



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

**South Lodge Primary School**



# Introduction: Local and National Context

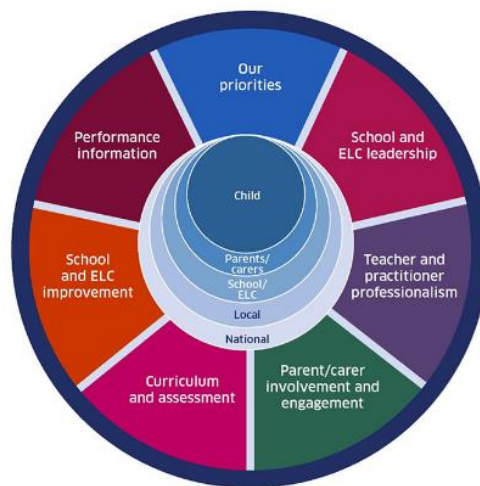
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

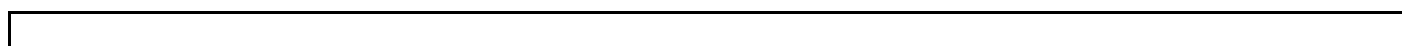
To support self-evaluation, quality indicators from the national evaluative framework *How Good Is Our School?* 4 are referenced.

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



We are pleased to present our Standards and Quality Report for Session 2023-24. 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

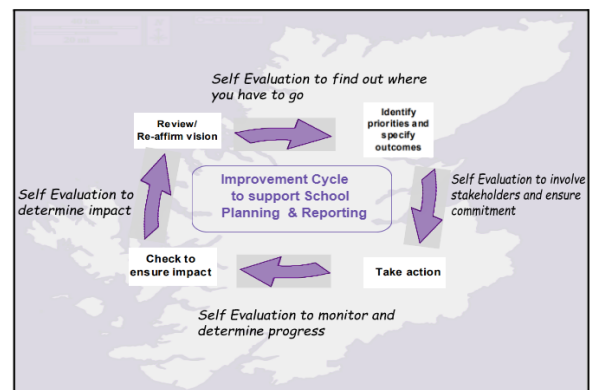
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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.

<b>Attendance</b> 88.6%	<b>Average Class Size</b> 21.3	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers (inc nursery)</b> 149 (+40 nursery)	<b>Teacher Numbers</b> 10	<b>Pupil Teacher Ratio</b> 15
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<b>N3</b> 47%	<b>N4</b> 53%	<b>P1</b> 14.1%	<b>P2</b> 18.8%	<b>P3</b> 10.1%	<b>P4</b> 14.8%	<b>P5</b> 14.8%	<b>P6</b> 14.8%	<b>P7</b> 12.8%
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<b>SIMD Q1<sup>1</sup></b> 60-70%%	<b>SIMD Q2</b> 20-30%	<b>SIMD Q2</b> XX%	<b>SIMD Q3</b> 10-20%	<b>SIMD Q5</b> 0-10%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 40-50%	<b>No ASN</b> 50-60%	<b>FSM<sup>3</sup></b> 80-90%	<b>No FSM</b> 10-20%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Most	Majority

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

**School vision, values and aims**  
**Lèirsinn, luachan agus amasan na scoile**

**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:

#### Rights Respecting Schools – Bronze.

##### Purpose:

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.

##### Progress:

##### Informing the whole school community that the school is working on RRSA:

- ✓ Parents and school community were advised online via Seesaw and other communication channels; then further informed in-person at a follow up meeting at a family engagement event. Parent Council have been informed and regularly updated at stated meetings.
- ✓ Staff were consulted and began training at in-service at the outset of the school year and have continued to receive training and consultation throughout the year.
- ✓ RRSA was introduced to pupils at assembly at the start of the school year; continues to be a focus within class learning and regular rights assemblies. Rights Respecting School Award visual displays are in place and regularly updated for each class in the school.
- ✓ **Rights Respecting School Leadership Group created**

##### Impact:

- ✓ Whole school community are very clear on the direction and steps we have taken towards our Bronze accreditation of RRSA. They gained insight into what this entailed during open afternoons and parental engagement activities where they were informed and kept up to date
- ✓ Staff are increasing in confidence in the accreditation process and are beginning to introduce Rights into all areas of the curriculum as much as possible
- ✓ The language of rights is becoming more familiar to the children through the assemblies and then subsequent links to class work based on the right discussed in assembly
- ✓ Pupil group has started to meet with HT regularly to discuss the progress through the accreditation and then feeding back to the rest of the school community through assemblies and work in classes. This has allowed for the individuals in this group to really grow in confidence at leading younger children in discussions and for also leading in aspects of whole school assemblies. This also then has a positive effect in other areas of the school i.e children now volunteering for achievement assembly whereas before they would shy away from this.

- ✓ **Staff own knowledge and understanding of rights and RRSAs has been developed and continues to be developed to support the work in the school**
- ✓ All staff have undertaken e-learning modules run by UNICEF which then in turn has contributed to that developing knowledge and understanding of rights in the school and how to implement them to the children. Staff have also reached out to other schools on the same journey to share ideas to aid implementation of rights focus through existing work and school routines e.g FUN 31. As a result of all this staff now have a greater understanding of how RRSAs programme can support well-being of pupils in South Lodge
- ✓ **Silver Accreditation – Strand A – Teaching and Learning about rights:**
- ✓ Staff have started to embed rights in the planning stages of learning and teaching and identifying links to individual rights
- ✓ Children are becoming more familiar with some articles of the CRS in particular ones that we can make direct links to with common school practices i.e FUN 31.
- ✓ RRSAs Pupil steering group meet with HT monthly to discuss how we are presenting rights to the school and wider community
- ✓ **Strand B – Teaching and Learning through rights – ethos and relationships;**
- ✓ Children and adults are beginning to describe how they and others act to create a rights respecting environment in particular in regards to our positive relationships policy and vision, values and aims
- ✓ Children continue to feel safe and protected and they are all clear in what to do if they need support
- ✓ We continue to place children’s social and emotional wellbeing as a priority. Our Sparkle Room (Nurture Room) is used effectively for those children who are at the edge of school refusers and also for those that have been identified of needing those extra Nurture sessions to ensure they are in a place for learning mentally
- ✓ Most teachers are becoming more “right” focussed when thinking about the planning of learning and teaching in their classrooms and identifying those links to rights to educate and inform the pupils. There is still the need to revisit previously taught rights so that they are not forgotten. Going forward staff need to consider opportunities for teaching rights throughout the curriculum.
- ✓ As a direct result of the work we have undertaken to allow our children to become more familiar with the articles – this has allowed us as a staff to review our vision values and aims to ensure that they partner up to what we are trying to achieve as a school in the “rights journey.” We have noted that work needs to be undertaken on our vision, values and aims to align them with UNCRC.
- ✓ As part of the class charters, it is discussed in detail what mechanisms are in place to support children in feeling safe and protected. This therefore means that our children understand what we do here in school to keep them safe and protected.
- ✓ To ensure that we are allowing our children to become more efficient in describing how to express their opinions in school our Nurture sessions have proven successful over this past session and has made an impact with almost all children stating they feel they are listening to and their opinions are valued.

- ✓ **Strand C – Teaching and Learning for rights – participation, empowerment and action**
- ✓ Children are becoming more efficient in describing how they can express their opinions in school and becoming more involved in the decisions about their life in school
- ✓ Our Pupil Participation Groups which consists of Leadership (includes RRSA steering group), Health and Well Being and ECO and the Community continue to meet every term. This is whole school involvement with every pupil in one of the 3 groups which they stay in for the whole year. This allows for EVERY voice to be heard from the whole pupil community rather than just a select few from pupil groups. This therefore means that we have children “signed” up to our priorities for the year in terms of school improvement and again – all children are feeling valued and part of the WHOLE school decision making giving them all ownership over projects in school.

#### Next steps:

- ✓ **Bronze application to be submitted in August 2024**
- ✓ **Continue to follow the advice and timeline from UNICEF working towards Silver accreditation**
- ✓ **Right of the Fortnight to be further implemented and developed through assembly and then through subsequent class based work**
- ✓ **Children Steering group to continue to meet with HT monthly to report on progress and identify next steps and actions for the school to take**
- ✓ **Although not part of the actual school improvement plan for 24/25 – time has still been allocated through Working Time Agreement etc for our journey to continue**
- ✓ **Continue to embed rights in planning and revisiting previously learnt rights**
- ✓ **Rights focus rolling on a fortnightly basis with assemblies and in-class learning**
- ✓ **Visual display of rights and full convention in Reception area and areas where members of community gather in the school i.e parent notice boards etc**
- ✓ **Include reference to rights and individual articles on communications home via Seesaw where applicable**
- ✓ **Review and renew our Vision, Values and Aims**
- ✓ **Continue to train ALL stakeholders on RRSA e.g Active Schools Coordinator, Church leaders etc.**
- ✓ **Have an agreed charter for out with the class e.g playtimes in the playground**
- ✓ **Link rights more specifically to our Promoting Positive Relationships policy**

#### School Priority:

**Develop the teaching of and assessment of our approaches to writing across the whole school from early to second level (Year 2)**

#### Purpose:

During session 2022/23 – we signed up to the “Stephen Graham” sessions organised by CLO to allow staff to revisit the teaching of writing in particular the pedagogy as we need to move away from the current Big Write scheme as this has become too rigid and is hampering our attainment in writing. We now move into “Early Implementation” phase of the development of writing.

#### Progress:

- ✓ As well as continuing with the Stephen Graham approach we also had our P4 children part of the National Improving Writing Project led by Education Scotland to specifically focus on the number of children that are not achieving first level by the end of P4. This project very much focussed on the tools

#### Impact:

- ✓ By the end of P4 we had **majority** of children all achieving first level in writing. This is in comparison to less than half the class achieving first level in writing the previous year.



- of writing and the particular benchmarks that the children need to have in order for Achievement of a level purposes
- ✓ Utilising the Stephen Graham Approach – we developed a “genre” calendar for every year group across the year which then ensured the depth and breadth needed for children writing in those different genres
- ✓ Following Attainment Meetings – all staff were involved with the Collaborative Lead Team where we looked at some examples of pupil work from P1,4&7 that would be considered ‘on track’ as well as work that is borderline and ‘will not achieve’. This exercise supported staff around moderation and judgement of a level (particularly at P1,4 and 7)..
- ✓ As an ASG, we have looked at all genres of writing and have put together a suite of materials that can be used for assessment pieces of writing. These assessment sheets have tools for writing at each level at the top of the sheet as it is those statements that are looked at in particular to achievement of a level purposes.
- ✓ There was a clear and concise programme of writing genre for each year group from P1 to P7 across the year ensuring that children were experiencing writing in those different elements.
- ✓ These sessions allowed staff to really work with the materials that the Collaborative Team brought along in particular tools for writing continuum and to look at pieces of writing to ensure that in terms of achievement of a level that we are being consistent with our marking and judgements. We can now confidently say that most staff have an increased confidence around judgement of a level
- ✓ There is still a level of confusion and misunderstanding across the ASG of what is being assessed when looking at writing and still an inconsistency in awarding a level to a piece of writing so more work is definitely needed and with support from the central writing team. We aim to utilise our QAMSO’s next session better through being part of the Moderation improvement project from the Central Moderation team.

**Next steps:**

- ✓ We are continuing with the National Improving Writing project in the hope that this year we can then start to look at rolling out the project to other year groups
- ✓ To use **moderation** materials provided by the Collaborative Lead Team when assessing pieces of writing. To use the tools for writing continuum and **the rubrics** for each piece of writing.
- ✓ As a whole school improvement priority we have signed up to the moderation improvement as we have a QAMSO in our school to ensure that when it comes to moderation activities in particular around writing that we are being consistent and fair in our judgements.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Intervention	Impact															
<ul style="list-style-type: none"> <li>• HWB</li> <li>• Breakfast for all has been started from term 4 2023. This is for all children to have a nurturing start to school, ensuring that all children are starting school after eating some food and therefore in a better place to learn. Inclusion and Support Worker and Principal Teacher are heavily involved in the management of this, arrangement of the funding, timetabling of staff, the sourcing of the food, stock take, helping school refusers to actually deliver the breakfast to the classes therefore ensuring they are in school and that</li> </ul>	<p>This has been highly successful. We took a simple baseline survey and here were the results from June 2023:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="padding: 5px;">Name :</td> </tr> <tr> <td style="padding: 5px;">Do you usually have breakfast before you come to school?</td> <td style="padding: 5px; text-align: center;">Always 86%</td> <td style="padding: 5px; text-align: center;">Sometimes 10%</td> <td style="padding: 5px; text-align: center;">Never 4%</td> </tr> <tr> <td style="padding: 5px;">Do you feel ready to learn at the start of each school day?</td> <td style="padding: 5px; text-align: center;">Always</td> <td style="padding: 5px; text-align: center;">Sometimes 22%</td> <td style="padding: 5px; text-align: center;">Never</td> </tr> </table>				Name :				Do you usually have breakfast before you come to school?	Always 86%	Sometimes 10%	Never 4%	Do you feel ready to learn at the start of each school day?	Always	Sometimes 22%	Never
Name :																
Do you usually have breakfast before you come to school?	Always 86%	Sometimes 10%	Never 4%													
Do you feel ready to learn at the start of each school day?	Always	Sometimes 22%	Never													

they have a purpose to be here for the start of the day, gathering the baseline data and scrutiny of data.

	67%		11%
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The caveat with this data was that we felt some of the children were telling us what we wanted to hear and perhaps were not truthful which was to be expected. We carried out the survey again in May 2024 and this was now the result:

Name :			
Do you usually have breakfast before you come to school?	Always 73%	Sometimes 9%	Never 8%
Do you feel ready to learn at the start of each school day?	Always 82%	Sometimes 11%	Never 7%

We asked children to provide some statements:

“I prefer to have breakfast now at school as I am with my friends” – this may account why we had a drop from the results of those who always have breakfast before school as they are choosing to have it here in school

“ I like not be rushed so like my toast here at school”

“ It (breakfast) gives me a buzz in the morning” – this may account for how we are seeing a 15% increase in the children surveyed saying they are ready for learning in the morning

As this has been such a success and we are seeing improvement in some attendance figures and “readiness for learning” – this will remain on the PEF plan for next year.

- **Sparkle Room:**
- Fully resourced Nurture room has been created at South Lodge for the children who are struggling accessing curriculum or on the edge of school refusers. Natalie Ross-Cameron has been trained by Nurture UK and will be supported by **Principal Teacher** for 0.2FTE a week in delivering fully planned Nurture sessions 3 days a week for targeted children from P4 and P5 and P6 and P7.

Since the creation of our Sparkle Room, a specially designed space to allow for Nurture UK lessons and procedures to be delivered effectively, we have seen a huge difference in our targeted children who attend these lessons weekly. As the children who are targeted for these lessons are those that are on the edge of school refusers and/or have experienced trauma from home that is impacting their ability to engage in class, we used attendance levels as a data source to show impact and effect of these lessons. For example:

Pupil A (Primary 5) who is entitled to FSM and lives in SIMD bracket 2 had an attendance rate of 37% from Aug 23 – Feb 24.

<ul style="list-style-type: none"> <li>• <b>Literacy and Numeracy Interventions – P1 to P7</b></li> <li>• <b>PEF PSA</b> will support groups from the FSM targeted children alongside the ASN teachers and SMT.</li> </ul> <p>Interventions will be shared by ASN teacher</p> <p><b>PEF PSA</b> to be supported by ASN teacher on what is required for these targeted children alongside resources required to be used</p>	<p>With intense Nurture input from all staff involved she is now at 54%.</p> <p>Throughout the year – we have targeted PEF PSA support to our children that were borderline for literacy in P1, 4 and 7. For 2023/24 predictions – we had P1 to achieve literacy at 52%, P4 at 47% and P7 at 21%, We have managed to achieve the following:</p> <p>P1 Literacy = 70%  P4 Literacy = 67%  P7 Literacy = 79%</p>
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## Wider achievements

### Coileanaidhean nas fharsaingne

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

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We asked our families, stakeholders and staff what was special and unique about our school. Please click the link to open the Jamboard -

[https://jamboard.google.com/d/1t7DoXbpyLUsJbf0Rqr7Nm0ruv1\\_s42cyhvdsg7LGy8Q/edit?usp=sharing](https://jamboard.google.com/d/1t7DoXbpyLUsJbf0Rqr7Nm0ruv1_s42cyhvdsg7LGy8Q/edit?usp=sharing)

We asked our children what was special and unique about our school. Please click the link to open the Jamboard -

<https://jamboard.google.com/d/1YDuHyMkqR4ADwnfe7TPs18W528Tns92sL-YP6YDGKjY/edit?usp=sharing>

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

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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:

	<b>ELC</b>	<b>PRIMARY</b>
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	Good

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&SC Standard
<b>A Whole School Approach to Literacy for All.</b>	Improvement in attainment, particularly in literacy and numeracy	Teacher and practitioner professionalism	We will raise attainment and achievement for all	3.1 Ensuring wellbeing, equality and inclusion	Choose an item.	I experience high quality care and support that is right for me



<b>Improving Numeracy at all levels</b>	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 experience high quality care and support that is right for me
<b>Moderation Collaborative - Assessment and Moderation</b>	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 experience high quality care and support that is right for me

## Planning ahead

### A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://southlodgeprimary.com/> or by contacting the school office.