

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Noss Primary School and Early Learning Centre (ELC)

HIGHLAND COUNCIL -14 ACKERGILL STREET, WICK, CAITHNESS, KW1 4DT

Ready Respectful Safe

Introduction: Local and National Context

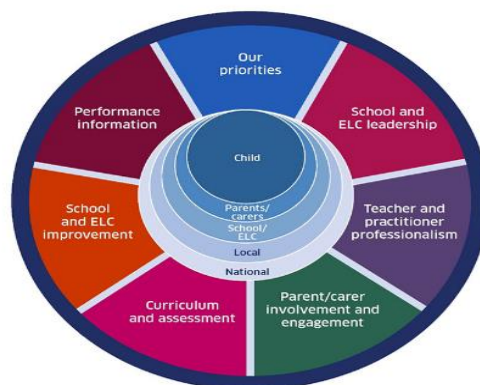
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people 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.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

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.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- 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.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- **How well are we doing?**
- **How do we know?**
- **What are we going to do now?**

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

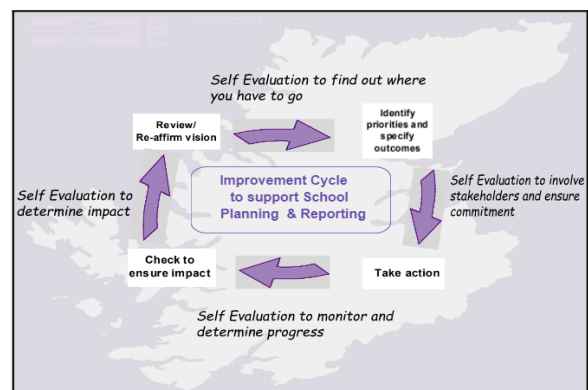
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Fraser Thomson
Head Teacher
Noss Primary School and ELC

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 92%		Average Class Size 25.8		Meeting PE Target Target Met							
Pupil Numbers 310 (387 inc. ELC)		Teacher Numbers 15		Pupil Teacher Ratio 25.8							
N3 7.8%	N4 12.1%	P1 10.1%	P2 8%	P3 11.4%	P4 14.5%	P5 10.6%	P6 11%	P7 14.5%			
SIMD Q1¹ 30 – 40%		SIMD Q2 20-30%		SIMD Q3 20-30%		SIMD Q4 10-20%		SIMD Q5 0-10%		Unknown 0-10%	
ASN² 0-30%		No ASN 70-80%		FSM³ 70-80%		No FSM 20-30%		EAL⁴ 0-10%		No EAL 90+%	

2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision (Set May 2023)

Our vision is to develop happy learners in a secure learning environment where they are nurtured, valued and inspired.

Values

Ready, Respectful, Safe

Aims

Noss Primary School and ELC will aim to:

- deliver a broad, balanced and inclusive curriculum which allows each child to achieve their full potential
- create a happy, safe and stimulating environment in which children can learn, develop and be treated fairly
- promote and encourage a healthy lifestyle to all learners and the learning community
- allow pupils to participate in a variety of positive, memorable experiences
- ensure that children will have a greater self-knowledge and a greater understanding of the views and needs of others
- foster positive relationships at all levels of our school and ELC
- be a learning community which supports learners, families and staff in lifelong learning and,
- make a positive contribution to the life of the community.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

Attendance

Purpose:

- Improvement in children and young people's health and wellbeing (attendance)

Progress: Between November 2022 and June 2023, attendance rate has increased.

Content:

- ✓ Introduce new attendance tracking and monitoring system
- ✓ Target an attendance rate of 95%
- ✓ New HT identified low attendance rates and offered opportunities to meet and discuss with families via email/ letter
- ✓ Staff refresher on recording attendance
- ✓ Attendance protocol in line with Highland Council policy
- ✓ Breakfast club offered in morning for targeted pupils.

Impact:

- ✓ At the time of writing this report, the average attendance of all pupils in the school was 92%
- ✓ At the time of writing this report, the majority (63%) of our pupils achieved an attendance rate of 95% in 2022-23
- ✓ The new attendance tracking and monitoring database will be shared with school staff in session 2023-24 and support our new tracking and monitoring database
- ✓ Pupils who arrived late for school were able to access the facility of a Breakfast Club
- ✓ Satisfactory progress was made in this area

Next steps:

- ✓ Attendance will be tracked and monitored. Families that require support will receive intervention from Children's Service Worker and SLT.

Purpose:

- Improvement in children and young people's health and wellbeing

Progress: Rights Respecting School committee working group identified

Content:

- ✓ RRS pupil groups to be established to drive bid for being awarded with silver status
- ✓ Articles to be agreed a term in advance to assist teacher planning
- ✓ Pupil voice – continue with house captains
- ✓ Increase outdoor learning
- ✓ Embed RSHP resource

Impact:

- ✓ Input from RRS lead at collegiate meetings around Class Charters
- ✓ RRS assembly presentation to inform parents and carers
- ✓ Consultation around new house system was conducted with pupils, staff and families. Six new houses voted for. The theme will be local castles
- ✓ RSHP resource has been embedded and is being implemented by Class Teachers
- ✓ Satisfactory progress was made in this area

Next steps:

- ✓ Introduce Better Movers Thinkers as an approach to Physical Education in 2023-24
- ✓ RRS committee to be formed in line with new school committees
- ✓ Review RSHP resource and improve communication process to families

Purpose:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

Progress: The majority of learners are achieving their levels of learning in P1 and P7. Less than half of pupils in P4 are achieving first level.

Content:

- ✓ Staff had the opportunity to observe Jenny Wilson and engage in professional dialogue specific to Talk4Writing
- ✓ Targeted intervention team set up to support groups of learners in P4 and P7.
- ✓ Planning guidance adapted across all stages to ensure concentrated experience of Literacy and Numeracy.
- ✓ Continue the use of Talk Boost (ELC)

Next steps:

- ✓ Develop practice in Talk4Writing
- ✓ At tracking and monitoring meetings, identify target group for raising attainment

Impact:

- ✓ The impact for Talk4Writing is not yet clear. Greater focus is required in embedding this approach to writing and raising attainment in Literacy and Numeracy.
- ✓ 68% of pupils achieved Early Level in P1. 39% of learners in P4 achieved First Level. 55% of learners achieved Second Level in P7
- ✓ Satisfactory progress was made in this area

Progress and impact of Pupil Equity Fund (PEF)

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This session, the previous Headteacher had identified attendance, health and wellbeing as key areas of focus for target groups of pupils most in need of additional support, based on analysis of local evidence and data.

This ensured a focus on a small number of priorities to meet local and national priorities consistent with this sessions School Improvement Plan.

Funding was utilised in a way which best met pupils' needs, based on an analysis of local needs, and the current evidence base. Impact is measured below and can be considered in terms of the desired outcomes for pupils and how progress towards these were measured over time.

The school's PEF budget was fully integrated into this session's improvement planning and informs this report. In terms of how PEF was used this year, please see the tables below:

Target Group (at risk of underachievement)	Number of pupils	% of school roll
FSM/ SIMD	156	49%
Other _____	20	6%
Target Group Total	176	55%

Interventions / actions linked to spend below	Measurement evidence	Impact
HT and CSW to contact lowest attending families and work with them to increase attendance. Extra PSA support for those who have missed teaching time.	Attendance will improve by 10% for 90% of children.	<ul style="list-style-type: none"> ✓ At the time of writing this report, the average attendance of all pupils in the school was 92% ✓ At the time of writing this report, the majority (63%) of our pupils achieved an attendance rate of 95% in 2022-23
Phonological Awareness @ 3 x 15-minute sessions per week	90% of children will improve scores of at least 75%	<ul style="list-style-type: none"> ✓ 91% of pupils improved scores by 80%
Lexia – individual targets @ 30 minutes per week	Lexia will increase by at least one year.	<ul style="list-style-type: none"> ✓ Target group took part in identified sessions
Whole school is introducing the new RSHP resources. PEF PSAs to further support children in class targeting those PEF pupils with ASN needs and those needing more pastoral support.	Pupils will have a positive experience and clear understanding of the new Health and Wellbeing curriculum.	<ul style="list-style-type: none"> ✓ The resource has been introduced. ✓ New HT will review how the resource is organised and implemented for session 202324. ✓ Identified pupils received support where appropriate.
PSA to support identified pupils in basic numeracy processes. Tracking in Nov and May to track progress.	90% of these pupils will improve their scores by 50%	<ul style="list-style-type: none"> ✓ Attainment has improved in Primary 1 and Primary4. Attainment in Primary 7 as dipped.

Wider achievements

Coileanaidhean nas fharsainghe

In November, Mr Thomson was appointed to the role of Headteacher.

Pupils performed at their Christmas show, McTivity which was well-supported by the staff team and our families.

In January, the school held a Burns Supper. Members of the Pupil Council were piped in by a local piper during lunch time. Our school and ELC was shortlisted as a finalist at The Highland Heroes Awards Ceremony. Over Terms 3 and 4, pupils across the school experienced a range lunch time and after school clubs. Visiting specialists such as Mr Aitken, Computing Teacher, Wick High School devoted time to supporting the skill development in Computer Science and Digital Technologies. A group of Primary 7 applied these skills to represent our school at the North Highland final at UHI, Thurso College winning the engineering excellence award.

The school and ELC switched to an interactive newsletter using Microsoft Sway helping to reach a wider audience and share experiences from around the school and ELC community. The school also developed a Twitter feed and new website. Our school and ELC use Class Dojo as a communication platform that provides opportunities to share success in class and outside of school.

Pupils took part in Noss's got talent which was well attended and lots of fun.

Tina Gibson was appointed as our new, Active Schools Coordinator and we look forward to developing more opportunities for our pupils.

In May and June, our school and ELC pupils took part in their respective Sports Days which were well attended by family members and friends. Various classes presented their learning at whole school and ELC assemblies.

In May, our Primary 7 pupils attended at residential trip to Loch Insh where they participated in Outdoor Education activities.

Several of our pupils performed and received placings at the Caithness Music Festival in June. Many of our pupils attend music lessons. They performed at assemblies and services across the year to our families and friends.

We linked STEM Ambassadors at Dounreay to host our very own Science Festival in June.

During the 2022/23 session, consultation with pupils, staff, families and partners was sought around a range of themes:

- A new school and ELC vision
- homework,
- house system
- relationships.

As a result, we have set a new vision for our establishment which is detailed earlier in the document. Our vision, values and aims will be built into the life of the school and the ELC in the years to come. We understand that our vision is subject to change and consider changes and developments in our school and community.

During parent appointments in February, parents and carers shared their views around homework in school. Staff were also consulted during collegiate time and as a result, we have drafted guidance ahead of session 2023/24.

We have voted for a new house system. There were many suggestions from pupils and families. A vote was cast in March 2023 and pupils were asked to decide on a theme. Local castles won and pupils suggested six castles as our new house teams starting in 2023/24.

In session 2023-24, our staff team will lead pupil groups such as Digital Leaders, Sports Committee, House Committee etc., with every pupil in the school being part of a committee that they choose.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

Relationships

“All the staff are really kind. I don’t think they are doing a bad job. I trust them.”

“Pupils have trust in their teachers but can find it hard to talk about problems they are having. Finding a way to make that easier would help.”

“We have built excellent working relationships with the Noss School over the last year because of our homework club. It was hugely beneficial to the children that attend and has allowed us to support them and their parents as fully as possible. We have always found that Noss is approachable and willing to help, we also have great communication by telephone and email.”

Employability Coordinator/Assessor, Pulteneytown People’s Project (PPP)

“I feel I have good, positive professional relationships with staff within Noss. I have found staff to be very responsive and I am always able to contact staff as and when needed.”

Social Worker, Highland Council

“Noss Primary school and the Caithness Early Years team have a very good working relationship. Good channels of communication have been formed.”

Practice Lead, Health Team (Early Years)

“From my experiences of visiting Noss Primary and ELC, relationships are valued and respected. Staff I have engaged with are aware of the needs of the children in their care and know them well. They strive to do the best that they can for them and in turn ensure that families feel supported to work in partnership with the school.

As a visiting colleague, I’m always welcomed in to the school and the ethos and culture of promoting positive relationships is mostly evident throughout.”

Additional Support Needs Officer

Learning and teaching

“The lessons are pretty good. Teachers like to switch it up.”

“We get to learn about new topics every term. This term we are learning about WWII, Coronation, Scottish history, Emergency services”

“Visitors come into our school to share their knowledge about different things.”

Our Noss Community Council surveyed families of pupils at Noss Primary School and ELC around what they want their child to experience whilst at Noss. Families mentioned themes such as

friendship, kindness, equality, diversity, security, school values, encouragement, happiness and opportunities to learn outdoors.

“At Noss Primary, learning is made to be enjoyable, fun and interesting with the rights of the child embedded at its centre. When children enjoy coming into the classroom, they feel safe in their environment and any anxiety surrounding their learning is lessened. They feel at ease to make mistakes and to learn from those mistakes, to ask questions about their learning, as a questioning child is a child who is learning.”

Teacher, Noss Primary School

“In P1, we have been working hard at ensuring we adopt a playful pedagogy that puts play experience as central to learning. We have tried to ensure that the five aspects which help children flourish: Active Learning; Social Interactive; Interactive; Joyful; and Meaningful are part of our learning and teaching.”

Primary 1 Teaching Team

Linking the school and ELC with the community

“We have lots of after school clubs. PPP help us with a youth club. We go to swimming lessons. We visit the Laurandy Centre. Seaview and Riverside nursing home visit our school. Lillylark designed bracelets with us. We work with the local paper. There are lots of music instructors who visit our school. We attend the Caithness Music Festival and have a good link with Tesco. We support the Food Bank. Our P7s attend Dragons Den. We are building links with the college and Stem Ambassadors.”

“The children from Noss attend our Homework Club which is held in our Community Centre. Working in partnership with Noss has helped the children and their families become more involved with their local community and to find out what is available. They have had sessions with professional artists and musicians, local outings and philosophy session to help them develop critical thinking skills. In addition, they have been able to participate in community meals and learn about fun activities that we do from the centre.”

Employability Coordinator/Assessor, Pulteneytown People’s Project (PPP)

“From local press and social media, I can see that Noss PS and Nursery are involved in projects such as litter picks.”

Practice Lead, Health Team (Early Years)

“I have had feedback from clients who feel there has been improved links with Noss and ELC in the community over the past few months.”

Social Worker, Highland Council

Developing health and wellbeing

“We get PE and learn about different areas of health” (All of the council members agreed to this).

“We have areas in school to support our health and wellbeing like The Den and gym hall. Mr Warner supports our pupils using different approaches and supports.”

Our Noss Community Council surveyed families of pupils at Noss Primary School and ELC around the top three things about their child’s time at Noss so far. Responses included making new friends, acceptance, inclusive environment, trips and clubs, playing and the variety of different learning experiences.

The Head Teacher will lead a review in how the RSHP resources is organised, when lessons are taught in consideration of other stages in the school and ensuring that staff are trained appropriately to deliver lessons. When this review has been completed, there will be an opportunity for our school and ELC community to meet and provide feedback.

“Working with Noss the children have been able to participate in a wide variety of activity that promotes health and wellbeing. Getting outside for exercise and going on short local trips to places of interest. they have also developed friendships and learned about emotions and how to express themselves.”

Employability Coordinator/Assessor, Pulteneytown People’s Project (PPP)

“I have been impressed with the after-school clubs available for children and the different areas available within the school for children with sensory needs.”

Social Worker, Highland Council

“Children in the Nursery have access to outdoor play facilities; this benefits the children’s physical and mental health.”

Practice Lead, Health Team (Early Years)

“Noss Primary are excellent at taking on advice from physio and working in partnership to support pupils and their families with targeted work achieve their therapy goals. This is achieved with good links and communication with Theresa Sinclair (ASN teacher) and class teachers and EYC as required. I wonder is there any role for health professionals to provide more universal health and wellbeing messages by supporting classes with health and wellbeing projects with resources and visits. I feel my service is very reactive to when problems arise but could provide universal information which would potentially prevent problems or manage parent expectations and reassure them without referral.”

Physiotherapist, Child Health

Celebrating our successes and achievements

“We have a Class Dojo system. Purple pupil, Star writers, HT office visits, assemblies, school shows, newsletter, local paper, display cabinet.”

Our Noss Community Council surveyed families of pupils at Noss Primary School and ELC around what they would like their child to take away with them once they progress to their next level of education. Families mentioned themes such as fun, happy memories, work ethic, an understanding of how to treat people, maturity, standing up for beliefs, belonging, understanding what is right and wrong, building confidence out with home and academic fundamentals.

“We are able to celebrate the success of the children that attend the Homework Club and working in partnership with the teachers and staff we receive feedback and can use this in sessions to further enhance the service we provide.”

Employability Coordinator/Assessor, Pulteneytown People’s Project (PPP)

“I am aware from posts on social media that the staff in school are keen to highland and celebrate pupils, staffs and schools’ achievements.”

Social Worker, Highland Council

“Information on the children’s success if shared in local press and Social media. Fund raising initiatives over the Christmas period to raise money for charity.”

Practice Lead, Health Team (Early Years)

“Transitions involving children with additional support needs, whether that be from SCOPE to mainstream/mainstream to SCOPE or transition from ELC to SCOPE, or welcoming pupils into Noss Primary from another setting, have often not been without challenges but have generally always been successful due to the team of adults in Noss Primary working collaboratively with children and their families and wider professionals to meet the needs of the children and ensure their journey in education at Noss Primary begins with a positive approach. Staff often go above and beyond to ensure that the needs of the children and families are met and that the families feel safe in the knowledge that their children can learn while being nurtured, supported and kept safe.”

Additional Support Needs Officer

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Very good	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children’s progress	Very good	Satisfactory

Our overall evaluation of our capacity for continuous improvement is: Good

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Raising attainment in Literacy and Numeracy
2. Developing a nurturing approach and relationships at all levels of the school and ELC
3. Develop robust approaches linked to the teaching, learning and assessment cycle.
4. Digital profiles/ Approach to self-evaluation

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.