A collage of a bridge over water

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**Noss Primary School and ELC**

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**ESTABLISHMENT IMPROVEMENT PLAN**

**SESSION 2024-25**

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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** | | | | **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 * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 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. | | | | * 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** | |  |
| Raising attainment in Literacy (Writing) | Improvement in attainment, particularly in literacy and numeracy | | School and ELC improvement | We will raise attainment and achievement for all | 3.2 Raising attainment and achievement/securing children's progress | |  |
| Raising attainment in Literacy (Reading) | Improvement in attainment, particularly in literacy and numeracy | | School and ELC improvement | We will raise attainment and achievement for all | 3.2 Raising attainment and achievement/securing children's progress | |  |
| Raising attainment in Numeracy | Improvement in attainment, particularly in literacy and numeracy | | School and ELC improvement | We will raise attainment and achievement for all | 3.2 Raising attainment and achievement/securing children's progress | |  |

**Action Plans**

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| **Improvement Priority 1 Action Plan:** | | Raising attainment in Literacy (Writing) | | **Lead:** Mr Thomson (HT) | | |
| **Please detail the information/data which has prompted this work:**  Highland ACEL data: We have been below National in our P4 Writing attainment over several years. P4 Writing is an area for improvement.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | ACEL DATA | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | | P4 Noss Primary School | 70 | 39 | 35 | 63 |  | 53 | | P4 Writing Highland | 69 | 64 | 57 | 52 |  | 62 | | P4 Writing National | 72 | 72 | 70 | 67 |  | 73 |   Our aim: By June 2025 and by participating in the National Improving Writing Programme Wave 2, we will achieve more than 70% in First Level CfE Writing at P4. | | | | | | |
| **Expected outcomes:**  **•** Demonstrable improvement gains for P4 learners achieving success criteria aligned to explicit teaching aims (focused on Tools for Writing)  •Learners are empowered to see themselves as writers and engage in writing activities.  •Learners confidently talk about their learning intentions and success criteria and next steps.  •Learners have a firm grasp of the Tools for Writing and can create a variety of texts for different purposes.  •Learners can use complex sentences and rich vocabulary to convey their ideas and relevant information.  •Increase in P4 Writing attainment.  •Narrowing of attainment gap between the least and most deprived groups.   * Learners to take part in targeted intervention activities | **Measures:**  • Number of staff that attend training sessions.  • Number of children that have undertaken baselineassessment.  • Number of QI tools used (pareto chart, fishbone).  • % of teachers that hold an understanding of root causes to low attainment.  • % of teachers that are very confident to teach writing.  • % of teachers very confident to assess writing.  • % of teachers that enjoy teaching writing.  • Number of teachers implementing the QI writing bundle.  • Number of times learners are writing per week.  • Duration of writing activity (minutes).  • Lesson plan (teacher input aligned to aim).  • Number of writing activities with visible LI and explicit SC.  • Number of moderation opportunities for P4 teachers.  • Staff and pupil voice (qualitive feedback).  • % of learners completing writing activities.  • % of learners achieving success criteria.  • Learner’s writing portfolios show application of learning across the curriculum.  • Run charts demonstrating individual learner gains (added value).  • % of learners that have achieved CfE First Level Writing (including baseline).  • % attainment gap between least and most deprived of participating classes. | | | | **QI**  1.1 Self-evaluation for self-improvement.  1.3 Leadership of Change.  2.3 Learning, teaching and assessment.  3.2 Raising attainment and achievement | **When? Who?**  Miss Mackenzie, Mrs Mackenzie, Mrs Begg |
|  | **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** |
| HT introductory meeting with CYPIC Team (Children and Young Peoples Improvement Collaborative) and Local Leads Cohort 3 | Teams Meet | | HT/Local Leads/CYPIC | | 03/05/24  9:30am - 10:30am |  |
| HT/CT Full Day Training Cohort 3 Quality Improvement tools, measurable aims. | Full Day Millburn  To be decided | | HT/CT/LL/CYPIC | | 02/09/24 |  |
| Twilight 1 Teaching aims, measurement and run charts. | 3:45pm – 5:45pm online | | HT/CT/LL/CYPIC | | 23/09/24 |  |
| Twilight 2 Run chart rules and the change bundle. | 3:45pm – 5:45pm online | | HT/CT/LL/CYPIC | | 07/10/24 |  |
| Twilight 3 Openers, punctuation and sharing successes. | 3:45pm – 5:45pm online | | HT/CT/LL/CYPIC | | 11/11/24 |  |
| Twilight 4 Low attaining pupils and a Quality Improvement tool – Fishbone. | 3:45pm – 5:45pm online | | HT/CT/LL/CYPIC | | 02/12/24 |  |
| Twilight 5 Change ideas and resources to support programme. | 3:45pm – 5:45pm online | | HT/CT/LL/CYPIC | | 13/01/25 |  |
| Reconnect Day Cohort 3 - school presentations. | 3:45pm – 5:45pm online | | HT/CT/LL/CYPIC | | 10/02/25 |  |

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| **Improvement Priority 2 Action Plan:** | Raising attainment in Literacy (Reading) | | | **Lead:** Mrs Aitken and Mrs Mackay | | |
| **Please detail the information/data which has prompted this work:**  Highland ACEL data: We have been below National in our Reading attainment over several years.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **ACEL DATA** | **2024** | **2023** | **2022** | **2021** | **2020** | **2019** | | P1,4,7 Noss Primary School | 70 | 61 | 55 | 51 |  | 68 | | P1,4,7 Reading Highland |  | 74 | 71 | 62 |  | 70 | | P1,4,7 Reading National |  | 80 | 78 | 75 |  | 80 |   Our aim: By June 2025, we will increase our attainment by 10%. | | | | | | |
| **Expected outcomes:**  •Learners are empowered to see themselves as readers and engage in reading activities.   * Learners confidently talk about their learning intentions and success criteria and next steps. * Learners to take part in targeted intervention activities   •Learners have a firm grasp of the Tools for Reading and can take part in purposeful, fun follow-up activities.  • Increase in Reading attainment across the school.  •Narrowing of attainment gap between the least and most deprived groups.   * Reading will be a key aspect of our family engagement programme * Extend our reading resources across each stage of the school | | **Measures:**  • Number of staff that attend training sessions.  • % of teachers that hold an understanding of root causes to low attainment.  • % of teachers that are very confident to teach reading.  • % of teachers very confident to assess reading.  • % of teachers that enjoy teaching reading.  • Number of times learners are reading per week.  • Duration of reading activity (minutes).  • Lesson plan (teacher input aligned to aim).  • Number of reading activities with visible LI and explicit SC.  • Number of moderation opportunities  • Staff and pupil voice (qualitive feedback).  • Run charts demonstrating individual learner gains (added value).  • % of learners that have achieved CfE level of learning  • % attainment gap between least and most deprived of participating classes. | | | **QI**  1.1 Self-evaluation for self-improvement.  1.3 Leadership of Change.  2.3 Learning, teaching and assessment.  3.2 Raising attainment and achievement | **When? Who?**  Mrs Bullen, Miss Sinclair, Mrs Farquhar, Mrs Taylor |
|  | | **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** |
| Reading and Writing ASfL | | 1.25 hours | Reading Working Party | | 20/11/24 |  |
| Reading at First Level | | 1.25 hours | Reading Working Party | | 28/11/24 |  |
| Reading at Second and Third Level | | 1.25 hours | Reading Working Party | | 4/12/24 |  |
| Whole Class Shared Reading | | 1.25 hours | Reading Working Party | | 12/12/24 |  |
| Family Engagement, School reading resources, | | 12.5 hours | Reading Working Party | | Session j2024-25 |  |

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| **Improvement Priority 3 Action Plan:** | Raising attainment in Numeracy | | | | **Lead:** Mrs Begg | |
| **Please detail the information/data which has prompted this work:**  Highland ACEL data: We have been below National in our Numeracy attainment over several years.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **ACEL DATA** | **2024** | **2023** | **2022** | **2021** | **2020** | **2019** | | P1,4,7 Noss Primary School | 68% | 50% | 56% | 57% |  | 65% | | P1,4,7 Numeracy Highland |  | 69% | 69% | 60% |  | 67% | | P1,4,7 Numeracy National |  | 80% | 78% | 75% |  | 79% |   Our aim: By June 2025, we will increase our attainment by 10%. | | | | | | |
| **Expected outcomes:**   * Enable all pupils to develop the numeracy skills they need to achieve success in life, learning and work * Continue to raise attainment and confidence in Numeracy across Noss Primary School * Develop practitioner confidence and proficiency in teaching Maths and Numeracy. * Learners to take part in targeted intervention activities * Build capacity and a shared understanding across staff of how children progress in numeracy and of effective learning and teaching strategies * Numeracy sessions to feature in 2024/25 family engagement programme * Develop approaches to Numeracy in ELC | | **Measures:**  • Number of staff that attend training sessions.  • % of teachers that hold an understanding of root causes to low attainment.  • % of teachers that are very confident to teach Numeracy.  • % of teachers very confident to assess Numeracy.  • % of teachers that enjoy teaching Numeracy.  • Allocated Numeracy time in timetable  • Developing a sound structures/ plans to Numeracy lessons  • Proficiency in framing concise LI and explicit SC.  • Moderation opportunities  • Staff and pupil voice (qualitive feedback).  • % of learners that have achieved CfE level of learning   * Noss PS tracking and monitoring system   • % attainment gap between least and most deprived of participating classes. | | **QI**  1.1 Self-evaluation for self-improvement.  1.3 Leadership of Change.  2.3 Learning, teaching and assessment.  3.2 Raising attainment and achievement | | **When? Who?**  Miss Gray, Mrs Beattie, Miss Sutherland, Miss Inrig |
|  | | **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** |
| The first half of each event will be a short professional learning input.  The second half will be an opportunity to share an element of your practice, pose a question to the group, and/or to discuss the questions posed by others. At each session there will be time to make a plan for making changes to practice based on the session content.  There will also be time set aside in later sessions to reflect on the impact of these changes.  Those who sign up to the network will be encouraged to attend all six sessions, but it is recognised that there will be unavoidable clashes.  Practitioners should, however, indicate clearly whether or not they will attend any given session. Network members will also be encouraged to take a full part in discussions and to be willing to share their ideas and suggestions, creating a network of peer support and collaborative learning. | | 1 hour | All staff | Thurs 29th August 2024, 4-5pm | |  |
| 1 hour | Numeracy Working Group | Tues 10th September 2024, 4-5pm | |  |
| 1 hour | Numeracy Working Group | Tues 7th October 2024, 4-5pm | |  |
| 1 hour | All staff | Tues 29th October 2024, 3:30pm – 4:30pm | |  |
| 1 hour | Numeracy Working Group | Tues 12th November 2024, 4-5pm | |  |
| 1 hour | Numeracy Working Group | Tues 10th December 2024, 4-5pm | |  |
| 1 hour | All staff | Thurs 23rd January 2024, 4-5pm | |  |
| 1 hour | Numeracy Working Group | Tues 11th February 2025, 4-5pm | |  |
| 1 hour | Numeracy Working Group | Tues 11th March 2025, 4-5pm | |  |
| 1 hour | Numeracy Working Group | Tues 13th May 2025, 4-5pm | |  |

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| **Improvement Priority 4 Action Plan:** | Supporting pupils with Additional Support Needs | | | **Lead:** SLT,ASNTs and ASN CLO | | |
| **Please detail the information/data which has prompted this work:** Noss Primary School has a cohort of pupils with Additional Support Needs. We will develop our practice and approaches to develop the learning environment within the ELC, School and SCOPE. | | | | | | |
| **Expected outcomes:**   * Develop approaches to a playful pedagogy (SCOPE) * Develop approaches to inclusive practice * Optimum learning environment * Communicate and evidence pupil participation on Class Dojo * Develop ASN partnerships with Dingwall (St Clements), Thurso (SCOPE @ Miller PS) ASGs and Speech and Language Team * Working in partnership with ASN CLO * Engage families as part of our family engagement programme * SCOPE team to meet on a Monday afternoon | | **Measures:**   * Professional dialogue with practitioners cross ASG * Photos to show changes to learning environment * Images of pupil participation on Class Dojo * Termly meetings/ visits with ASN CLO * Family participation at family learning events | | | **QI**  3.1 Ensuring wellbeing,  equality and inclusion  2.3 Learning, teaching  and assessment  2.4 Personalised support  2.5 Family learning | **When? Who?**  SLT,ASNTs and ASN CLO |
|  | | **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** |
| Reciprocal visits between Miller PS, St Clements and Noss PS | | 17.5 hours | SLT, ASNTs, PSAs, ASN CLO | | TBC |  |
| SCOPE team meetings | |
| Develop learning environment | |
| Engage families in learning programme | |
| Playful pedagogy training | |

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| **Improvement Priority 5 Action Plan:** | ELC | | | **Lead:** SLT, SEYP, Childcare Manager, | | |
| **Please detail the information/data which has prompted this work:** We carry out observations to determine which areas to improve in. Buy considering feedback from our team and partners, we have added the following points to action in session 2024-25. | | | | | | |
| **Expected outcomes:**   * Ensure consistency across children’s personal plans in terms of maintenance, child’s needs and strategies. * All staff to used skilled interactions to support   children's early literacy, language and communication development.   * All staff to used skilled interactions to support   children's early literacy, language and communication development.   * Develop a system to proficiently and consistently record children's learning ensuring that next steps are measurable and followed up. * Develop family engagement programme | | **Measures:**   * Quality Assurance calendar to be updated. Scheduled and unscheduled learning walks to take place, personal plans to be reviewed on a monthly basis. * Staff surveys | | | **QI**   * 1. Self-evaluation for self-improvement   2. Leadership of change   3. Leadership and management of practitioners   3.2 Securing children’s  progress | **When? Who?**  SLT, SEYP, EYPS, ELC Education Support Officer |
|  | |  | | |  |  |
|  | | **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** |
| SLT monitor and review personal plans and offer feedback | | Fortnightly review | SLT, SEYP, Childcare Manager | | Fortnightly |  |
| Staff to be directed to CLPL training in Literacy and Numeracy | | PRD – Term 1  Signposted to training opportunities | EYPS | | 2024-25 |  |
| Families to attend ELC throughout the session linked to themed events in ELC calendar | | 1 hour | SLT, SEYP, EYPs | | 2024-25 |  |
| **Staff training for supporting pupils with ASN** | | 1 hour | ASN CLO | | Termly |  |
| **Linked H&SCStandard** | | | | | | |
| I experience a high quality environment if the organisation provides the premises | | | | | | |

**Appendices**

**Appendix 1 – Literacy for All CLPL opportunities for practitioners yet to complete the training**

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|  | A Whole School Approach to Literacy for All. | | | Mrs Hayley Gray, Mrs Jessica Stewart, Mrs Diane Mackenzie, Miss Rhea Sinclair, Mrs Caroline Aitken, Mrs Lauren Mackay, Mrs K Begg, Mrs Farquhar | | |
| **Please detail the information/data which has prompted this work:**  The Making Sense Report 2020 recommends the use of a wave approach to supporting young people experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All. | | | | | | |
| **Expected outcomes:**  •A whole school approach to tracking and recording literacy difficulties from Primary One to Primary Seven.  •Recording the impact of any intervention that has been carried out.  •Identify the underlying issues that are preventing a learner from mastering aspects of literacy.  •Make an identification of dyslexia where appropriate.  •Supporting parents of learners with persistent literacy difficulties.  •School guidelines on approach to persistent literacy difficulties. | | **Measures:**  • % of teaching staff attending all training sessions  • % of children that have undertaken baseline assessment and are recorded on school tracker.  • % of teachers confident in meeting the needs of young people with persistent literacy difficulties.  • % of teachers that are confident in using assessments for young people with persistent literacy difficulties  % of teachers confident in discussing literacy difficulties, assessments, and interventions with parents/carers.  • % of staff adhering to school guidelines on approaches to young people with persistent literacy difficulties. | | | **QI**  1.3 Leadership of Change.  2.3 Learning, teaching and assessment.  2.4 Personalised Support.  3.1 Ensuring wellbeing, equality, and inclusion.  3.2 Raising attainment and achievement. | **When? Who?**  •Jenny Wilson (LDO)  •Head Teachers  •Teachers  •Educational Psychologists |
|  | | **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** |
| HT Training Day: Explores rationale for change and processes in line with current guidance and recommendations. | | Teams Meet | LDO/EP/HT | | 30/08/24  10:00am - 11:00am |  |
| Twilight 1: Rationale and identification process for dyslexia. | | Teams Meet | LDO/HT/CTs | | 03/09/24  15:45 – 17:00 |  |
| Twilight 2: Assessments used to aid targeted learning and teaching in literacy. | | Teams Meet | LDO/HT/CTs | | 01/10/24  15:45 – 17:00 |  |
| Twilight 3: Interventions. | | Teams Meet | LDO/HT/CTs | | 12/11/24  15:45 – 17:00 |  |
| Twilight 4: Feedback and discussion around the identification process. | | Teams Meet | LDO/HT/CTs | | 07/01/25  15:45 – 17:00 |  |
| Additional training on offer:  Dyslexia and Spelling | | Teams Meet | LDO/HT/CTs | | 19/09/24  15:45 – 17:00 |  |
| Dyslexia and Reading | | Teams Meet | LDO/HT/CTs | | 11/12/24  15:45 – 17:00 |  |
| Supporting parents with dyslexic learners | | Teams Meet | LDO/HT/CTs | | 19/03/25  15:45 – 17:00 |  |
| Whole school approach in tracking literacy difficulties | | Teams Meet | LDO/HT/CTs | | 27/05/25  15:45 – 17:00 |  |