



Standards and Quality Report

School/ELC Setting: Noss Primary School and ELC

Head Teacher: Edith Coghill

Date submitted: September 2022



Context of the school:

Noss Primary School is a large well-equipped new build school in Wick with a total roll of almost 400 pupils including 85 in ELC. There are 12 mainstream classes, an ELC provision with three separate playrooms and a large and attractive outdoor play area. There is a SCOPE unit which provides additional support for pupils in Noss and from other schools within the county. This provision also has its own garden as well as a multi-sensory room, kitchen and several classrooms. Noss has its own forest very close to school as well as a MUGA all-weather pitch.

The school is in an area of significant deprivation with almost half of our pupils in SIMD Bands 1 and 2. Most of our Pupil Equity Fund money has been spent on additional PSA's and a Children's Service Worker. In Caithness there is a lack of specialist staff such as primary mental health workers, as well as lengthy waiting lists for paediatric and NDAS assessments. Adults in the community are also often waiting for long spells for both physical and mental health support. Despite these challenges our school community came together quickly again after Covid restrictions were lifted. We held very successful Family Open Days in both the main school and in ELC to celebrate the Platinum Jubilee as well as in-school Parent Evenings, Sports Days and visits for families whose children were starting in P1 and ELC. All these events were very well attended. All classes were able to enjoy school trips (including a P7 day visit to Fairburn Activity Centre) and many also took part in the Caithness Music Festival. P7 pupils transitioning to Wick High School were able to visit the campus and those with additional support needs were provided with additional visits and support.

The school is very well supported by an active and enthusiastic Parent Council and we need to continue to strengthen these links using the Engaging Parents and Families guidelines of the National Improvement Framework which were updated in July 2021.

The current head teacher retires in the autumn after three years in post. The covid pandemic severely restricted pupil experiences and also curtailed our developments during this time and the school needs to carry out self-evaluation and surveys with its stake holders to agree the vision and targets for the Noss community moving forward with a new school leader.

School Vision, Values and Aims:

Ready, Respectful, Safe

Noss Primary School will aim to.....

- deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her 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 home school links and encourage parents to take an active role in their child's education.
- be a learning community which supports learners, families and staff in lifelong learning.
- Make a positive contribution to the life of the community

:

Our overall evaluation of the school's capacity for continuous improvement (including ELC setting):

Now that Covid restrictions have been lifted and schools return to pre-pandemic times, we need to ensure that we have recovered fully from the disruption. At this time it is not possible to evaluate as we are just starting the self-evaluation process.

- Our SMT conducted classroom observations last session (2 per class) and feedback was given to all teachers.
- Staff used data and met with SMT twice for tracking meetings with actions followed-up. Many of these were to do with pupil attendance and this will feature in the SIRP.
- We achieved our Bronze Award for Rights Respecting School and are now working towards the Silver Award.
- Our literacy developments are complete and staff are becoming familiar and confident with the new resources.
- Pupils in P4 to P7 did extensive activities with a school in Kenya through the British Council. The reciprocal communication was less than we would have wished for but our pupils had quality learning experiences.
- We were able to offer identified pupils aged ten and over professional counselling which was well received by pupils and their families.
- We were able to establish more pupil voices through pupil council, house captains and RRS meetings as well as assemblies.
- Our ELC is due to have the Care Inspectorate visiting as the setting has not been inspected since November 2019. We have started using the new Quality Framework documents.
- In ELC children are being supported with Words Up. The rhyming and singing development is complete and ongoing. Talk Boost was just used with specific children and needs more development across the setting. The Outdoor Literacy Shed plan had to be curtailed due to new fire regulations.
- The lunch experience for our ELC children is a positive one.

Review of School Improvement Work against the National Improvement Framework Priorities

What we have done to close the attainment gap, to raise attainment, to improve health and wellbeing and to improve employability skills:

In the past year we have mainly worked on our literacy developments and our Rights Respecting School bronze work. Our School Improvement Plan for session 2021/22 contains details of what we planned to do. We used various resources such as the Pupil Equity Fund to support attainment, health and wellbeing and to try to ensure the highest quality of learning and teaching. In session 22/23 our main developments will be as follows:

- 1) Health and Wellbeing – implementation of SHRP resources
- 2) Rights Respecting School – Silver Award
- 3) Attendance
- 4) Literacy - writing

Q1 1.3

Leadership of change

Themes (HGIOS?4)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Themes (HGIOELC?)

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Our staff are committed to improving learning and outcomes for all learners and work together to improve the lives of our families.
- Staff collaborate very effectively as a school as well as in Early, First and Second Level groups to ensure that there is a shared vision and expectations. This includes moderation at both school and ASG level.
- We learn from each other as well as undertaking professional learning events. As a result of the pandemic many CPD training sessions are now offered online or recorded. Many staff have made use of these which are particularly helpful with Noss being in a remote location.
- Staff are actively encouraged and effectively resourced to take on leadership roles and run with creative and sustainable learning experiences for learners.
- We use our HMIE Inspection (Feb 2020 Report) to implement improvements for our learners with literacy being the focus.
- Staff work collaboratively (including support staff and families) not just in our school but across the ASG.

ELC:

- *We have a vision, clear values and specific aims statements that reflect our approach to working with children and families. We have clear focus on, and commitment to, quality early learning and childcare. We continue to keep abreast with current thinking and research about how children developed and learn.*
- *The staff communicate and work well together to identify priorities for change, agree roles and responsibilities and support one another to develop further their practice. The staff have been using the curiosity approach and 'Responsive Planning' to further develop a quality environment and learning experiences for the children.*

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Tracking Data
- Pupil Feedback
- Pupil Engagement

ELC:

- *The values and aims are evident in the practice of staff. The staff have high expectations and are committed to continuing to develop early learning and childcare for the benefit of our children and their families.*

- *The staff continually reflect on and develop their practice and the service we deliver which helps us to focus on achieving better outcomes for our children and families.*
- *The children's interests are explored more and they are able to choose activities they enjoy rather than always be directed to activities by staff. This allows staff to work more closely with the children observing their interactions and experiences to extend on children's learning in the moment, rather than through a long-term cycle of observation and planning.*

Question 3

What could we do now? What actions would move us forward?

- This year we are going to focus on the new health and wellbeing resource for Scotland as well as rights respecting school developments. These will empower our children and young people to be well prepared for life both now and in the future.
- We need to improve attendance and work with families to reinforce the value and purpose of learning.
- The school's ethos is greatly improved and we need to develop this further.

ELC:

- *This year we are going to carry out last year's incomplete developments and ensure that all EYP's are clear about developments. These will be revisited termly and will be added to the quality assurance calendar.*
- *To Support children and families to understand the visions, values and aims.*
- *To hold monthly team meetings/or meetings at least twice a term to further support staff to reflect and discuss ongoing improvements to our ELC service, this is particularly more important with so many changes and new documents supporting ELC such as the Care Inspectorate Key Framework and the National Standard.*
- *To ensure more staff at all levels have opportunities to develop their leadership skills by taking forward improvements particular based on their skills and strengths.*
- *To continue to develop the curiosity approach and in the responsive planning as this will ensure current thinking and research is continually supporting us with ongoing improvements.*

Our current evaluation of this QI using the How good is our school? (4th edition) six-point scale – SCHOOL

good

Our current evaluation of this QI using the How good is our early learning and childcare? six-point scale – ELC setting

good

Add more rows if you have more than one school (e.g. 3-18 settings).

Q1 2.3

Learning, teaching and assessment

Themes (HGIOS?4)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Themes (HGIOELC?)

- Learning and engagement
- Quality of interactions
- Effective use of assessment
- Planning, tracking and monitoring

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Our ethos and culture clearly promotes the rights of children.
- Our curriculum is relevant and inspiring to 21st century Scotland and the world. We have invested heavily in fresh resources.
- Our school has a generous allocation of digital devices which are used effectively.
- We use skillful and open-ended questioning to promote creativity and debate.
- Our most deprived families have very strong support from school staff. This includes financial and benefits advice where appropriate.
- Regular Child Plan meetings are held to support our ASN children and their families.
- Assessment feeds planning which is discussed and recorded at tracking meetings with SMT three times per year.

ELC:

- *All children are treated and valued as individuals. The learning environment is nurturing which results in the children feeling safe and secure and supports them to be continually independent and successful in their learning.*
- *The staff are becoming more confident and skillful in making good use of effective questioning to support and extend on the children's thinking. Most staff have attended the 'Words Up' Training to support/enhance their quality interactions with the children.*
- *Our Planning and Assessment system is evolving. The staff are becoming more confident in becoming more responsive to children's learning interests by enabling them to lead their own learning.*
The staff track children's learning through their Learning Profile as well as through each child's development overview. The children's progress is also monitored through tracking meetings between the keyworker and the ELC Principal Teacher every November, February and June.

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.

- Feedback from children and parents (surveys to be completed by 23rd September)
- ACEL data – current P5 still target support stage.
- We provided many outdoor learning activities.

ELC:

- *The children are happy and highly engaged in their play and learning experiences.*
- *Some staff are using skillful questioning which supports children to develop their curiosity, independence and confidence. The children are supported well with their speech and language by staff using the strategies from the key messages/Highland Council 'Language of Learning Toolkit.'*

- *With the children leading their own learning more, the children are much more motivated and engaged in their play and learning experiences.*
- *Children’s progress is evident. Following on from Tracking Meetings, Keyworkers carry out targeted work with children who require extra support and children who require challenge in their learning are challenged.*

Question 3

What could we do now? What actions would move us forward?

- We need to now focus on learning journeys, profiles and learner conversations.
- Our focus on Health and Wellbeing will continue with the new resources. We have already met and agreed on lessons for each stage.
- We continue to be vigilant in identifying attainment gaps and providing targeted support.
- We will continue our Rights Respecting School journey.
- We plan to engage more effectively with families and also allied health professionals post-covid.

ELC:

- *The staff to be supported by the Senior Early Years Practitioner and the Principal Teacher to develop their use of effective questioning. The staff will be re-issued with updated Highland Council ‘Language of Learning Toolkit’ to further support them with effective questioning. The Toolkit is in line with ‘Words Up’ Key Messages. The Senior EYP and the Principal Teacher will carry out observations to support staff to reflect and develop their practice in effective questioning and words up.*
- *To continue to develop our planning and assessment system. The Principle Teacher will support staff to develop this through monitoring the planning and assessment system along with the Learning Profiles.*
- *The Staff will be supported to undertake reading and research on Floorbooks to further develop their knowledge and skills in using them to ensure children’s voices are being recorded and it provides a child lead approach to observation and planning.*

Our current evaluation of this QI using the How good is our school? (4th edition) six-point scale – SCHOOL

good

Our current evaluation of this QI using the How good is our early learning and childcare? six-point scale - ELC setting

good

Add more rows if you have more than one school (e.g. 3-18 settings).

Q1 3.1

Ensuring wellbeing, equality and inclusion

Themes (HGIOS?4)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Themes (HGIOELC)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- We have a shared understanding of wellbeing and child rights.
- We know our families well and promote supportive relationships. Staff are prompt in highlighting any concerns to management and we support families and put them in touch with other relevant agencies as appropriate.
- We use Noss Forest as well as local excursions to places of interest in the community and parent/carer volunteers were welcomed.
- We liaise closely with school chaplains and other community groups, actively promoting out of school events.
- All school staff received the revised Child Protection Training in August 2022.
- We understand the benefits of being outdoors and use the local environment effectively. Last term we did trips to the local area as well as a day visit to an adventure centre near Dingwall for P7 pupils. Parent/carer helpers were invited to join us on trips and those with additional support needs enjoyed these experiences also.
- Through our RRS developments, children are becoming more aware of discrimination, xenophobia and intolerance.

ELC:

- *The children are happy and safe in ELC. Relationships between the staff and children are positive. The staff praise the children and show them that their views are important. Staff have a good understanding of the importance of nurture and wellbeing of the children. They are positive role models for the children. There is always a warm, welcoming ethos in ELC and the children are mostly well-behaved, kind and caring in their interactions to one another.*
- *Being in an area of high deprivation, we always have a number of children who require support with their speech, language and communication. A lack of specialists continues to be a concern.*

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Families feel confident in contacting us for support.
- Child Plan Meetings
- Stakeholder Surveys
- Pupil voice XXXXXXXXXXXXXXXXXXXXXXX

ELC:

- *The children are safe, happy and relaxed in ELC and the wellbeing principles of SHANARRI are embedded in the staff's practice, which demonstrates their understanding of children's wellbeing and rights.*
- *There is a well-established nurturing ethos in ELC.*
- *A number of children continue to be supported through the Talk Boost Programme and they are making progress in their speech, language and communication skills.*

Question 3

What could we do now? What actions would move us forward?

- For Session 2022 to 2023 we are going to focus on three developments to move us forward – attendance, Rights Respecting School to become embedded, the new Health and Wellbeing national resource/
- Through our Rights Respecting School work we plan to further enhance a safe and secure environment for our families. They will be empowered by knowing their rights and will feel able to challenge discrimination, xenophobia and intolerance.

ELC:

- *The staff to support children to understand the wellbeing indicators - safe, healthy, achieving, nurtured, active, respected, responsible and included, and where to get help if they need it.*
- *Talk Boost Programme to re-establish this so we can further support children with their speech, communication and language. We need to also to see if there is funding for more staff to attend 'Talk Boost Training' as we currently now only have one member of staff who has had this training.*
- *We need to utilise Noss Forest regularly to support child development and play.*
- *We are going to increase family contact with the 'Being Me' information and also now offer the option of visits to the setting each term, not just phone calls.*

Our current evaluation of this QI using the *How good is our school?* (4th edition) six-point scale – SCHOOL

very good

Our current evaluation of this QI using the *How good is our early learning and childcare?* six-point scale – ELC setting

very good

Add more rows if you have more than one school (e.g. 3-18 settings).

Q1 3.2

Raising attainment and achievement/ Ensuring children's progress

Themes (HGIOS?4)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Themes (HGIOELC?)

- Progress in communication, early language, mathematics, health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- Our SNSA results indicate that our PEF pupil results are significantly raised for 2021 – 2022 in all subject areas assessed.

- Our ACEL data for 2021 to 2022

	P1	P4	P7	P1,4,7combined
Reading	69%	48%	49%	54%
Writing	59%	35%	59%	50%
Numeracy	72%	48%	51%	56%
L&T	88%	63%	64%	70%
Literacy	59%	33%	49%	46%

- We need to prioritise P5 in particular as these pupils had their early years of schooling affected by the pandemic and the impact is still significant.
- We support our pupils effectively and made alternative provision for those needing separate teaching provision.
- There were no exclusions last session.
- The majority of our pupils are confident, responsible and contribute effectively to the life of the school.
- Our tracking systems are robust and staff support each other very effectively with transition information.
- SNSA results confirm that our PEF children are seeing increased scores over time.

ELC

The staff have been using the curiosity approach and 'responsive Planning'/'intentional planning' to develop quality environments and learning experiences for the children.

- *The staff have good nurturing and warm relationships with the children, which supports the positive learning environment provided for the children. The children are learning to be independent through being snack helpers, stacking the dishwasher, putting their own suit, coat and boots etc. They are supported and encouraged to be responsible for their ELC environment*
- *Most children are developing their literacy and language skills. The staff are helping to develop children's literacy and language skills through play and learning experiences using Words Up Strategies. At story time children are in small groups to ensure the story session matches children's talking and listening stage.*
- *Most children are making progress in numeracy and mathematics. The staff provide various approaches and resources to incorporate mathematics into children's play. The environment and experiences indoors and outdoors offer many practical opportunities for children to learn about number, shape, space, sorting and matching.*

- *The staff track children's learning through their Learning Profile as well as through each child's development overview. The children's progress is also monitored through tracking meetings between the keyworker and the ELC Principal Teacher in November, February and June.*

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- HMIE Report
- Tracking Data and ACEL
- Classroom Observations
- Feedback from pupils about how children like to learn and choice of curricular areas.
- No school exclusions and alternative provision made for those children who were at risk of becoming disengaged and school refusers. (We continue to have a small number of children in this category, however)
- Senior pupils have visited Thurso College for science and technology activities as well as taking part in Dragon's Den competitions.

ELC:

- *The children interests are explored more and they are able to choose activities they enjoy rather than always be directed to activities by staff. This allows staff to work more closely with the children observing their interactions and experiences to extend on children's learning in the moment, rather than through a long term cycle of observation and planning.*
- *The children feel valued, safe and secure and are confident in their environment. They are making progress with their health and wellbeing, literacy and mathematical development.*
- *The staff are able to provide stories and discussions that are developmentally more appropriate which engage the children more and supports their speech and language development greatly.*
- *Following on from Tracking Meetings, keyworkers often carry out targeted work with children who require extra support and challenge in their learning and development.*

Question 3

What could we do now? What actions would move us forward?

- We need to find ways to improve school attendance.
- We need to prioritise P5 in particular as these pupils had their early years of schooling affected by the pandemic and the impact is still significant.
- Learning conversations and profiles need to have higher priority.
- In Writing we need to focus on developing writing skills across other curricular areas - continuing
- In Listening and Talking, children need to develop their confidence in building on each other's views and articulating and justifying their opinions. This sits well with our Rights Respecting School work – continuing
- We should continue promoting sustainability as well as the many benefits of outdoor learning.
- ELC:
We will continue to develop the curiosity approach and 'responsive planning'/'intentional planning' as this will ensure current thinking and research is continually supporting us with ongoing improvements for children's learning and development experiences.
- *The staff to continue to develop and enhance mathematical experiences that are rich and in real life contends for the children. The staff to do this through the children's learning interests as this will provide experiences that are more meaningful for children.*

- We will re-look at our Talk Boost Programme to re-establish this so we can further support children with their speech, communication and language. We need to also look to see if there is available funding for more staff to attend 'Talk Boost Training' as we currently now only have one member of staff who has had this training
- To continue to develop our tracking system. Last session the 3 year olds were not tracked due to PT's workload and challenges around staff off the floor time, however this session both the 3 and 4 year olds will be tracked to ensure they are making progression and to identify clear next steps in their learning and development.
- The staff will explore the role of adults in children's play by undertaking reading and research in regards to intervening/interaction as this will support the staff to continue enhance quality interactions in particular outdoors. The Senior EYP and Principal Teacher to carry out observations on staff and child interactions to support staff to reflect and development their practice.

Our current evaluation of this QI using the How good is our school? (4th edition) six-point scale – SCHOOL

satisfactory

Our current evaluation of this QI using the How good is our early learning and childcare? six-point scale – ELC setting

good

Add more rows if you have more than one school (e.g. 3-18 settings).

KEY THEME

from QI 2.2

Curriculum

Theme 3 (HGIOS?4)

- Learning pathways

Theme 3 (HGIOELC?)

- Learning and development pathways

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- We have done some outdoor learning.
- We no longer use out of date resources and are improving our literacy experiences in all year groups.
- Pupil voice is evident in which topics they wish to study to ensure skills covered and progress made.
- Our curriculum is flexible and adaptive.
- We continue using Literacy Shed which is a relevant and regularly updated online resource.
- Music and sports specialists have now returned to schools and we also have after school football run by a member of staff as well as weekly swimming lessons for non-swimmers in P4 and P5.

ELC:

- *Staff have a shared understanding of the purpose and design of the curriculum. Learning opportunities in most curriculum areas support children to develop on their prior learning and provide progression for them.*
- *All staff take responsibility for the development of the Curriculum.*
- *Our curriculum framework is current and is based on play and active learning. The staff have a very good understanding of the importance of play and active learning and their role in this.*
- *The staff have been using the curiosity approach and 'Responsive Planning'/intentional Planning' to develop quality environments and learning experiences for the children*

The staff are all actively involved in working groups in order to develop the core areas of the curriculum

Question 2

How do we know? What evidence do we have of positive impact on our learners? MAKE A SMALL NUMBER OF BRIEF REFERENCES TO SUPPORTING DATA AND OTHER INFORMATION. THIS SECTION WILL CONSIST OF SINGLE WORDS OR BRIEF PHRASES.

- Feedback from pupils.
- Classroom Observations

ELC:

- *The children are happy and engaged in their play and learning experiences. They are actively involved in their learning.*
- *The play and learning experiences is developmentally appropriate for the age/stage of children. They are making progress in their development and learning.*
- *Some of the children can talk about their learning and what they enjoy doing in ELC.*

Question 3

What could we do now? What actions would move us forward?

- Our outdoor learning is regular, creative, sustainable and progressive
- We will make sure that pupils take part in Developing the Young Workforce and other career pathway events if these are available this session.
- We need to involve the Parent Council in partnership learning using the National Improvement Framework document.
- A strong focus on sustainability.

- A cohesive and relevant curriculum rationale to meet the needs of all our learners.

ELC:

- *We are going to use Noss Forest much more for our outdoor learning. Parents/carers to be invited.*
- *Parents/Carers also to be invited to ELC to assist with table top games.*
- *We will continue to develop the curiosity approach and in 'Responsive Planning'/'Intentional Planning' to ensure current thinking and research is continually supporting us with ongoing improvements for children's learning and development.*
- *We will make more use of the local community to provide real-life contexts for children to apply and further develop their skills.*

KEY THEME

from Q1 2.7

Partnerships

Theme 3 (HGIOS?4)

- Impact on learners (focus on parental engagement)

Theme 3 (HGIOELC?)

- Impact on children and families (focus on parental engagement)

Question 1

How are we doing? What's working well for our learners? What are the features of effective practice in our school and ELC setting?

- All families have a choice of communication and we are going to survey families to see if other options would be helpful for them.
- When parents live apart, we actively encourage both parents to engage with school and learning.
- Almost all families have a Class Dojo account where frequent dialogue between class teachers and families is made.
- Staff greet all children and families at the school reception every morning.
- Child Plan meetings and very frequent communication and support for families in crisis.
- We welcome third sector organisations and these are used to support children directly or be advocates for parents.
- It has been difficult in the last two years to support the local community, however, in Term 4 we took part in the Caithness Music Festival as well as visits to local cultural centres and beauty spots.

ELC:

- *The staff value and appreciate the opportunity to work closely with all families and actively involve them in their child's learning. Due to the restrictions in place for COVID-19, families have not been allowed to enter ELC and therefore staff have made good use of pick up/drop off times to engage with families as well as through Class Dojo, Telephone and Team Meets to ensure they still have good partnership links with families.*
- *We make good use of the ELC Class Dojo where staff update information for families and share photos/videos of the children learning through play and experiences. We also share the Rhyme of the week and Environment Plans.*
- *We use a keyworker system to ensure that one person has prime responsibility for establishing a relationship with children and their families. Families are informed about their child's progress and achievements, and what they can do at home to support the child's learning and development. Families are given their child's Learning Profile to take home on a regular basis to share with their child about their achievements and progression.*
- *We have a strong link with Seaview Care home. Prior to COVID-19, groups of children visited the Care Home every Thursday afternoon. On a few occasions, the residents visited ELC with their carers. With COVID-19, we have not been able to have face to face contact with the residents but the children keep in touch with them via our Class Dojo and have created their own letters and pictures that they send to the residents.*

Question 2

How do we know? What evidence do we have of positive impact on our learners?

- Feedback from stakeholders.
- Improved attendance and punctuality.
- Levels of engagement from home on Class Dodo, including pathways that children follow out of school such as hobbies and charity support.

ELC:

- *Children are making progress in their development and learning through good partnership working between staff and families. Families feel the staff are approachable and they can ask for help or advice in a variety of ways from staff. Families are encouraged to use Class Dojo to share their child's experiences outwith ELC by uploading photographs and information to their child's profile.*
- *Provides families with more awareness about what child is learning through play and active learning and provides opportunities for families to try activities at home and/or extend on learning.*
- *Keyworkers and families have a positive relationship, which strengthens partnerships and better outcomes for children.*
- *Our Partnership with Seaview Care Home is enhancing positive outcomes for children as it is building a sense of community and helping to develop children's social and emotional development in particular, developing empathy and kindness.*

Question 3

What could we do now? What actions would move us forward?

- We need to impress upon many families the importance of learning and attending school.
- With a new head teacher starting in the autumn as well as now being free of Covid restrictions, now is the time to survey stakeholders, revisit school values and make sure that everyone involved with Noss knows what our targets are for the coming session as a community.
- Caithness continues to struggle recruiting allied health professionals and those who have been appointed often work remotely from another location. It would be of great benefit if they were able to come into the school and ELC.
- ELC:
- *Partnerships between ELC and some health professionals are a concern and the HT has flagged this up to the council's senior management team.*
As part of our children's monthly personal Care Plan review, keyworkers and families will be encouraged where possible to undertake this review during a short phone call (during staff's keyworker responsibility allocation slot) which will provide a more meaningful and effective way than trying to undertake this during busy drop off/picks ups. Staff can also use this phone call to discuss any aspects of their child's Development Overview which we identified needs more parental involvement during the ongoing completion of this. This will allow regular information about the children's learning and development to be shared and encourage further family engagement.
- *Previously families were allocated a keyworker when their child developed a natural bond with a particular member of staff, however this did not fully support partnerships with families prior to them starting ELC. This session in August, families were allocated a keyworker in their Allocation Letter along with a photograph of their keyworker. This was to ensure families have a keyworker at the beginning of their journey into ELC. We will continue to trial this approach over the remainder of the session. Families are informed the keyworker may change once their child settles into ELC as they may naturally develop a bond with another member of staff.*
- *To survey families about partnership working, in particular during the 'settling in stage' to highlight our strengths and areas for improvement.*
To develop partnership working with local childminders, and other ELC settings for any children who have a split placement. This will ensure we are working effectively in partnership to support and enhance children's development and learning experiences as well supporting family partnerships and engagement.

Pupil surveys still being completed. Here are samples from children surveyed so far.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I enjoy learning	4	2			
Staff listen to me	4	2			
I know how to improve	1	4			2
Staff help me	2	4			
Uniform is important	3	3			
Behaviour is good	0	5	1		
Bullying is dealt with well	0	5			1
I enjoy lunch	2	3	1		

STRENGTHS: Variety of learning experiences, friendly staff, most children friendly, janitor very kind, safe and attractive car park/drop off areas, special days such as Remembrance Days, nice playground.

WHAT WE NEED TO IMPROVE: Some children block the toilets with paper during the day and put soap on the floor making it slippy, food on floor in lunch hall and it's noisy, some children kick footballs and cycle around at 9am when folk are trying to line up, we'd like to see our P1 buddies again.