

# Standards and Quality Report

---

2021/22



**South Lodge Primary School**

HIGHLAND COUNCIL | CASTLE ROAD, INVERGORDON, ROSS SHIRE, IV18 0LW

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

### Our School

South Lodge Primary School is a medium sized school in the town of Invergordon. It has seen a fluctuating school population over the years but we are currently at approximately 147 children in P1-P7 and 40 children in the Nursery. South Lodge Primary School does sit in an area of social deprivation with currently 67% of our children living in SIMD band 1-3 which can produce issues including family engagement and interaction with the school. However we work very hard in creating an atmosphere that welcomes everybody to our school with an open door policy. Our Free School Meal entitlement is also reasonably high with 32% of children.

Our attendance rate for the year 2021-22 was severely hit by localised Covid outbreaks in every class from Nursery to Primary 7 and also many children were then off school for a considerable amount of time due to contracting Covid. Our average attendance for 2021-22 was 84.74%

Also for session 2021-22 – our exclusion level was 0.

We continue to work hard at raising attainment here at South Lodge Primary School and are very happy to report the following.

For combined P1, P4 and P7 Reading attainment – we have seen an improvement of 68% from 2020-21 to 2021-22

For combined P1, P4 and P7 Writing attainment – we have seen an improvement of 76% from 2020-21 to 2021-22.

For combined P1, P4 and P7 Numeracy attainment – we have seen an improvement of 56% from 200-21 to 2021-22.

## Our School Vision, Values and Aims

**School Vision, Values and Aims: (created in partnership with pupils, parents and all staff in May 2017)**

**At South Lodge Primary school, we are ambitious in reaching our goals, creative in using our space and respectful to one another.**

**We aim to:**

**Be.....happy,**

**Be.....lieve in ourselves,**

**Be.....creative,**

**Be.....respectful,**

**Be.....curious,**

**Be.....ambitious,**

**Be.....good and have fun!!**

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Please follow the link to the folder with mind maps from P7-P1. These mind maps were put together by the Pupil Council Representatives from each class after asking the questions 4 times in the year (each term). The maps show the top answers that came out time and time again:

<https://drive.google.com/drive/folders/1-D4qBwVnJAmNxZAJ6c6sWXYmWa1gQm7v?usp=sharing>

## Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

Please follow the link to the folder with mind maps from P7-P1. These mind maps were put together by the Pupil Council Representatives from each class after asking the questions 4 times in the year (each term). The maps show the top answers that came out time and time again:

<https://drive.google.com/drive/folders/1-D4qBwVnJAmNxZAJ6c6sWXYmWa1gQm7v?usp=sharing>

## Our Improvement Journey Headlines

## Session 2021/22

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

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose: Recovery from Covid-19 impact: Health and wellbeing**

#### Progress and impact:

- The use of the Emotion Works programme alongside with Tree of Knowledge gave our learners and teachers a progressive and comprehensive teaching programme from Nursery to Primary. However this was just the Covid recovery programme and not the full programme so we may need to look at another programme to ensure health and wellbeing is being taught appropriately
- Shanarri wheel continuum was used for all P1 to P7 for well being conversations. Whilst these were very lengthy discussions, the results were very worthwhile and actually allowed for early identification of issues or problems for home that we could tackle early.
- We continued to utilise our Inclusion and Support Worker to carry out Boxall assessments for a certain focus group of children. Due to Covid, not all the targeted group had an assessment carried out however we focussed on the high tariff and most vulnerable children instead. Out of that small group a number of pupils saw a positive jump in their developmental score nearing the region of "low level of difficulties." For example Pupil A went from a baseline score of 60 to 86. And Pupil B went from a baseline score of 84 to 101.
- Our continuation of our involvement in the Ross County Football Programme allowed for our children to develop teamwork, resilience, cooperation and celebration.

#### Next steps:

- To look at other options of a progressive and comprehensive Health and Wellbeing programme
- Shanarri wheel continuum in tier current state to be used just for P7 for transition to S1 and an adapted, less time-consuming format to be use for P1 to P6.
- Inclusion and Support Worker has been fully trained in Nurture UK programme and will develop the programme over the year for our focus group of children who are at risk of school refusers or not in the correct head space for learning
- We will continue our involvement with Ross County Football Club to build on the skills that the children have already developed in teamwork, resilience and cooperation.

### Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

**Purpose:** *Recovery of learning, teaching and assessment*

#### Progress and impact:

- We continued to focus on the recovery elements of the Curriculum whilst still being affected by localised Covid outbreaks which closed down individual classes whilst under investigation by Public Health. We focussed

heavily on Numeracy for the year due to one of our PEF projects based entirely on the raising of attainment in Numeracy across the school.

- Our assessment techniques for the core areas of the curriculum allowed for teachers to set achievable and realistic targets for each child bearing in mind the loss of learning for a significant amount of time.

**Next steps:**

- Our Success for All Literacy programme will resume this year for our P4 to P7 children (initially just P5-P7 until Christmas). We were seeing great success and the raising of attainment in reading back in 2019 when we last run the programme however we had to stop due to Covid restrictions on the bubbles of pupil groups.
- We shall also focus on writing this year due to signing up to the moderation improvement project from the Authority. We aim to enhance our understanding of the moderation cycle and ensuring that teachers judgement is based on the creation of high quality assessment tasks.
- A comprehensive assessment calendar to be created with all staff for the year to pinpoint when certain assessments are to be administered and how they are then to be reported in terms of attainment meetings with HT etc.

**Improvement Project 3:**

**Primary focus:** School and ELC improvement

**Year of Project:** 1

**Purpose: Improving Numeracy Attainment**

**Progress and impact:**

- Highland Numeracy Assessments and the administration of them are now fully embedded in all classes and with all staff including PSAs.
- Data analysis of numeracy attainment was interpreted effectively with the correct and proper interventions being planned for and gaps in children's knowledge being plugged quickly.
- Teachers and PSA's were upskilled in Numeracy teaching through planning sessions, modelled lessons and team teaching resulting in excellent progress results from every class.
- Every 2/3 weeks, staff had joint planning time with Numeracy Officer focussing on Counting Collections, Choral Counting, Grouping and Place Value activities and Story Problems
- Tracking of pupils' progress was efficiently and comprehensively carried out with the clear identification of next steps, information shared with class teachers.
- There was a termly focus in ELC on one area of mathematics e.g. shape agreed after looking at strengths and weaknesses gathered from P1 diagnostic assessments and SNSA data. This then resulted in ELC staff planning better Numeracy contexts and also giving their observations a particular focus.
- ELC staff were trained in how to hold mathematical conversations at early level
- Mathematical opportunities were promoted though did not interfere in the play environment.

**Next steps:**

- Teachers and PSA's running intervention groups to continue the fantastic work achieved last year in Numeracy attainment, using the expertise and

guidance from the Highland Numeracy Development Officer to continue the journey of improvement

- Analysis of data to continue to be key in identifying interventions and next steps to plug gaps in learning.
- Tracking of pupils' progress to continue and be recorded systematically to ensure that pace and progress is swift.
- ELC to develop and implement the valuable work with the Numeracy Officer this coming year

### Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>Leadership of Change</b>	<b>1.3</b> Good
<b>Learning, teaching and assessment</b>	<b>2.3</b> Good
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Good
<b>Raising attainment and achievement</b>	<b>3.2</b> Satisfactory

Our children and young people believe we have made the following progress this session:

<b>Theme 1</b> <b>Our relationships</b>	Very good
<b>Theme 2</b> <b>Our learning and teaching</b>	Good
<b>Theme 3</b> <b>Our school and community</b>	Excellent
<b>Theme 4</b> <b>Our health and wellbeing</b>	Very good
<b>Theme 5</b> <b>Our successes and achievements</b>	Excellent

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

## Evaluation of Progress

We believe we have made the following progress this session in our ELC:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Satisfactory

Our overall evaluation of our ELC's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

## Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [southlodgeprimary.com](http://southlodgeprimary.com) or by contacting the school office.