



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

South Lodge Primary School



Introduction: Local and National Context

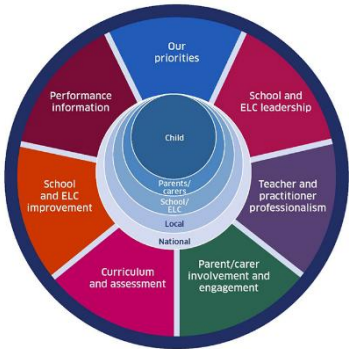
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

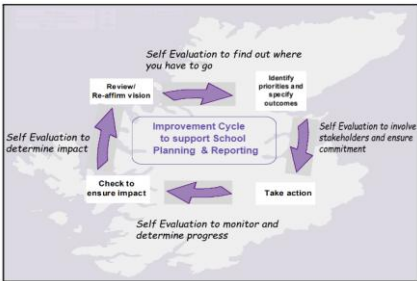
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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-bigrìdh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name _____
Head Teacher
School

Commented [AJ1]: To be filled in

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 88.6%	Average Class Size 21.7	Meeting PE Target Target Met
Pupil Numbers (inc nursery) 152 (+40 nursery)	Teacher Numbers 11	Pupil Teacher Ratio 14.8
N3 %	N4 %	P1 13.8%
P2 13.8%	P3 20.4%	P4 9.2%
P5 13.8%	P6 14.5%	P7 14.5%
SIMD Q1 ¹ 50 - 60%	SIMD Q2 10-20%	SIMD Q3 20 - 30%
SIMD Q4 0 - 10%	SIMD Q5 0 - 10%	Unknown 0 - 10%
ASN ² 30 - 40%	No ASN 60 – 70%	FSM ³ 20 - 30%
No FSM 70 - 80%	EAL ⁴ 0 - 10%	No EAL 90+%

Commented [AJ2]: What are these % for?

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Most	Majority

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:

A Whole School Approach to Literacy for All.

Purpose:

The Making Sense Report 2020 recommends the use of a wave approach to supporting children experiencing difficulties with literacy development where interventions are informed by individual assessment results and often delivered within the regular classroom. Young people with dyslexia benefit from early identification, appropriate intervention, and targeted, effective support at the right time. Assessment for dyslexia should be a process rather than an end product. This is the model of support used in Literacy for All.

These approaches will support schools to meet the expectations of the Highland Literacy Strategy.

Progress:

- ✓ All staff have completed the training sessions for Literacy for All and are clear on the processes needing to be followed to identify a literacy difficulty
- ✓ Every class teacher have set up their own directory of resources for their class in order to record centrally the impact of any interventions
- ✓ Staff are making an identification of dyslexia where appropriate in a timely manner

Impact:

- ✓ All staff have improved their confidence in using the assessment and data gathering materials needed in order to make the decision of a literacy difficulty
- ✓ By establishing class specific resource directories by every teachers has allowed for streamlining the central recording of intervention outcomes fostering greater consistency, accountability and data informed decision making.
- ✓ Timely identification ensures pupils are receiving the appropriate support at the earliest opportunity. This early intervention is then allowing for tailored teaching strategies which in turn is improving pupil confidence and engagement.

Next steps:

- As a staff we will develop and implement the tiered literacy Interventions now that pupils with literacy difficulties are being identified systematically
- To build staff capacity in literacy interventions and equip teachers and support staff with the knowledge and skills needed to deliver targeted interventions. Use assessment data to track progress and understand the underlying causes of literacy difficulties
- To strengthen family and pupil engagement by engaging families and pupils as partners in the literacy journey and sharing clear, accessible information about a child's literacy profile and progress.

Commented [AJ3]: Full stop?

School Priority:

Improving Numeracy at all levels

Purpose:

We have noticed that there has been a dip in attainment in Numeracy. Numeracy is an area that our data is showing making not as good progress as that in literacy. Staff's levels in confidence in Highland Numeracy is varied and therefore we need a consistent approach and consistent understanding to numeracy standards and benchmarks including the consistent approach and understanding in using the diagnostic assessments.

Progress:

- ✓ Staff have a deeper understanding that the diagnostic assessments are not to be used solely for ACEL predictions etc on their own but to be used more so for groupings, weekly teaching plans etc.
- ✓ There have been successful collaborative approaches for team teaching across multiple classes in areas such as basic facts
- ✓ Staff have used the diagnostic assessment results to ensure interventions are planned for and sustainable
- ✓ We have seen good progress in 2 classes where at the start of the year, predictions were showing the vast majority at below age and stage.

Impact:

- ✓ This approach to the deeper understanding of diagnostic assessments has ensured there is more precision around the instructional planning and ensuring that weekly lessons address specific learning needs.
- ✓ This approach has enhanced pupil engagement and has provided opportunities for more targeted differentiated support
- ✓ PSA's are being utilised better in these lessons with each having very clear objectives of what outcomes are wanting to be achieved with the group of children.
- ✓ Back in November, one class was showing less than half as being on track for ACEL however now that has shifted to majority now being in track.

Next steps:

- We have not seen the improvement in attainment rise as we would have liked in ACEL so we will need to enlist the support of Development Officer to look further at this area. Progress however has been made across all levels.
- Staff to agree across the whole school when areas of numeracy are going to be taught so that everyone is doing the same area. For example term 1 we will be focussing on Assessments, Counting Collections, Number Recognition/Place Value/Basic Facts/Number Bonds/ Addition and Subtraction/Subitising
- A more collegiate use of the numeracy benchmarks document that has been developed by the Numeracy Development Officer to try and move away from an over reliance on the data from diagnostic assessments.
- Quality assurance practices to have a Numeracy direction for session 25/26 – book looks, planning, direct observations etc.

School Priority:

Assessment and Moderation – Moderation Collaborative

Purpose:

In May 2024, we had a session led by the Central Moderation Team based around moderation activities for children that we had identified from attainment meetings as being borderline. These activities allowed us to explore our own understanding of benchmarks and to come to a collective agreement on what constituted certain levels. We are therefore keen to develop this knowledge and improve on it over the coming year.

Progress:

- ✓ All teachers are now using the tools for writing continuum for ACEL purposes. This has allowed staff to be more focussed and targeted for what they are looking for in the child's writing by looking just at the continuum.
- ✓ SOFA and SNSA data has been analysed by all staff with interventions planned for those not on track
- ✓ Attainment meetings around literacy and numeracy are showing more accurate judgements overall
- ✓ Staff have started to use continuums for reading following on from the success and benefits of using the continuums for writing.

Impact:

- ✓ Children's writing is now being assessed purely on the tool for writing and therefore writing attainment has improved in every class.
- ✓ More insight has been given to the data from SOFA and SNSA ensuring "gaps" or areas not yet taught are being addressed as a priority
- ✓ We have seen fewer borderline pupils compared to previous years being identified as the teacher judgments are based more on valid and reliable evidence.
- ✓ Staff are really looking carefully at the "tools" benchmarks for literacy which is having a increasing impact on attainment overall.

Next steps:

- Continue to use the continuum for all areas of literacy and investigate numeracy
- Closer look at the rubrics and how these can be added to the tools for writing continuum when assessing writing
- More moderation activities across the levels rather than in partner classes

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Table 1 – 24/25 PEF Review

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
<u>HWB:</u> Inclusion and Support Worker, Principal Teacher – WHOLE SCHOOL and Play Therapist	Baseline assessment was taken at the start of the year for a selection of FSM children who had ACES and Trauma and not in a place ready to learn in the classroom. Data was scrutinised at the end of the year for those children who had Nurture intervention	Looking at the baseline assessments results of 2 children who had previously had no intervention of Nurture – Child A from P5 was at F* for writing and F* for Numeracy. With her weekly session of Nurture, new assessment is now showing she is at S* showing significant progress in her learning Child B from P6 – back in November he was sitting at F*** for <u>writing</u> and he is now at age and stage at S** For Numeracy he was sitting at F*** and is now up to age and stage at S**]	Inclusion and Support Worker – Natalie Ross-Cameron – £31,396 Teacher (to allow Principal Teacher a day for PEF related duties) - £13,958 Play Therapist - £6,280
Literacy and Numeracy Interventions – P1 to P7	Baseline assessment data taken in November SOFA	Prior to SNSA for P4 and P7, we used SOFA data to <u>hone in on</u> the areas that needed revisited and for the children to be more secure. Small groups were taken out with the PEF PSA and activities were planned by Principal Teacher based on the information from SOFA. We believe the impact of doing the SOFA assessments prior to the	PEF PSA - £8,252.25 Teacher (to allow Principal Teacher a day for PEF related

Commented [AJ4]: Can she and he (pupil A and B be replaced with they so less identifiable?

		SNSA, and then planning for interventions linked to the data then resulted in <u>a higher</u> achievement level across the board in SNSA particularly in P7.	duties) - £13,958
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Wider achievements

Coileanaidhean nas fharsainghe

We celebrate the wider achievements of our pupils here as much as possible. We offer opportunities as much as possible and staff track wider achievements using a wider achievement tracker. This then allows us to also focus and provide support to those children who may not be sharing wider achievements.

We want to help children develop their skills for learning, life and work and help them to understand how they are getting these skills from their wider achievement. We provide:

- Weekly good work band assemblies where 2 children are chosen for achievements in their classes. This could be work related or related to something that the child is proud of from out of school.
- Monthly achievement assemblies. The first Monday of each month is devoted to an achievement assembly where children are chosen from each class to share what they have achieved and this can be big or small – it is what has made them proud which is the most important aspect of this sharing.
- House points are awarded to every pupil in the school for achievements etc
- Merit Award Certificates are awarded to 2 pupils from each class from Nursery to P7
- P7 Leaver awards and trophies
- We award a special Creativity Award every year at the final assembly in Summer for a P3 and a P7 pupil
- John Connell Citizenship Award was created to award a P7 pupil for their outstanding achievements over their whole school time at South Lodge – this is not based on attainment but achievement.
- Assessments/achievements celebrated throughout the day/week/term when necessary
- We have our Active Schools Co-ordinator run and deliver Junior Sports Leader Award to our P7s
- Every child in the school is part of our Learner Participation Afternoons. We have 3 groups – Eco and Community, Health and Well being and school leadership. These groups meet over the year with key members of staff and action plan for their particular area.
- We track children attendance at after school clubs
- Opportunities to compete in RPSSA Sports Events throughout the year
- Swimming lessons for all P4 and P5 children
- Our online platform Seesaw encourages parent to share the achievements and successes of their children allowing them to share that with the rest of those children's peers
- Children participate in many community competitions and events such as RNLI Art competition, Coop Easter competition, Invergordon Museum which all show case individual children's skills and talents
- We try and have as many visitors to the school from different backgrounds such as sporting, reading schools, church members etc to add extra experiences and moments for our pupils.

Comments from learners, families, stakeholders and staff

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

Please click on each link to take you to the comments children have made this term from those in our School Leadership group. These comments were made throughout the year during our Pupil Participation Days. The group used HGIOURS and were looking at Theme 2 – Our Learning and Teaching:

[How attractive and well maintained is our school?](#)

[In our school do we have all the resources and equipment we need to learn?](#)

[How helpful is the written or oral feedback we get from our teachers?](#)

[How does our school give us regular opportunities to choose what we learn?](#)

Commented [AJ5]: None of the links will not open unless given access

Throughout the year we share our High Quality Assessments with our parents on a key area of learning. Here are a selection of comments parents have made:

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/HQA%20comment%201%20.png

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/HQA%20comment%202.png

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/HQA%20comment%203.png

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/HQA%20comment%204.png

<C:\Users\hayesmacleodd\OneDrive - The Highland Council\2024-25\Pictures\HQA comment 5.png>

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/HQA%20comment%206.png

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/HQA%20comment%207.png

Please see self evaluation work carried out by staff this year when evaluation Quality Indicator 2.3: Learning, Teaching and Assessment and Quality Indicator 3.2: Raising Attainment and Achievement:

[QI 2.3 – Learning, teaching and assessment](#)

[QI 3.2 – Raising attainment and achievement](#)

Please click on the link below on an impact statement from one of our stakeholders to the school – a play therapist – on the impact her work has made to drive up standards in the school:

https://highlandcouncil1-my.sharepoint.com/personal/hayesmacleodd_highland_gov_uk/Documents/2024-25/Pictures/Play%20Therapist%20Feedback%20.png

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

Our overall evaluation of our capacity for continuous improvement is:
We are confident in our capacity for continous improvement.

Key priorities for improvement planning

Priomhachasan airson planadh airson leasachadh

TO BE CONFIRMED AFTER RAISING ATTAINMENT STRATEGY

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 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.

