | | School and ELC Leadership | We will maximise opportunities for our children and young people | | 3.1 Ensuring wellbeing, equality and inclusion | | Choose an item. |
| **Develop robust approaches linked to the teaching, learning and assessment cycle.** | Improvement in attainment, particularly in literacy and numeracy | | Curriculum and assessment | We will raise attainment and achievement for all | | 2.3 Learning, teaching and assessment | | Choose an item. |
| **ELC** | Improvement in children and young people’s health and wellbeing | | School and ELC improvement | We will maximise opportunities for our children and young people | | 2.3 Learning, teaching and assessment | | Choose an item. |

**Action Plans**

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| **Improvement Priority 1 Action Plan:** | *Raising attainment in Literacy and Numeracy* | | | **Lead:** SLT, Class Teachers, ASNT | | |
| **Please detail the information/data which has prompted this work:** | | | | | | |
| **Expected outcomes:**   1. Increase attainment by 10% in Literacy and Numeracy. 2. Establish new tracking and monitoring system. 3. Tracking and monitoring conversations on a termly basis. 4. Establish assessment calendar 5. Develop staff proficiency in approaches in Literacy and Numeracy. | | **Measures:**   1. Teachers to challenge learners who are on track, raise standards of identified target group in each class and continue to appropriately support learners with ASN. Implement Highland Literacy and Numeracy framework planning tool. Track and monitor on a termly basis. 2. New tracking system to include data streams the support positive discrimination. 3. HNP assessments to be carried out in Terms 1 and 3. 4. Staff to attend appropriate CLPL opportunities | | | **QI**  1.5 Management of resources to promote equity  [2.3 Learning, teaching and assessment](https://docs.google.com/document/d/1Occ6YWZCMgr2xB89mP6PwE-uUP0p9NkH/edit?usp=sharing&ouid=101946458387621747709&rtpof=true&sd=true)  3.2 Raising attainment and achievement/Securing children’s progress | **When? Who?**  See below |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| 1. SLT to identify target groups in each class for session and structure support to raise attainment 2. SLT to agree fields and information to be included in new tracking and monitoring system 3. Meet stage colleagues on a termly basis to track progress 4. Staff team to engage with Highland Council CLPL opportunities in Literacy and Numeracy | | SLT Meeting 1 - 2023/24  SLT Meeting 1 – 2023/24  1 hour each term  35 hours across 2023/24 | SLT  SLT  SLT/ Class Teachers/ ASNT  Class Teachers/ ASNT | | Term 1 2023/24  Term 1 2023/24  Once per term  Session 2023/24 |  |

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| **Improvement Priority 2 Action Plan:** | *Developing health and wellbeing, relationships and a nurturing and inclusive ethos at all levels of the school and ELC* | | | **Lead:** SLT, Teaching Team, CSW, EYP | | | |
| **Please detail the information/data which has prompted this work:**  In March 2023, pupils, staff, families and stakeholders were consulted to develop our school and ELC. Our vison is to develop happy learners in a secure learning environment where they are nurtured, valued and inspired. | | | | | | | |
| **Expected outcomes:**   1. Develop relationships at all levels through CLPL in restorative practice and solution focused approaches 2. Develop a nurturing ethos 3. Pupils represent their respective house teams 4. Pupils increase their voice in the school and ELC by working in their chosen committees 5. Implement inclusivity in our approach to education considering resources and methods from Time for Inclusive Education (TIE) Scotland 6. Better Movers Thinkers (BMT) Physical Education input 7. Support and develop approaches to home learning and continue attendance management 8. Strengthen approach to RSHP | | **Measures:**   1. Implementation of Relationships policy 2. Educational Psychologist input at September inset and following two CDMs. 3. Set up nurture implementation team and develop approach 4. Launch new house system and termly house challenges 5. Launch pupil committee/ groups 6. Refresh approach to homework and offer family learning sessions. 7. CDM input to develop practitioner knowledge | | | **QI**  3.1 Ensuring wellbeing, equality and inclusion | | **When? Who?**  See below |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** | |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | | **Progress** |
| 1. Input from Educational Psychologist at Inset 3, CDM 1 and CDM 2 2. SLT to set up Nurture Implementation Team and set up approach 3. Office staff and SLT to organise pupils in to new house teams. 4. Pupils to vote for their choice of committee and meet monthly 5. CDM 4 to discuss practice and embed a consistent approach that reflect our practice in inclusive education 6. BMT input at CDM 5 7. Launch homework guidance at the beginning of Term 1 8. RSHP in input at CDM | | 3 hours plus input at Inset 3  3 hours  2 hours  1 hour  1.5 hours  1.5 hours  2 hours in school day  1.5 hours | All staff  Nurture Implementation Team  SLT/Office staff  Class Teachers/ASNT  All staff  Class Teachers/ ASNT  All staff  All staff  Teaching staff | | Term 1  Session 2023/24  Term 1  Session 2023/24  Term 2  Term 3  Term 1  Term 3 | |  |

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| **Improvement Priority 3 Action Plan:** | *Develop robust approaches linked to the teaching, learning and assessment cycle.* | | | **Lead:** SLT across Wick primary schools, Class Teachers across both schools | | | |
| **Please detail the information/data which has prompted this work:**  Attainment in Writing has dipped since 2016. In line with Highland education priorities, we will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. We will do this by reviewing our collegiate activity and Career Long Professional Learning (CLPL) in Writing. We will revise our approach and teacher judgment in Writing by working co-operatively cross school during the September and February inset and collegiate activity during the year. SCOPE – In partnership with ASL CLO, opportunities to develop have been identified to make improvements in the coming session. | | | | | | | |
| **Expected outcomes:**   1. Develop practitioner proficiency in approaches linked to the teaching, learning and assessment cycle. 2. Develop confidence in teacher judgment 3. Develop proficiency in creating High Quality Assessments (HQAs). 4. Opportunities to work collaboratively, collegiately and co-operatively cross school.   **SCOPE**  1, 2 and 3. Improve school experience  4. Develop practice in the setting | | **Measures:**   1. Inset input from Collaborative Lead Office and SLT at Collegiate 1 2. Practitioners meet at September inset (am) 3. Practitioners meet at February inset to share experience and judgments   **SCOPE**   1. Increase learning time 2. Introduce more opportunities for structured play/learning experiences 3. Consider skills focus for extended outdoor play in subjects like PE. Staff to take part in Better Movers Thinkers CLPL. 4. Consider review of curriculum, L&T approaches for future. Class Teacher to look outwards cross authority linking to practice and planning. | | | **QI**  1.1 Self-evaluation for self-improvement   * 1. Leadership of learning   1.3 Leadership of change  1.4 Leadership and management of staff   * 1. Curriculum   [2.3 Learning, teaching and assessment](https://docs.google.com/document/d/1Occ6YWZCMgr2xB89mP6PwE-uUP0p9NkH/edit?usp=sharing&ouid=101946458387621747709&rtpof=true&sd=true)   * 1. Partnership   3.2 Raising attainment and achievement/Securing children’s progress | | **When? Who?**  See below |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** | |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | | **Progress** |
| 1. HQA input at Inset 2, Inset 4 and CDM 3   SCOPE   1. Reciprocal visits cross authority establishments | | Combined full day over two insets   * 1. hours CDM 3   TBC | Collaborative Lead Officer, Noss PS and Newton Park PS staff  SCOPE Staff | | Term 1, Term 2 and Term 3  2023/24 | |  |

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| **Improvement Priority 4 Action Plan:** | *ELC* | | | **Lead:** HT, DHT, SEYP, EYP Team | | | | | | |
| **Please detail the information/data which has prompted this work:**  Based on self-evaluation activity and professional dialogue with ELC team, staff have identified areas for improvement and recognise the opportunity to strengthen links across ELC and primary school. | | | | | | | | | | |
| **Expected outcomes:**   1. Digital Learning Profiles for all pupils 2. Improved approaches to Numeracy across the three rooms 3. Practice and approaches improve in identified areas 4. Staff engage in professional learning 5. Developed awareness of relationships at all levels through CLPL in restorative practice and solution focused approaches 6. Developing a nurturing ethos 7. Pupils represent their respective house teams | | **Measures:**  1. Move to Digital Learning Profiles  2.Develop EYP proficiency in approaches to Numeracy across the three rooms  3.Develop approaches to self-evaluation  4.Staff supervision and meetings  5.Develop relationships at all levels through CLPL in restorative practice and solution focused approaches  6. School and ELC set up Nurture Implementation Team  7.Pupils represent their respective house teams | | | **CI** | **HGIOELC** | **HSC** | **When? Who?**  See below | |
| **1.1**  **3.1** | **2.4**  **2.6**  **2.7**  **3.1**  **1.1**  **1.3**  **1.5** | **1.14**  **1.15**  **1.19**  **1.23**  **2.15.**  **2.17**  **3.5**  **3.6.**  **3.10**  **4.6**  **4.7.**  **4.8.**  **4.11**  **4.19**  **4.20**  **4.21** |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | | | |  | |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | | | | **Progress** | |
| 1. SLT to support staff in developing proficiency with online profiling system 2. DHT to support ELC team with Highland Numeracy approaches. EYPs to observe/ support P1 team in Numeracy experiences. 3. Input from Educational Psychologist at Inset 3, CDM 1 and CDM 2. Member of team to represent ELC team at CDMs 4. SLT to set up Nurture Implementation Team and set up approach 5. Office staff and SLT to organise pupils in to new house teams 6. CDM 4 to discuss practice and embed a consistent approach that reflect our practice in inclusive education | | Service Delivery Time  3 hours  Inset 3  Service Delivery Time/ ELC Meetings  -  ELC Meetings/ Service Delivery Time | All staff  Nurture Implementation Team  SLT/Ed Psych/ ELC Team  Class Teachers/ASNT  All staff  Office/ SLT  All staff | | 2023-4  2023/24  Term 1  Session 2023/24  Term 1  Term 2 | | | |  | |