



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

SOUTH LODGE PRIMARY SCHOOL/ELC



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%

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.

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Attendance 91.54%			Average Class Size 21			Meeting PE Target Target Met					
Pupil Numbers (inc nursery) 147 (+32 nursery)			Teacher Numbers 11			Pupil Teacher Ratio 13.4					
N3 28%	N4 62%	P1 12%	P2 14%	P3 14%	P4 20%	P5 10%	P6 14%	P7 16%			
SIMD Q1 ¹ 55%		SIMD Q2 19%		SIMD Q3 24%		SIMD Q4 2%		SIMD Q5 0%		Unknown 0%	
ASN ² 34%		No ASN 66%		FSM ³ 43%		No FSM 57%		EAL ⁴ 8%		No EAL 92%	

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

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile



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 1: Raising Attainment in Numeracy with the effective use of resources.		
School Improvement Plan Priority 1		
Summary of progress	Next steps:	
✓ As an ASG, Head Teachers planned alongside Mathematics Department from Invergordon Academy which mathematics and numeracy outcomes were essential for transition to the Academy. The plan then was to create the essential outcomes for first and early level ✓ SOFA and SNSA data have been effectively analysed by class teachers and then quality assured by SMT to ensure that appropriate next steps are taken to support progress and attainment. ✓ Data has been effectively analysed to highlight those children who require further intervention and appropriate steps put into place to support their learning needs. ✓ PSA deployment has been effective in ensuring that appropriate support has been identified for those children needing extra support to progress in their learning in numeracy. ✓ Most PSA's are confident in assisting, resourcing and tracking the interventions in place to improve Numeracy whilst under the guidance of the class teacher.	✓ Working party made up of Academy and Primary colleagues to look at creating the "toolkit" for first and early level. ✓ Continue to analyse the data from SOFA/SNSA to identify next steps ✓ Continue to use the data to identify the appropriate intervention ton support progress of our learners. ✓ Ensure PSAs are trained in the interventions needed to effectively raise attainment and support progress ✓ Class teachers to continue to support PSAs to deliver, resource and track the interventions in place for Numeracy.	
Impact		
✓ Collectively as an ASG, all HTs working alongside Secondary colleagues, have clear knowledge of the "essentials" needed in Numeracy and mathematics in relation to achievement of a level		

✓ All teachers are using SOFA/SNSA data to ensure that appropriate interventions and support are in place to aid progress ✓ Most teachers are using data from SOFA/SNSA effectively to create the next step for pupils though more work is still needed to raise confidence in this ✓ PSA's have been empowered through collegiate planning in delivering, resourcing and tracking interventions which in turn has resulted in improved pupil progress.	
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School Priority 2: Effective and robust data analysis	
School Improvement Plan Priority 2	
Summary of progress	Next steps
✓ Staff are now using SOFA/SNSA data more robustly in both literacy and numeracy identifying where the gaps are in their learning and then planning for appropriate intervention/teaching to plug those gaps ✓ Staff's understanding and interpreting of data has improved over the course of the year from SOFA/SNSA and they are becoming increasingly confident in their teacher judgement ✓ Whilst there have been improvements in the teacher judgement of ACEL, there is still a degree of uncertainty with this. ✓ Staff are increasingly more prepared for attainment meetings making effective use of the data during discussions	✓ Staff to continue analysing the data from SOFA/SNSA for literacy and numeracy to identify those meaningful next steps and interventions needed to improve attainment overall. ✓ Staff to continue to interpret the data effectively to ensure it matches with their teacher judgement. ✓ Staff to moderate assessments/evidence of children's attainment with stage partners from within our own setting and the ASG. ✓ Progress and Achievement data to have been already updated and teachers to take that data and evidence to attainment meetings to aid discussions ✓ Assessment calendar to be in place for August 26 to indicate clearly when and what assessments are to be completed.
Impact	
✓ Through robust data analysis, interventions are better planned for, are timely in nature and effective deployment of PSA support.	

✓ Teachers' judgements of ACEL data is becoming more aligned throughout the school resulting in a connection of what teachers perceive as an end of level and what SNSA/SOFA say ✓ During attainment meetings, staff are demonstrating their commitment to knowing exactly where their pupils are and what has to happen next which is reflected in the evidence and data that they are using.	
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School Priority 3: Rights Respecting Schools – Silver Award	
School Improvement Plan Priority 3	
Summary of progress	Next steps
✓ Planning formats for all teachers have been updated to include UNCRC articles ✓ Whole school assemblies linked to article of the month is now a regular feature with classes embedding the new knowledge gained through differentiated activities ✓ Every class have a UNCRC display which is updated monthly to reflect the article being taught ✓ Steering group is in place and are meeting regularly to discuss next steps, look at evidence of class engagement and ensuring we are following the action plan ✓ Class charters are in place and are reviewed and updated regularly throughout the year	✓ Teachers individual lesson structure for all curricular areas will now include articles being embedded within the usual learning intentions, success criteria etc ✓ Monthly assemblies to continue being led by the steering group ✓ Display boards to continue to be update with relevant article being covered and steering group to collect evidence from these displays monthly. ✓ Steering group to be refreshed with new pupils due to exiting P7 pupils and will continue to meet regularly with Lead staff member. ✓ Playground and canteen charters to be established

✓ Pupils and staff are becoming more familiar with the relevant language associated with UNCRC rights. For example, in a restorative conversation, a child will identify what rights have been affected ✓ Silver accreditation will now be planned for by the end of 26/27 session.	✓ Children to become confident in using the language of rights in everyday occurrences. ✓ Silver award to be achieved in next session.
Impact	
✓ Articles are now taking a more central position in teachers planning showing that right are becoming embedded in each lesson ✓ Due to monthly article assembly, ensures that the whole school are working on the same rights which means children of all ages can talk about this across mixed stages ✓ Visual learners are supported through the use of class displays and these displays also ensure that everyone keeps up to date with the relevant work linked to that article. ✓ Through the steering group, children's voice is being used effectively and they are taking a lead in disseminating knowledge to their peers ✓ Every class is very clear of the responsibilities they need to demonstrate in exercising their rights ✓ Language is consistent across the school around rights showing that it is embedded	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Data summary against targets	Impact / progress summary (max 100 words per intervention)	Intervention Resource allocation used (breakdown)
HWB: Inclusion and Support Officer, Principal Teacher – WHOLE SCHOOL	Attendance Support: Breakfast Club between 8:30am and 9am for children with social, emotional, and behavioural difficulties to encourage them to attend school with the use of a soft start. This has also helped with making sure children are at school on time and no longer late every day. 50% of families across the whole school have created a successful and essential home/school link with Inclusion and Support Officer	Family A of 3 children have had very poor punctuality to school due to a number of family pressures. Since accepting the offer of breakfast club those children are now attending school on time and in a place for learning. Relationships and trust have been built up with parents/carers who struggle to engage with school. Parents/carers will call or come in to ask at reception to have a chat with Inclusion and Support Worker about various things. At times, the topic of discussion can be emotive.	Inclusion and Support Worker – Natalie Ross-Cameron - £31,396 Teacher (to allow Principal Teacher a day for PEF related duties) - £13,958

	39% of whole school children are supported 1 to 1 in recognising and managing their emotions, building confidence, and self esteem and friendship pressures 30% of PEF children in P4 to P7 attend Nurture Groups 70% of PEF in Primary 7 children supported on enhanced transition to Secondary school	All targeted children are now able to spend more time in class and self regulate emotions or communicate with an adult that they need further support Building self esteem, confidence, life skills, strategies to deal with big emotions, building resilience, finding their voice to communicate their needs Confident children, Secondary staff aware and up to date on individual needs of child and levels of support needed	
Literacy and Numeracy Interventions – P1 – P7	P2 – 36% of PEF are completing precision phonics P2 - 43% of PEF are receiving extra adult led reading sessions daily P2 – 57% of PEF are receiving Basic Facts Intervention P3 – 77% of PEF are receiving Basic Facts intervention	100% of target group are now at age and stage SOFA literacy 100% of target group are now at age and stage SOFA literacy 100% of target group are now at age and stage SOFA numeracy 90% of target group are now at age and stage SOFA numeracy	PEF PSA - £8,252.25 PEF PSA - £8,252.25 PEF PSA - £8,252.25 PEF PSA - £8,252.25

	P3 – 31% of PEF are receiving individual reading support	100% of target group are now at age and stage SOFA reading	PEF PSA - £8,252.25
	P4 – P5 – Maths Mastery – 47% targeted	15 targeted children from P4 – P5 complete Maths mastery daily which has allowed for an increase in their instant recall and mental numeracy skills resulting in further confidence in addition, subtraction, multiplication and division skills	PEF PSA - £8,252.25
	P6 and P7 – Stareway Spelling Intervention Programme – 68% completed intervention	Stareway Spelling Intervention was delivered every day with PEF PSA support to 19 targeted children across both P6 and P7 who had an identified barrier with spelling. This intervention allowed for 68% to successfully complete the intervention which in turn has seen an improvement in their reading, writing and spelling.	PEF PSA - £8,252.25
	Basic Facts Intervention	73% of targeted children have now come out as age and stage with basic facts	PEF PSA - £8,252.25

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 Wednesday 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, Easter Ross Rotary Club 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, teaghlachan, luchd-ùidhe is luchd-obrach

This year we used the school SE surveys to gather views from across our school community. Here are some headlines taken from the results:

Learners:

- Of the P4-P7 learners that took part in the survey – 88% agreed/strongly agreed that they felt safe when at school
- 86% of learners agreed/strongly agreed that the school deals well with bullying

Families:

- Of the families that took part in the survey – 100% believe that the school treat their children fairly and with respect
- 94% of families agree/strongly agree that the school deals well with bullying

Stakeholders:

- Of the Stakeholders that took part in the survey – 100% agree/strongly agree that partnership working with the school works well
- 89% of stakeholders asked agree/strongly agree that their service/organisation has a clear understanding of the school's strategies for raising attainment for all

Teaching Staff:

- Of the teachers that completed a survey – 100% agree/strongly agree that they feel they are a valued part of the school's community
- 83% of teachers surveyed agree that the school deals with bullying effectively.

Support Staff:

- Of the support staff that took part in the survey – 100% agree/strongly agree that they feel they are a valued part of the school's community
- 83% of the support staff asked agree/strongly agree that staff at all levels within the school communicate effectively with each other

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
Other QIs reviewed		
QI 1.4 Leadership and Management of staff		
QI 2.4 Personalised Support		
QI 2.1 Safeguarding and Child Protection		
QI 1.1 Self Evaluation for Self Improvement		

Commented [AJ1]: Normally we would not grade ourselves against these QIs. Reason here?

Commented [DH2R1]: I’ll take them out then

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	Link to National and Local Priorities	Please detail the information / data which has prompted this work																																				
Rights Respecting Schools – Silver Award	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	We are currently a Bronze Rights Respecting School and now aiming for silver accreditation. We are continuing to follow the silver accreditation route map and are aiming for silver accreditation by the end of the 26-27 academic session As this is a national priority and is part of the NIF and HSCS (Health and Social Care Standards), as a school we have agreed that placing the human rights and needs of every child and young person at the centre of education would be a key driver for school improvement. Our whole school community will work together to maximise health and wellbeing by enabling children to interact both in their own community and in the wider context.																																				
National Improving Writing Project	Improvement in attainment, particularly in literacy and numeracy	We have been below National in our Writing attainment over several years. The schools in Cohort 7 have identified Writing as an area for improvement. <table><tr><th>ACEL DATA</th><th>2025</th><th>2024</th><th>2023</th><th>2022</th><th>2021</th></tr><tr><td>P1 Writing Highland</td><td>72.7</td><td>74.2</td><td>71</td><td>68.6</td><td>57</td></tr><tr><td>P1 Writing National</td><td>78.7</td><td>79.4</td><td>78</td><td>76.9</td><td>74</td></tr><tr><td>P4 Writing Highland</td><td>69.3</td><td>69</td><td>64</td><td>57</td><td>52</td></tr><tr><td>P4 Writing National</td><td>74.2</td><td>72</td><td>72</td><td>70</td><td>67</td></tr><tr><td>P7</td><td>72.8</td><td>71.3</td><td>69</td><td>62.3</td><td>53</td></tr></table>	ACEL DATA	2025	2024	2023	2022	2021	P1 Writing Highland	72.7	74.2	71	68.6	57	P1 Writing National	78.7	79.4	78	76.9	74	P4 Writing Highland	69.3	69	64	57	52	P4 Writing National	74.2	72	72	70	67	P7	72.8	71.3	69	62.3	53
ACEL DATA	2025	2024	2023	2022	2021																																	
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		<table><tr><td>Writing Highland</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>P7 Writing National</td><td>76.9</td><td>75.9</td><td>75</td><td>72.9</td><td>69</td></tr></table> The overall aim then is by June 2027 the schools participating in the National Improving Writing Programme Wave 2 Cohort 7 will achieve more than 70% in First Level CfE Writing at P4 and more than 75% in Second Level DfE at P7.	Writing Highland						P7 Writing National	76.9	75.9	75	72.9	69
Writing Highland														
P7 Writing National	76.9	75.9	75	72.9	69									
ASG Improvement Priorities														
Skills for life, learning and work across the ASG	Improvement in skills and sustained, positive school-leaver destinations for all young people School and ELC improvement	We identified our aspirations and opportunities for our learners. Aspirations for our learners is to 'break the cycle' of poverty, through preparing our children and young people for positive and sustained destinations and improving outcomes via strengthened attainment and achievement. With creation of the Green Port, we must prepare our CYP for the key industry sectors which are prevalent in the area now and predicted to be in the future. E.g. Hospitality, Care, Health, Education and Engineering. We must identify the relevant skills and work together to enhance these in our CYP, so they are best placed to obtain employment in the local area.												

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 <https://southlodgeprimary.wordpress.com/> or by contacting the school office.