

“Working together to inspire learning and achievement in Highland Communities”



Standards and Quality Report
The Highland Council
Care and Learning Service

South Lodge Primary School
Written by David Hayes-MacLeod, June 2016

Our school vision, values and aims

Hands on pencils, hands on your work!
Active fun for everyone.
Pupils at South Lodge
Parents, community, it doesn't matter who,
Yes! They can all help us in our learning too.
Friends there for each other,
Achieving success, outdoor and in,
Confident learners moving forward,
Excellence in everything we do!
South Lodge pupils have lots of fun too.



Written by the pupils of South Lodge Primary School.

The Core Areas of our Practice

This report summarises the strengths of our school, our recent improvements and what needs to improve further. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We cross mark work. We make use of factual data and information including attainment results responding and adapting our teaching in line with children's needs. We assess using our own expertise, standardised testing, cross marking and results tracking. Children peer assess and self assess. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Our Key Strengths

- We have a very positive learning environment across the school and an ethos where pupils, parents and staff feel respected and listened to. There are positive staff / pupil relationships, pupil / pupil

relationships and parent / staff relationships clearly celebrated on our display boards in school

- We have a very strong, nurturing ethos where children are listened to, respected and cared for in a variety of means. We have a designated Nurture room called “The Nook” where children have a safe and secure environment away from the main school environment.
- Everybody cares for the children at South Lodge Primary irrespective of their designation. The children are supported in all ways of life and interventions are well planned based on the particular needs of the children.
- There are a number of opportunities offered to pupils to develop skills for life, learning and work and achieve personal success, both within the school day and outwith school activities.
- We have positive learning experiences across the school and the early learning and childcare setting are active and engaging. Our outdoor area is good and utilised as much as possible for outdoor learning activities.
- We are at the heart of the South Lodge community where we try and provide a variety of means and ways for parents to contact us if they have any worries or issues about the education of their children
- Lessons are well planned and well resourced. There are challenging tasks and pupils work well together and are having increasing opportunities to work cooperatively.

Our Improvements Last Session

- We have established an excellent transition programme from Nursery to Primary 1 which has allowed for detailed transfer and sharing of information from Nursery staff to Primary staff.
- Our development of Big Writing has continued to improve over the past year with staff confidence increasing and excellent writing opportunities being provided for the children.
- We continue to support the delivery of French from Primary 1 to Primary 7 through the 1+ 2 initiative working towards offering a third language from Primary 6 in 2020
- We are working as a staff to link assessment tasks to significant aspects of learning to ensure the curriculum builds in a progressive way from stage to stage. We are also developing our approach to learning statements.
- We will continue working with the whole school community to ensure there are consistent high quality learning experiences and choice for all learners.

Our Priorities For Improvement for Next Session

- We will be working towards the introduction of the Highland Council continuous profiling and reporting model by engaging with staff, children, parents and carers this year and following the elements pertinent to the programme i.e learning conversations and key assessment tasks
- The adoption of the Teacher Learning Community Strategy (Tapestry) will be implemented this next session to ensure confidence and consistency in moderation and teacher judgement. Assessment tasks will be more effectively designed to match the success criteria and to provide breadth, challenge and opportunities for application.
- Closing the Gap priority will be at the forefront of all staff this session. Children will be identified who are the most disadvantaged across the whole school from N4 overviews – Primary 7 and teacher judgements on our most vulnerable children also.
- To ensure progression and coverage of the experiences and outcomes of CfE, we will be adopting the Highland Council Primary Curriculum overview for Social Studies. The Social Studies Primary Progression Pathway will be utilised over the 3 year cycle to ensure tracking and progression of every child within the social subjects.
- The Cooperative learning standards of practising active listening, helping and encouraging each other, everyone participating, explaining ideas and telling why and completing tasks will be focussed on in depth in direct classroom observations. We will ensure that these are being used across the whole school in at least Literacy and any other subjects where appropriate
- Through our use of the “I can” statements from the Career Education Standard, Developing the Young Workforce will be developed further this session to ensure that our learners are more knowledgeable about the world of work and that they are able to identify necessary attributes linked to a particular career.
- Big Writing will still be a major focus for the teaching of Writing across the whole school
- “Reading for Enjoyment” will be focussed on in more depth and detail this coming session. An ethos that supports children to read and encourages children to read will be developed across the whole school with particular attention being placed on the reading environments in the school already i.e relaunching the school library.
- Self evaluation will continue to underpin all that we do here at South Lodge. Outcomes will continue to improve for our learners through a clear focus of planning for improvement with all stakeholders fully involved and views gathered.
- Government initiatives, e.g. Languages 1+2 and PE development will also continue to be developed

Learning Provision. How good is the quality of the care and education we offer?

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.4 Personalised support

2.5 Family Learning

2.6 Transitions

2.7 Partnerships

Our Key Strengths and Improvements from last Session:

- The children are increasingly showing a greater sense of responsibility and independence through groups such as Pupil Council, Eco Committee, JRSO and our buddy system.
- As a school we follow national guidance, legislation and best practice to safeguard children. All staff have been trained in the PREVENT policy and also in the issues surrounding FGM.
- All visitors to school are now issued with a coloured visitor lanyard to indicate their disclosure status. All visitors with a current disclosure wear a black lanyard whilst all visitors who do not have a current disclosure certificate are issued with red. This then highlights to all staff if they come across visitors in the school whether they need to be tackled or not due to their reason being on school premises.
- We work with services to effectively support children and families. This is done through regular strength and pressures meetings, solution focused meetings and child plan meetings, when appropriate and use of ICT systems (SEEMiS) to support pastoral care.
- Attainment in Numeracy continues to improve due in part to all staff following the Highland Numeracy project with updated programmes of work, staff training and investment in new resources for numeracy.
- 'Big Writing' programme of work continues to impact on motivation and attainment in all year groups. Children's enthusiasm for writing continues to grow with excellent writing opportunities being provided for all.
- Through Direct Observations, talking to the children and gathering feedback from all parties we will ensure that children are being taught quality lessons and respond well to active learning opportunities in appropriate contexts.
- We have worked as a team with P.E. specialists, to develop delivery and assessment of the Physical Education curriculum.
- The majority of children in our nursery continue to make progress in all areas of the Early Years Curriculum. Planning and assessing the children have changed dramatically over the year with now protected time for the Nursery team established to assess, plan and monitor the children's learning pathways during their time.
- Learning, teaching and assessment across the school is well planned and resourced and there are lots of opportunities for children to develop skills. Staff plan for learning across stages and all staff share resources effectively. Teachers also support children to work across stages and opportunities are provided for informal and formal support across the different stages of the primary school to encourage peers to help each other. A buddy system is in place for P7 and P1

children.

- Assessment, moderation and sharing of standards continue to develop this year across stages and also across the Associated Schools Group. Tracking in the school has been developed to be proportionate and fulfil a clear purpose in line with the National Improvement Framework. Staff are tracking in one place.
- There is now an expectation that learning intentions and success criteria are shared in most lessons, enabling children to focus their own learning and measure success.
- The continued use of learning logs, teacher assessments and work sampling ensures that our learners and children are actively involved in their own learning and development. This has been developed within our Nursery setting also.
- We continue to work to develop on-going dialogue regarding learners' progress and strategies for improvement which is captured twice per session in the Summary of Personal Progress (SPP), progression jotters, learning logs and our tracking of CfE levels across numeracy, writing, health and wellbeing and an identified curricular area each term. We also engage in moderation and sharing of standards across the ASG. Our approach to personalised support and targeted support is rigorous. Our Nurture base ensures that we can support identified need, support early interventions and we work with integrated services. Children and families benefit from high quality universal support and well planned interventions.
- We have developed a very thorough and enhanced transition programme from Nursery to Primary 1 beginning in April to July. This includes teaching experiences for Nursery in the Primary 1 classroom, outdoor learning with P1 teacher, sessions where the new P1 children meet their buddies from the current Primary 6 class etc.
- Excellent transition activities and processes are in place to enhance transitions for P7 pupils
- We have a well-planned transition programme in place for entry into Nursery, Nursery to Primary 1, Primary 7 to the Senior Phase and also for classes moving up. Collaborative planning ensures progression in learning and we endeavour to support learners and families when an enhanced transition may be required.
- We continually develop and promote partnerships. Our Primary 6 and 7 children have numerous opportunities to complete nationally recognised awards including the Sports Leader Award with the Active Sports Co-ordinator. Ross Sutherland RFC Rugby Coach has been working with all pupils weekly with Tag Rugby activities. We have also recently affiliated ourselves with the Port of Cromarty Firth and identifying ways where we can work with them and them with us, also with Albyn Housing Association too. Through these links we aim to provide our children with the skills and attributes that they need for later life and work.

Areas for further development:

- To ensure correct and appropriate coverage and more succinct tracking of pupil's coverage of the experience and outcomes in the Social Subjects, we have decided to adopt the Highland Curriculum Progression and using their Year 1 cycle and Social studies pathway framework to be followed this year
- Cooperative learning techniques to have a major focus in direct observations in literacy and other lessons as and when appropriate to build on and improve behaviour for learning in the classroom
- Class blogs on website to be utilised and updated more frequently to share with home about the learning that is happening in each stage
- Physical Education and HWB are high on our priority with more active schools involvement with lunch time and after school clubs being provided for the children by staff and other professionals i.e DoSoccer club running every Monday afternoon for all children from P1-P7
- The roll out of the flexible approach to Nursery and child care will be implemented this session. The Childcare Manager will be used to fully support the Nursery team and the parents to provide an excellent nursery provision for all children
- Assessment moderation and sharing of standards to be agreed as part of the ASG through TLCs (Tapestry)
- We will continue to use the Highland Council Learning and Teaching policy and the progressions on GLOW to support our approach to teaching, learning and assessment.
- Further links to be established and opportunities sought out to engage with our local community, businesses and employers to inform the children about the world of work and to further enhance their skills and attributes needed for later life.
- The development of Big Writing will continue to be a focus in the school with the Big Writing Tracker sheets being completed every term to show progression of skills.
- Introduction of different approaches to the teaching of reading will be investigated and piloted in P5 to P7 in the views to rolling out further down the school.
- Continue to develop pupils as successful learners and support personal target setting
- Continue to develop staff awareness of assessment and significant aspects of learning and learner statements.
- For teachers to continue to plan key assessment tasks (linked to significant aspects of learning) when they plan learning programmes to ensure robust evidence of pupil attainment and share standards and moderate using the National Assessment Resource (NAR).

Successes and achievements. How good are we at ensuring the best possible outcomes for our learners?

3.1 Improving wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Our Key Strengths and Improvements from last Session:

- We have developed programmes of work to ensure that we are improving outcomes for our children, including our most vulnerable children. These have included Resilient Kids, Seasons for Growth and Routes to Empathy.
- Our weekly school assemblies support our ethos of praising achievements and attainment of all.
- The children's learning journeys in the nursery demonstrate progression and help to identify development areas and next steps. Learning Journey (LJ) folders provide evidence of achievement and are used collaboratively by staff, pupils and parents.
- The Nursery curriculum supports pupil choice and interests and this has encouraged in stronger pupil engagement and interest. The key worker groups have had an impact on recording and assessing pupil progress.
- Our Primary curriculum is reflective of the variety of needs across the school.
- Children have opportunities within and equal access to all areas of the whole school curriculum and extra-curricular activities
- The following systems involve children and continue to have a positive impact on change within the school. Pupils report a strong sense of being included in the school's decision making.
 - Pupil Council is well established and effective at representing pupil views.
 - Eco-committee is pupil-led; all classes represented and also engages wider community representatives.
 - Junior Road Safety Officers are fully involved in improving the raising awareness of road safety issues, walk to school week challenges etc
 - Questionnaires, surveys and discussions
- Health and Wellbeing is integrated through all aspects of the curriculum. More opportunities have been identified to raise the positive attitudes of our children
- There is a strong culture of inclusion within the school and in pupil attitudes to each other.
- We have recently launched our school "Facebook" page giving parents an extra way to interact with the school and to celebrate and comment on the work of the pupils. The school website and blog site will continue to develop with input from staff, pupils and parents.

- Most parents are supportive and we have a Parent Council who fundraise and are enthusiastic
- We value parental opinions and provide quality opportunities for parents to be fully informed and engaged in the school curriculum. For example our reading by torchlight event is well attended and enjoyed by the parents.
- Tracking of attainment and achievement is used to inform learning and progression. This information is also used at key transition points for children.
- The Highland Literacy Project (HLP) has had a positive impact on pupils' attainment in Reading and Big Writing
- Detailed plans and programmes are in place on our school site on GLOW to support the delivery of CfE experiences and outcomes and we have developed a planning folder to track these. We use 'learning conversations' as a Senior Management team to discuss teaching and learning with staff.
- Across the school there are a significant number of children with specific and general learning difficulties that impact on attainment levels. As a result we ensure that the support that is provided by our Pupil Support Assistants is targeted and focussed on improving the outcomes for these learners.
- Pupils are now more involved in identifying their next steps, self-evaluation and peer assessment right across the school from Nursery to P7. Class learning logs allow for pupils to evaluate their learning and progress. They assess their own work and peer-assess that of others.
- We utilise our local environment to engage children with aspects of the curriculum. Pupils report they like and enjoy these experiences. We use the woods, the museum, the lifeboats, the church and the historical town of Invergordon as part of our everyday curriculum.
- We are proud of our outdoor learning in the school and we have worked hard to develop outdoor areas for growing our own food and improving our understanding of food education.

Areas for further development

- Continue to help children take more responsibility for their own learning across all contexts of learning
- Continue providing high class strengths and pressures meetings, solution focussed meetings and child plan meetings to ensure that the varying needs of the children are met in a safe, appropriate and progressive manner
- Use SEEMiS as a tool for recording pastoral notes and chronologies.
- Investigate the delivery of digital skills and computing science, increasing creativity and employability.
- Continue to build on links with local business in developing the young workforce.

- We will have a high focus on celebrating and recording personal achievements of the children out with the school environment.
- Learning conversations will be developed further through staff meetings in preparation of rolling out the continuous profiling system from Highland Council
- We continue to work as a whole staff to link significant aspects of learning to key assessment tasks and we are working together to link these to learner statements. This will also form part of the continuous profiling system to be rolled out in session 17/18.
- We will continue working with partners to provide opportunities to develop pupil's 'skills for life' and prepare young people for the 'World of Work'. Through the use of the "I can" statements from the 3-18 Career standard, children will be able to evaluate their own skills that are being developed
- We will ensure that the new equalities legislation will be in place and adhered to
- We will continue to develop our tracking system to ensure that systems are proportionate, useful and inform planning, teaching and learning. Also that we are clear on the individual progress of each child in all areas of learning. We will ensure that our systems also reflect the importance of the National Improvement Framework and that they support teacher judgement.

Leadership and Management. How good is our leadership and approach to improvement?

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equality

Our Key Strengths and Improvements from last Session:

- At South Lodge we are proud of our self-evaluation and we engage with our stakeholders, monitor and evaluate in a systematic way. We set our self-evaluation calendar on an annual basis, but we are flexible as a staff and respond to the needs of the school. Our self-evaluation is robust and permeates practice at all levels. Evidence is discussed openly and regularly with all stakeholders and used for formative purposes. Our self-evaluation also has an impact and we can evidence improvements to the pupil experience and achievement.
- The staff team is committed to an improvement agenda and have engaged positively in self-evaluation and developing a school vision (S & Q and SIP).
- As a team we are flexible and we work hard to develop new concepts in teaching and learning open to trying new initiatives as and when appropriate.
- We self-evaluate honestly and are willing to question our practice in order to enhance learner's experiences

- PDR Processes for all staff are established and CPD needs are effectively identified, supported and link to the school improvement priorities. We ensure that the process of the GTCS professional update is carried out successfully
- Formal classroom observations are undertaken by the leadership team twice a year and focus upon school and individual priorities.
- The creation and use of the School Self Evaluation calendar maps out activities across the year making it very clear about what information is being gathered and to what purpose.
- Pupil and parent views are sought and acted upon; through formal questionnaires, meetings and discussion. This has led to developments, for example, in producing a whole school uniform policy
- The nursery team have worked extensively on developing practice in line with Curriculum for Excellence and have developed their planning, with weekly evaluations of their teaching plan, there are many opportunities in Nursery for parents to offer suggestions and new systems to involve children and parents in their Learning Journey are in place.
- Leadership qualities have been promoted and valued in staff within the school, with more members of staff taking a “leadership” role in projects for next year

Areas for further development:

- Staff are to become more familiar with HGIOS4 thorough engaging with the challenge questions and level 5 illustrations to inform our judgement as we look inwards, outwards and forwards
- The ethos will be promoted to support a culture of self evaluation which permeates both whole school areas of development and personal improvement
- We need to continue to ensure that children’s learning in all curriculum areas builds in a progressive way from stage to stage and consistently across the school and cluster and that this is tracked effectively using our current systems.
- Continue to develop and review the commitment, management and impact of improvements through self-evaluation.
- Further develop management capacity and expertise within staff to support improvement through self-evaluation