

STANDARDS AND QUALITY REPORT

2022/23



South Lodge Primary School

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

Introduction: Local and National Context

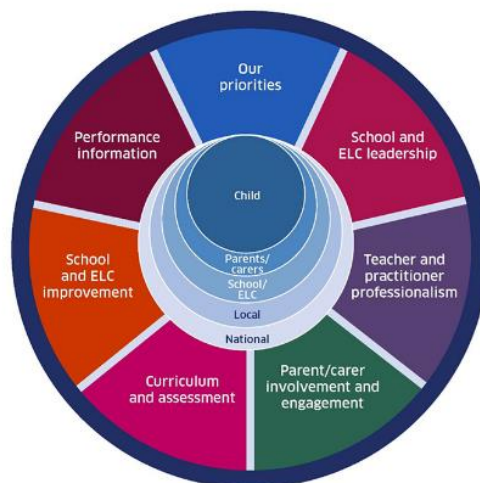
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

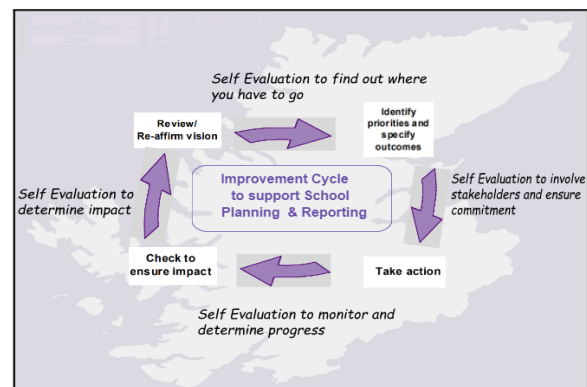
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

*David Hayes-MacLeod
Head Teacher
South Lodge Primary School*

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.

Delete yellow instructions and what is not relevant to your context

All primary schools to include

Attendance 92.5%	Average Class Size 20.6	Meeting PE Target Target Met
Pupil Numbers 144	Teacher Numbers 9	Pupil Teacher Ratio 15.7

For schools with a roll exceeding 50

	P1 19.4%	P2 11.10%	P3 11.8%	P4 13.9%	P5 13.9%	P6 13.9%	P7 16%
SIMD Q1¹ 60 - 70%	SIMD Q2 10 - 20%	SIMD Q3 20 - 30%	SIMD Q4 0 - 10%	SIMD Q5 0 - 10%	Unknown 0 - 10%		
ASN² 50 - 60%	No ASN 40- 50%	FSM³ 80 - 90%	No FSM 10 - 20%	EAL⁴ 0 - 10%	No EAL 90+%		

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

Reading Majority	Writing Less than half	Listening and talking Most	Numeracy Less than half
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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

**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!!



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:

Understanding and Improving Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks.

Progress:

- ✓ Initially at the start of the year – teachers understanding of benchmarks for literacy and numeracy and in particular in using them to assess pieces of work was weak. Therefore working with the ASG on this and on the confident use of benchmarks has shown a marked increase in confidence and ability
- ✓ All teachers were using Big Write Criterion to aid them in the assessment of writing at the start of the year.
- ✓ As we worked as an ASG and looked more at the literacy benchmarks – the Big Write Criterion was not used any more to assess writing
- ✓ Teachers worked together across the ASG and with other ASGs to put together agreed, “levelled” pieces of work to help aid them in their assessment of written pieces.

Impact:

- ✓ There is a much clearer understanding amongst all staff on the confident use of benchmarks in literacy and numeracy more so for writing as that has been the ASG moderation focus for this year
- ✓ Initially as an ASG we had planned to look at all areas of literacy (reading, writing and listening and talking) however it became apparent very quickly that writing needed an in depth analysis due to all schools in ASG agreeing that the Big Write Criterion that has been used and adapted across the ASG did not meet our needs. Writing was then our sole focus for the year in terms of moderation.
- ✓ A folder of worked and moderated examples of writing was put together from another ASG which had examples of all levels of writing from Early right through to beginning of Third Level to assist teachers in the moderation of their own pupil's writing. This folder has been used to assist the teachers when assessing pieces of writing this year and will continue to be used and added to going forward

Next steps:

- ✓ A shift away from the reliance of Big Write criterion is needed to allow for more confident analysis of teachers own professional judgement in writing attainment
- ✓ In own school - an excel document has been produced with just literacy benchmarks for all areas of literacy that will allow for teachers to confidently assess where their children are in terms of ACEL. Each benchmark statement has a value of 1 or 0 depending on child's ability and a percentage towards achievement of a level is then generated depending on what the child can or cannot do
- ✓ Continuation of use of folder of examples of writing assessed at every stage from early * up to second ***
- ✓ As an ASG, the area of Reading will be a moderation focus for the session 2023/24
- ✓ Attainment meetings to now include ELC staff for session 2023/24

School Priority:

Develop the teaching of and assessment of our approaches to writing across the whole school from early to second level.

Purpose:

This project was developed to equip our teachers and learners with further skills and strategies away from Big Write which has been our main pedagogy for the delivery of writing curriculum for many years. The main delivery of the writing pedagogy was delivered by Stephen Graham, educationalist from Australia, who has been working with a number of Highland schools to develop and improve children's attainment in writing.

Progress:

- ✓ All staff have been "trained" in the Stephen Graham approach to teaching writing explicitly across each year of primary education
- ✓ All teachers have developed and have started to embed the "description bubble" which is central to every text type.
- ✓ All teachers have managed to incorporate some of the new pedagogy learnt through the sessions with Stephen Graham and the follow up sessions with a local Primary school who are a number of years down the line of the Stephen Graham approach.
- ✓ Our ELC staff were involved in the initial stages with mark making examples which were then used for moderation activities
- ✓ Few teachers have managed to expose their learners to each text type that was delivered by Stephen Graham

Impact:

- ✓ Through monitoring events across the year including direct observations which all had the Stephen Graham "influence" as a focus, all teachers were observed in their level of approach with areas highlighted as strengths and targeted areas for improvement
- ✓ All teachers have taught and have developed the "description bubble" in their classes with majority of pupil's accessing it and using it confidently to enhance their writing.
- ✓ 80% of children have noticed a positive impact to their writing since the Stephen Graham sessions started this year
- ✓ Although ELC had started this improvement project with the whole school, we did not complete our previous focus on Numeracy in ELC so we will be focussing on this for 23/34
- ✓ Overall in this project, we have made satisfactory progress

Next steps:

- ✓ As part of our WTA for 2023/24 - we will continue to roll out the "programme" of writing pedagogy as delivered by Stephen Graham throughout the year
- ✓ We will ensure that we develop refresher training opportunities for all staff for each text type that Stephen delivered in 2022/23 to ensure that staff are confident and "fresh" in their approach to that text type in class
- ✓ We will develop a whole school overview of when each text type is to be taught including putting together a suite of resources to support that text type for all ages
- ✓ We will continue to network with other schools on the same journey as us and those just starting to ensure that outwards look towards writing.

School Priority:

Moving towards continuous Profiling and Reporting

Purpose:

In the year of Covid, we had planned for our school to be signed off for effective profiling and reporting however this was not completed. Therefore our aim for this session was for our children as learners to have a profile which demonstrates 'Who I am in my learning?', 'Where I am in my learning?' and 'Where do I want to get to?' This would then culminate in our official signing off process

Progress:

- ✓ In April 2023, we were signed off by our CLO in our approach to effective profiling and reporting
- ✓ Through out continued use of Seesaw as our main vehicle for our pupils/ profiling we have established a rationale of learning opportunities that are shared with home including pupil and parental voice
- ✓ Learning conversations are occurring in every classroom from all teachers and all recorded in some format on their online profile
- ✓ Profile sharing morning/afternoons throughout the year have allowed for parents/carers to come in to both ELC and school and to sit and spend time with their child to review their profiles.
- ✓ Presentations were well attended by the majority of our parent body on the effective use of Seesaw as the vehicle for the school's profiling and the expectations of parents around this.

Impact:

- ✓ All children have an online profile that captures 'Who I am in my learning?', 'Where I am in my learning?' and 'Where do I want to get to?'
- ✓ All teachers are posting learning opportunities in literacy, numeracy and a different curricular area in a 3 week rotational window.
- ✓ The use of "ask me about" posts are allowing for and inviting parents to comment on their child's learning
- ✓ Our profile sharing afternoons were attended by the majority of the parental body and allowed then opportunities to sit with their child and access their profiles
- ✓ Learning conversations are allowing pupils to identify what is going well in their learning and their next steps
- ✓ Most teachers are incorporating the use of the online profiles during the working week of the school to allow the children the chance to have ownership and comment on their own profiles.

Next steps:

- ✓ A policy will be developed to "firm" up expectations of teachers, pupils and parents in regards to the online profile both for ELC and school
- ✓ Monitoring of profiles will be included on the monitoring calendar with agreed focus
- ✓ Continue to develop the learning opportunities that are posted on Seesaw with a focus on the actual learning rather than the "so what" posts
- ✓ Further opportunities for profile sharing with parents/carers in school and home to be developed
- ✓ Further seminars for parents to attend on the continued effective use of profiles to be planned for 2023/24
- ✓ Involving our other partners to the school to contribute to the profiling agenda to be explored in 2023/24
- ✓ More opportunities for children to use and respond to their own profiles in class to be developed

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Wider achievements

Coileanaidhean nas fharsainghe

Over the year we have been talking about wider achievements using theme 5 from HGIOURS – Our Successes and Achievements – with the children. Here is a summary of what they have answered:

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2022-23/SIP%20and%20SQR%20for%202022-23/Our%20Successes%20and%20Achievements.pdf

Comments from learners, families, stakeholders and staff

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

During our learner participation events over the year, we asked the children questions on what they would like to see that would improve our school inside and outside. Please see their comments below:

https://jamboard.google.com/d/1r3Q8J_gGQoPA7qbOoIdf2Yi5jAa1WDDzj2DxV_B0qHg/edit?usp=sharing

Please see below response from recent survey using the HMIE questions on all areas of the school:

<https://forms.gle/ZfToEttYoZFWRTM38>

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	SECONDARY
QI 1.3 Leadership of change	Good	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Good	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Satisfactory	Choose an item.

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

Establishment Improvement Priorities	Linked NIF Priority	Linked NIF Driver	Linked Highland Priority	Linked QI	Linked GME Priority	Linked H&SCStandard
Rights Respecting Schools – Bronze and Silver	Placing the human rights and needs of every child and young person at the centre	School and ELC improvement	We will maximise health and wellbeing for all children and young people	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I am fully involved in all decisions about my care and support
Develop the teaching of and assessment of our approaches to writing across the whole school from early to second level (Year 2)	Improvement in attainment, particularly in literacy and numeracy	Curriculum and assessment	We will raise attainment and achievement for all	2.3 Learning, teaching and assessment	Choose an item.	I have confidence in the organisation providing my care and support

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 [ADD LINK](#) or by contacting the school office