



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024



Noss Primary School and ELC

Introduction: Local and National Context

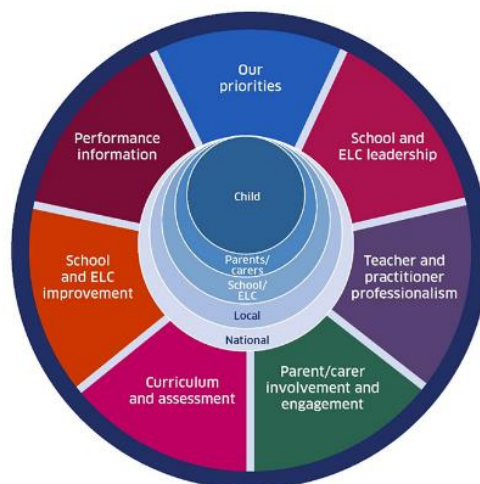
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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

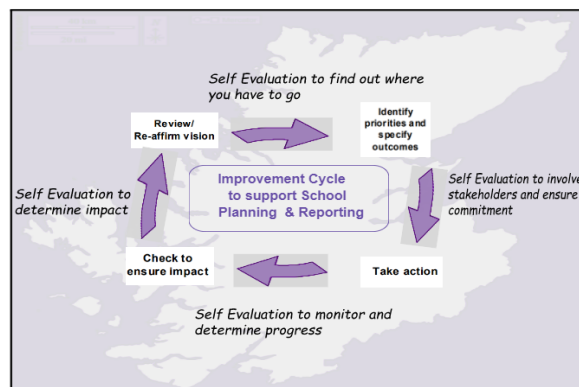
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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 93%	Average Class Size 26.7	Meeting PE Target Target Met
Pupil Numbers (392 inc. ELC)	Teacher Numbers 16	Pupil Teacher Ratio 18.8

N3	N4 7	P1 13.6%	P2 12.6%	P3 10.5%	P4 15%	P5 19.7%	P6 13.9%	P7 14.6%
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SIMD Q1¹ 10-30%	SIMD Q2 20-30%	SIMD Q3 20-30%	SIMD Q4 10-20%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2023/24 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.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

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

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:

Raising attainment in Literacy and Numeracy

Purpose: Attainment in Literacy and Numeracy has not been in line with national expectation. Our priority has been to improve this.

Progress:

Content:

- SLT to identified target groups in each class for session and structure support to raise attainment
- Staff team agreed fields and information to be included in new tracking and monitoring system
- Teaching team met on a termly basis to track progress
- Staff team engaged with Highland Council CLPL opportunities in Literacy and Numeracy
- PEF teacher employed to implement targeted intervention

Impact:

- Target groups were monitored and supported by teaching team
- Tracking and monitoring database framed learner attainment and risk assessment data to positively discriminate and target pupils.
- Progress tracked and intervention/ professional dialogue where necessary to ensure pupils receive support
- All staff attended CLPL in Numeracy and Literacy across the year.
- Using data from tracking and monitoring database, PEF teacher worked with target groups in P4 and P5.

Next steps:

- Review tracking and monitoring database and adapt as necessary for session 2024-25
- Continue to raise attainment implementing Highland Council approaches in Literacy and Numeracy
- Use PEF teacher to continue targeted intervention

School Priority:

Developing health and wellbeing, relationships and a nurturing and inclusive ethos at all levels of the school and ELC

Purpose: Developing relationships at all levels in turn, fostering better approaches to supporting behaviour and pupils ability to regulate their emotions and reflect on their actions.

Progress:

Content:

- Input from Educational Psychologist at Inset 3, CDM 1 and CDM 2 around coaching conversations
- SLT to set up Nurture Implementation Team and set up approach
- Office staff and SLT to organise pupils in to new house teams.
- Pupils to vote for their choice of committee and meet monthly
- CDM 4 to discuss practice and embed a consistent approach that reflect our practice in inclusive education
- BMT input at CDM 5
- Launch homework guidance at the beginning of Term 1
- RSHP input at CDM 4
- Better relationships, Better Behaviour policy launched

Impact:

- All school/ ELC staff trained in coaching conversations developing their ability to support colleagues, pupils and families
- Nurture group, breakfast club and restorative practice training implemented supporting learners and families across school
- All school/ ELC pupils and staff in a house team
- Each pupil is in a school committee which has one or two staff members
- All staff participated in Better Movers Thinkers collegiate input which increased skill level in teaching Physical Education
- New homework and relationship policies launched detailing frameworks for homework and behaviour
- All staff took part in RSHP collegiate input to support the teaching of the subject in Term 4.

Next steps:

- Continue approach to nurture
- Develop family learning/ parental and carer engagement strategy
- Develop committees, house team and clubs and activities for pupils

Develop robust approaches linked to the teaching, learning and assessment cycle

Purpose: Attainment in Writing has dipped since 2016. In line with Highland education priorities, we focused relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. We reviewed our collegiate activity and Career Long Professional Learning (CLPL) in Writing. We revised 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.

Progress:

Content:

- Develop practitioner proficiency in approaches linked to the teaching, learning and assessment cycle.
- Develop confidence in teacher judgment.
- Develop proficiency in creating High Quality Assessments (HQAs).
- Opportunities to work collaboratively, collegiately and co-operatively cross school.

Impact:

- All staff attended collegiate input with Collaborative Lead Officer (CLO) around High Quality Assessments and Moderation Cycle to develop knowledge of approaches
- All staff worked collaboratively with cross school colleagues to plan and review Writing lessons and share ideas around HQA proforma

Next steps:

- Embed approaches to moderation in school across each term

ELC

Purpose: 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.

Progress:

Content:

- SLT to support staff in developing proficiency with online profiling system
- DHT to support ELC team with Highland Numeracy approaches. EYPs to observe/ support P1 team in Numeracy experiences.
- Input from Educational Psychologist at Inset 3, CDM 1 and CDM 2. Member of team to represent ELC team at CDMs
- SLT to set up Nurture Implementation Team and set up approach
- Office staff and SLT to organise pupils in to new house teams
- CDM 4 to discuss practice and embed a consistent approach that reflect our practice in inclusive education

Impact:

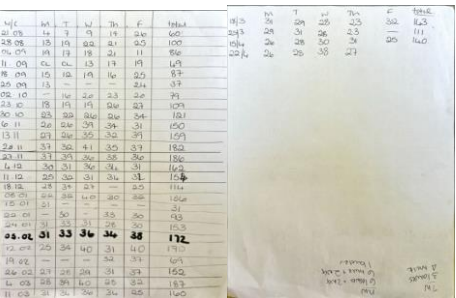
- ELC to continue to look at online profiling
- All ELC staff took part in input with Educational Psychologist around coaching conversations
- All ELC pupils in house teams

Next steps:

- Ensure consistency across children's personal plans in terms of maintenance, child's needs and strategies.
- All staff to use 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

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact/ progress summary	Intervention Resource allocation used (breakdown)																						
Breakfast Club	 <p>On average, we are serving 123 breakfasts per week. Wednesdays and Fridays are the busiest days of the week. Pupils in SIMD bands 1, 2 and 3 attend the club as well as pupils who reside out with these bands.</p>	<p>The Breakfast Club was opened in August 2023, running between 8:30am – 8:55am. The club was opened to all pupils without any stigma attached. The club has provided a safe and secure space for pupils to begin their day.</p> <p>Parent – “I am able to get to work earlier meaning I can leave earlier reducing my child care costs.”</p> <p>Parent – “Breakfast club in my opinion has been a fantastic addiction and popular. It also helps parents who are shift workers. Thank you so much”</p> <p>Parent – “My children look forward to joining breakfast club and it makes my youngest feel less anxious about going to school.”</p> <p>Pupil – “I really like all the choices there is and I don’t always like to eat first thing so when I get to breakfast club I am hungry, I really like miss forbes.”</p>	£3,927.15																						
Attendance Management	<p>2023/24 Average Attendance</p> <table border="1"> <tr><td>P1</td><td>93%</td></tr> <tr><td>P1/2</td><td>92%</td></tr> <tr><td>P2</td><td>95%</td></tr> <tr><td>P2/3</td><td>94%</td></tr> <tr><td>P3/4</td><td>92%</td></tr> <tr><td>P4</td><td>94%</td></tr> <tr><td>P5B</td><td>93%</td></tr> <tr><td>P5G</td><td>95%</td></tr> <tr><td>P6</td><td>91%</td></tr> <tr><td>P6/7</td><td>94%</td></tr> <tr><td>P7</td><td>95%</td></tr> </table>	P1	93%	P1/2	92%	P2	95%	P2/3	94%	P3/4	92%	P4	94%	P5B	93%	P5G	95%	P6	91%	P6/7	94%	P7	95%	<p>Prior to the session, an attendance tracking and monitoring database had been created to routinely track attendance each week. Where there were drop offs in attendance, the SLT and CSW liaised to look at the background, conduct home visits, liaise with Highland Council and follow attendance policy and protocol.</p> <p>24 pupils had been identified prior to the session in terms of approving attendance. 21/24 = 88% targeted pupils increased their attendance at school.</p> <p>The school’s average attendance as of April 2024 is 93%.</p>	£24,463.68
P1	93%																								
P1/2	92%																								
P2	95%																								
P2/3	94%																								
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P6/7	94%																								
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Pupil Support	Nurture, Breakfast Club, CSW and	Across the session, our Additional Support Needs Teacher (ASNT) (Nurture), Childrens Service Worker (CSW) and Pupil Support Assistants (PSA) provided targeted support to pupils identified on our risk matrix. The support was structured so that pupils had opportunities to develop their skills in Literacy and Numeracy, Emotional Wellbeing, regulating their emotions and making better choices.	£29643.14
PEF Teacher	<p>Targeted Intervention</p> <p>79% of P4 pupils who took part in the intervention are now on track in their Writing.</p> <p>81% of P5 pupils who took part in the intervention are now on track in their learning.</p>	Mrs Anderson supported pupils in Writing across the session. She supported 14 pupils in Primary 4 and 16 pupils in Primary 5. The original number was 33 but three pupils were not making sufficient progress within the group.	£12521
Nurture	<p>Pupil A “We speak about how we feel. We could be sad, happy, nervous. We have milk and toast which is good. We talk about how we feel a lot.”</p> <p>Pupil B “After playing we do relaxation. We lie with a cushion. We need to follow the rules. It’s fun. We speak with the other children. We go outside to.”</p> <p>Pupil C “We play with sand. Mrs Sinclair would ask questions and play with us. It’s been good going to this group.”</p>	Six pupils attended the group across the session. One pupil left at the start of Term 4. Nurture teacher left at the end of Term 3. See Notes section at the end of the plan.	£6497

Wider achievements

Coileanaidhean nas fharsainghe

This year, we launched a new house system across the school and ELC.

Across the year, our school offered clubs and activities before school, at lunch time and after school.

There was a wide range of activities and in Term 3, we offered over our pupils and families the opportunity to attend over 18 clubs. We linked with our Active Schools Coordinator to develop new opportunities, train volunteers and organise events across the year.

Our P7 pupil represented our school at the Lego Coding Challenge competition in March 2024.

In March 2024, we held our annual competition, Noss Has Got Talent where our pupils performed to a huge audience in front of a panel of judges.

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.

All classes went on class trips with our P7s attending their residential at Fairburn Activity Centre in May 2024.

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

In session 2023-24, our staff team led 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.

Our school and ELC were awarded grants from Cycling UK and Dounreay Communities Fund respectively. This funding supported the acquisition of a fleet of bikes and bike equipment as well as six table tennis tables for our parent-led table tennis club.

We increased our links in the community working with Wick Academy FC, East End FC, Caithness RFC and various other organisations to use our facilities.

We raised attainment across our school and were deemed to demonstrate good practice in our ELC by the Care Inspectorate in an unannounced visit in February 2024.

Comments from learners, families, stakeholders and staff

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

Learners

What is it like to be a pupil at Noss PS?

P1 *"pretty good, beautiful playground and building, some people are dodgy some are good, fun on Thursdays and Fridays, a big school, a maze, get privacy if you need it, clean school, staff are nice."*

If you could change something at your school, what would it be?

P2 *"better offices, make everyone silent so they are not too loud, have more playtime, more time in the library, different types of books."*

P3 *"allow children to bring toys in from home, no school uniform, let people on the grass, more outdoor equipment, let us decide if we need to wear our coat or not."*

If you had a problem or were worried about something what would you do?

P4 *"tell a teacher they might help, tell a friend, tell the police or army."*

P5 *"nice, kind, helpful, a bit strict"*

What is learning in your school like?

P6 *"sometimes a bit boring but most is interesting, variety of topics, mini topic in a topic, love doing presentations eg countries in the commonwealth, Scottish people."*

How do adults in your school help you to feel safe?

P7 *"30 day challenge, safety posters, PSAs are very good in the playground, I feel safe in this school, RRSA, health ed, online safety, bullying work"*

Families

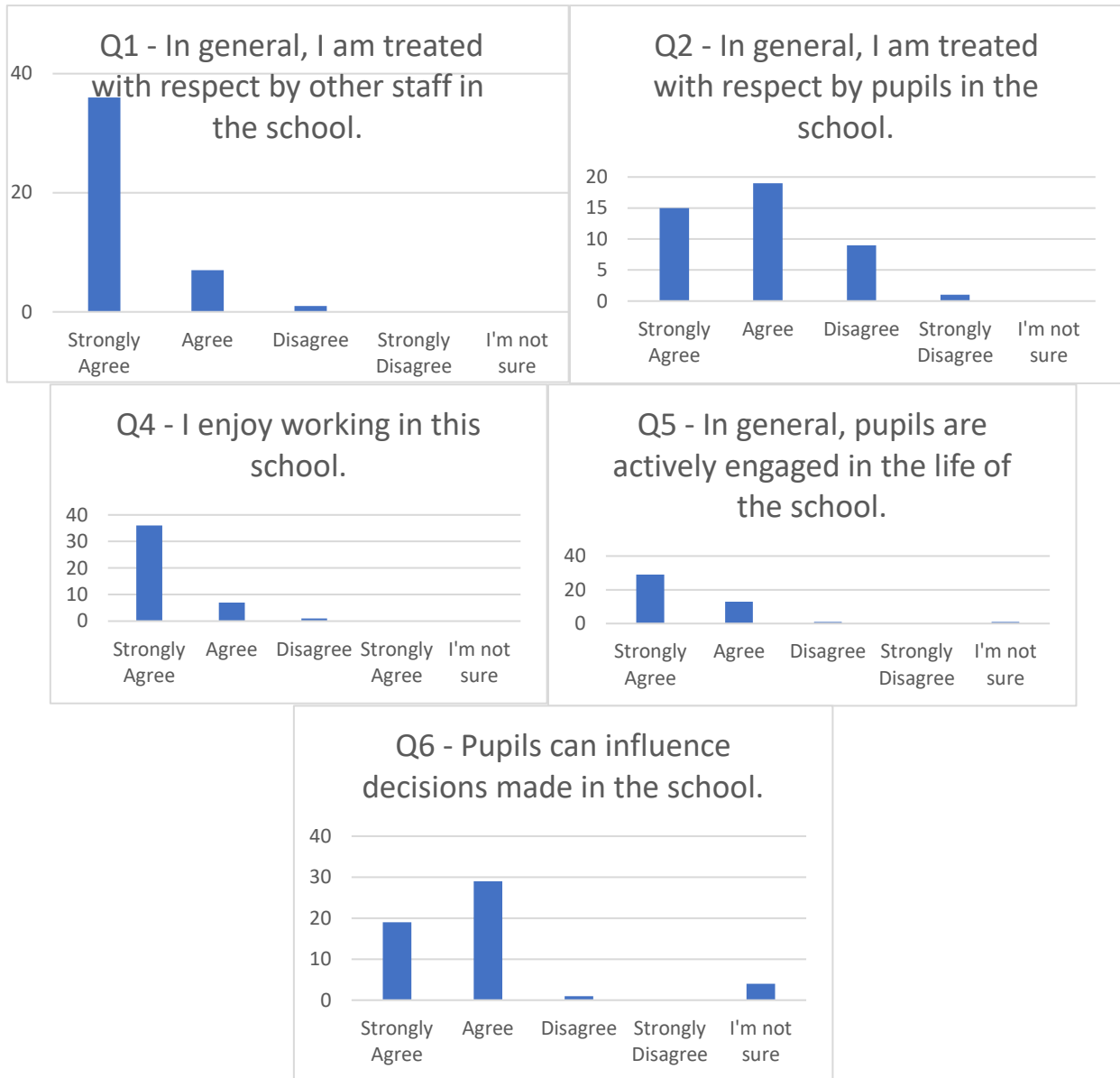
What's working well at Noss PS and ELC?

"My children are so happy to go to ELC and school everyday. We like to look over all the dojo posts that the teachers put on of the children's learning as a class and individual and we talk to our children about what they have been doing. It's nice to see the children on dojo also for doing well with home achievements and in school and being praised for this. The amount of after school clubs that the children are offered is amazing and our children have benefited from them with great enjoyment, thanks so much to everyone who gives up their spare time for this. The staff in the ELC/school are all very welcoming, friendly and approachable. Regular parents afternoons/nights are very informative we also like the open days where we can see round our child's class and view their work. Being invited to come along to the school assembly is nice and getting to watch the children perform and be praised for great achievements. We like to see the headteacher Mr Thomson in the morning welcoming the parents/children and our children have said he also goes out into the playground with them at break and lunchtime which is super."

What can we do better at Noss PS and ELC?

"More insight into how we can help children at home. Eg parents evening can feel a long way away if a child needs more help with a subject/pointers in the right direction. Could dojo be used as a what went well and what could be better each term?"

Staff



Stakeholders

“Noss Primary School has always been superb in the key moments of liaison with us. Transition and ASN transition especially have always been superbly handled. Meetings have been well placed in the timeline of the school year and those meetings have been well chaired with clear expectations and targets. The mainstream transitions with the visits of our pastoral staff have also been hugely beneficial to our planning and information sharing, making our jobs so much easier as we welcome a new intake. Our team have always been very impressed with the depth and quality of attainment data passed at transition enabling our intake to make a more assured transition.

Outside of transition we have always enjoyed a strong working relationship with all of the teaching and management during the school year.” **Mr Grant Mackenzie, Depute Rector, Wick High School**

“Staff were responsive to children's individual needs. Children enjoyed free flow access between the indoor and outdoor area. Children were offered good experiences to be imaginative and creative in their explorative play and investigative learning. Leaders and staff had high aspirations for children and families which was promoted in their shared vision. Overall, staff were welcoming, placing a strong importance on providing children with a positive

experience.” **Findings from unannounced visit from Inspection Team, Care Inspectorate (2024)**

"It is always a pleasure to work collaboratively with the pupils and staff at Noss Primary and ELC. Teaching and nursery staff are very proactive at seeking advice from physiotherapy when the need arises. Both ELC and teaching staff are flexible and accommodating to physiotherapy visits and everyone is receptive to any advice provided. The school is exceptional at allocating resources to assist pupils with therapy programmes, to ensure all children get the right support at the right time. This flexibility ensures all children get equitable access to therapy regardless of their social situation and children miss less class time attending healthcare appointments as this is done in school where possible. Staff of all grades are confident and empowered to discuss therapy programmes as appropriate which is invaluable in monitoring children's progress and ensuring input is achieving goals set.

Child's Plans are held regularly and all partners to the plan are given ample notice to be able to attend.

Janitorial staff have also been very supportive assisting with delivery of specialist equipment, sometimes out with core school hours, to ensure children have the necessary equipment to attend nursery e.g. hoists and specialist seating." **Mrs Ruth Manson, Physiotherapist, NHS Highland.**

"As a local charitable organisation providing support to children and young people, we have a long-standing relationship with Noss Primary School which we have continued to foster in 2023/2024. We are regarded as a key partner agency of the school and have close links with the head teacher who recognises the value of the work that we undertake. We are included and involved in Child's Plans, as key partners to their plans, as and when required and appropriate. The school as a whole is welcoming, cooperative, flexible and supportive. Importantly, the school recognises and respects the discretion required by our organisation and provides private, quiet, uninterrupted spaces within the school on a regular and routine basis." **Miss Emma Fraser, Deputy Manager, Domestic Abuse Specialist (Children & Young People's Service), Caithness and Sutherland Women's Aid (CASWA).**

"I have been extremely encouraged by staff at Noss Primary School. They have shown determination in putting in place resources to develop and improve the pupils cycling skills/knowledge and accessibility to bikes. I have engaged with the Head Teacher, Mr Thomson, on numerous occasions and look forward to continuing to do so. I was delighted that the school applied for and was granted funding from Cycling UK's Rural Connections UCI Legacy Fund. They were awarded the funding and are now in possession of over 20 bikes." **Mr George Ewing, Development Officer Cycling UK**

"East End Football Club find the facilities made available to them at Noss Primary to be excellent. Our club has grown significantly in numbers over the last few years and it had become quite a challenge finding suitable facilities at suitable times. The use of the MUGA at Noss has massively helped us provide football training to almost 400 children across all ages and genders within our club. We are grateful for the ease in which our partnerships works." **Mr James More, Chairman, East End Football Club**

"We are indebted to Noss Primary School to allow our mini and micro rugby to continue over the winter months. We often see a big decline in numbers in our younger players due to the cold and wet conditions but with the school's support, we were able to continue to train on the Noss MUGA which provided excellent conditions for our young rugby players. There is a lack of public facilities for such so to be able to use the facilities at Noss Primary, we could provide that all important continuity for the children." **Mrs Tanya Fryer, Youth Convenor, Caithness Rugby Football Club**

"Wick Academy Football Club were delighted to use the MUGA at Noss Primary. Not only did the transition to using this go smoothly access was organised quickly. Massive thank you to Noss Primary for allowing this to go ahead." **Alan Farquhar, Secretary, Wick Academy Football Club**

"Noss Primary School is an amazing school where the Head Teacher, Teachers and the school staff go above and beyond to make sure their pupils have as many opportunities as possible. I feel I have built excellent working relationships with staff over the past year, and I am always given the time to discuss any Active Schools ideas of development, and nothing is ever too much trouble and staff always offer support, when needed.

P6 and P7 students have gained the High Life Highland Leadership Award, and some are now delivering their own clubs to the younger years of the school. The next stage for the leadership programme to grow, would be to link the Young Leaders to an after-school club. The Young Leaders would become that club's ambassador.

Before and after school, Noss has an amazing number of clubs on offer which are mostly run by school staff. I feel that I, Active Schools need to offer more support to the teachers and look at opportunities for cross cluster engagements.

The school supports Active schools with the development of community and parent volunteers and as a result we now have a community coach supporting the delivery of football and a parent delivering a table tennis club. Both clubs are very strong.

The school run several sporting events and participates in cross cluster events, which helps and supports their pupils to build healthy relationships and values and respect within a sporting environment. Teachers are keen to develop their coaching skills, with the support of Wick High School, we have up-skilled several staff in the game of netball. I feel this is an area that I can help teachers to develop their school clubs.

*The Sports Committee has been a great way to engage with pupils across the full school. We help pupils to develop sporting opportunities by working together. The committee designed club posters and are currently working on developing a whole school event, based on the Olympic Games. Working with Noss Primary is a pleasure and I look forward to continuing to support the school." **Mrs Tina Gibson, Active Schools Coordinator, Highland Highlife***

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	Very good	Very good
QI 2.3 Learning, teaching and assessment	Very good	Very good
QI 3.1 Wellbeing, equality and inclusion	Excellent	Excellent
QI 3.2 Raising attainment and achievement/Securing children's progress	Very good	Very good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Raising attainment in Reading, Writing and Numeracy.

Supporting learners with Additional Support Needs

Developing effective approaches to make our environments and practice better in SCOPE and ELC.

Planning ahead

A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website:

<https://blogs.glowscotland.org.uk/glowblogs/nossprimaryschoolandearlylearningcentreelc/improvement-plan-and-standards-and-quality-report/> or by contacting the school office.