

Education and Learning Directorate



School/ELC Annual Standards and Quality Report

2022-23

School: **Hollywood Primary**

Date: **June 2023**

## 1. Vision, Values and Aims

### A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

#### Our Vision, Values and Aims

##### *Our Pupil's Vision Statement:*

***Confident, Creative Learners with Big Ambitions. Kind to each other. Kind to the planet.***

***Rationale: We (Team Holywood and the wider community) aim to support our pupils to become Global Citizens:***

- *By understanding the wider world and their place in it.*
- *Using skills for learning, work and life to take a place in a culturally diverse world.*
- *By ensuring that pupils have excellent numeracy and literacy skills.*

***Values we promote throughout Holywood and the wider community are:***

*Teamwork - Responsibility; Honesty; Co-operation; Inclusion; Respect; Friendship*

*Independence - Self-confidence; Effort; Resilience*

*Individuality and Creativity - Self belief*

*Happiness*

***We aim to enable all our pupils to become:*** Confident Individuals; Responsible Citizens; Effective Contributors; Successful Learners

**Review Date and Activities:** Our vision, values and aims are live and actioned in school through our learning and teaching approaches; our teamwork with pupils, staff, parents and the wider community; our evaluative conversations with pupils and parents; our partnership working with the parent council. All agree that they are ambitious for our pupils and very relevant for a positive destination (reviewed May 2023 – Talk Lunch and Home Evaluation Activity Packs)

## 2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> Raising attainment in literacy and numeracy <b>NIF Priority</b> Improvement in attainment particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children. <b>NIF Driver</b> School Improvement Assessment of Pupil Learning School leadership Parental Engagement <b>HGIOS?4 / HGIOELC QIs</b> 3.2 Raising Attainment</p>	<p>All staff were trained in the Storytelling Method – teachers used approach across the curriculum in literacy lessons, social studies lessons and drama lessons. Impact for pupils – retelling of stories and sequencing and ordering events improved. Dyslexic learners were able to use mapping and stepping strategies to retell stories/ factual events – able to retain learning more effectively as a result of this method. All learners told us they liked the method and felt more confident about presenting their learning orally as a result of this strategy. As a result: writing is planned more effectively and has improved content.</p>	<p>Parent are telling us that they need greater information about what their children are learning in class to enable them to better support at home. Looking for changes to homework – not necessarily changes to reporting. Parental Involvement needs to be a focus for next session.</p> <p>Continue to use the Storytelling Method – ensure that any new staff have the resources and support to use effectively.</p>

	<p>Learners with ADD and ADHD are telling us that we are not yet getting it right for them – in recent evaluation they commented that staff have read widely but do not understand the reality for them.</p> <p>All staff have undertaken Balanced Writer Training – further improvement in pupils’ work being noted by teachers. Learners with Dyslexia have commented on the positive impact having a writing framework is having on the improvement of their written pieces.</p> <p>Over 70% of the pupils are on the additional support for learning audit. Almost all pupils are fully included in their mainstream classroom. All staff fully include and seek out strategies to ensure that all pupils are supported to learn with their peers in a safe working environment.</p>	<p>Ask pupils to put together training session for staff team. Seek out training which has direct impact for pupils with ADD.</p> <p>Teaching staff looking for pedagogical approaches to teaching spelling.</p> <p>Support staff cut by 20 hours next session – this will impact for negatively for inclusion.</p> <p>Lots of leadership and staff changes in 2023/24 session – staff concerned about our learners with ASL need. Know that they will have to work hard to ensure that all learners stay on their positive learning journey.</p>
--	--	---

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 2:</b></p> <p>UNRC – Rights Respecting School  <b>NIF Priority</b>            Placing the human rights and needs of every child and young person at the centre of education.  <b>NIF Driver</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School and ELC leadership</li> <li><input type="checkbox"/> Teacher and practitioner professionalism</li> <li><input type="checkbox"/> Parent/ Carer involvement and engagement</li> </ul> <p><b>HGIOS?4 / HGIOELC QIs</b>  <b>2.1</b>  <b>2.2</b></p>	<p>School gained Bronze Award by writing a plan to say how we will gain the Silver Award. HT submitted plan. Pupil Council are leading the path to Silver. Designed and presented a Sway to school community including parents to share plans and current progress. Pupil awareness of rights growing. Approaches and relationships already embedded in the culture and ethos of the school.</p>	<p>Continue to implement plan to achieve silver. Pupil council and HT lead the whole school approach to RRS.</p>

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 3:</b></p> <p>Professional recognition</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<p>Eco School – pupil group and staff leads have submitted action plan and carried out work across the school. Involving the wider school community in the project. Composting, Litter picking, recycling initiatives up and running in school.</p>	<p>Aim to achieve 3<sup>rd</sup> green flag by October 2023.</p> <p>Digital Literacy being developed in partnership with cluster next session – Lead teacher will return to the role in January 2024.</p>

	<p>Capturing the outdoor learning approaches and sustainability learning that all pupils undertake application submitted to John Muir Award on behalf of all the pupils – all pupils meet the criteria. Awaiting response.</p> <p>Reading School – gained a £500 grant for reading resources. Created new reading spaces in school. Improved links with local library, Borrow box resource now in place for all pupils to access at home/ school, Book Buddy sessions underway between P4/5 pupils and P1-3 pupils. Working towards core award Reading School by October 2023.</p>	
--	--	--

**2.2 Report on the impact of PEF**

- Not required for ELC if PEF has not been used for children in the nursery
- Include evaluative statements about how PEF has been used flexibly to meet needs of children/young people/families

<p>How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?</p>	<p>Interventions used to support closing the attainment gap in literacy and numeracy: pupils are baseline assessed and then assessed in the middle and at the end of an intervention. Ongoing monitoring to ensure that skills are transferring across the curriculum.</p> <p>Reading school: annual data collected from all pupils to reflect and review impact of the project. Project has long term aim as changing the reading culture of a school and community is a long term goal which needs sustained input.</p>
--	---

How well are you removing barriers to learning and ensuring equity for all?	PEF supported all P5-7 learners with the opportunity to attend a 2 night residential paying £75 per pupil of the £175 per pupil total cost. Bursary also obtained which covered the cost of transport.
How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?	Holywood Primary does not have a poverty related attainment gap – it has a very high percentage of pupils on the Additional Support for Learning Audit. It has also had a number of pupils transfer in with attainment gaps – which we are working hard to close or to find out the barrier to learning. Our progress in reducing the attainment gap is being severely hampered by the lack of support from services such as Educational Visitor, Speech and Language and Educational Psychology.

**For each PEF project/spend area complete the table. 3 tables have been inserted; more can be added if required.**

PEF Project/spending area:	Big Ideas and Experiences
Rationale:	Big Ideas and Experiences: following a workshop at SWEIC Rural Head Event with L.O.S.T. It became clear that we need to provide pupils with the skills and knowledge to plan and carry out their own trips, residential and visits. Linking the planning and organising skills closely to Numeracy and Literacy outcomes would support pupils to make real life links. The skills would be transferrable. The project would therefore be sustainable.
Impact:	All pupils experienced a live theatre event in the city – a new experience for all but one pupil. Some travelled by bus for the first time. Some pupils left Dumfries for the first time. P5-7 pupils experienced a residential stay at Rock UK – challenged to be resilient, independent and over come barriers and fears.
Evaluative Comment	It continues to be essential to provide our pupils from a small rural school with cultural and educational opportunities out with their normal boundaries: to expand their horizons; to support resilience and personal confidence. Confident, creative learners with big Ambitions.

PEF Project/spending area:	Raising attainment in literacy
Rationale:	Hollywood Big Read: to support the development of Reading for enjoyment in order to raise attainment in reading / literacy skills across the school. This year the focus is on becoming a Scottish Booktrust Reading School.
Impact:	Evaluative surveys indicated that very little positive improvement in attitude towards reading for enjoyment. Boys remain less positive about reading than girls. Younger pupils continue to read more frequently than older pupils.
Evaluative Comment	<p>Next steps: Widen the project to the parents and community. Parental engagement and involvement is going to be necessary in order to impact positively on reading attitudes.</p> <p>Focus Group needed to be established in order to evaluate impact over time on one group of pupils. We need to select 10 pupils from different year groups and track their reading for enjoyment over time to allow us to evaluate impact more accurately.</p>

PEF Project/spending area:	Closing the Attainment Gap - interventions
Rationale:	ASL assistant in school 3 mornings a week to carry out one to one interventions.



Impact:	<p>Numicon Big Ideas (Closing the Numeracy Gap at Second Level): 5 pupils supported to improve and develop attainment in numeracy and maths confidence.</p> <p>Closing the Numeracy Gap: 2 pupils supported to improve and develop attainment in numeracy skills.</p> <p>Closing the Literacy Gap: 4 pupils supported to improve in reading skills and comprehension.</p> <p>Reading Box: 1 pupil supported to develop and improve reading skills and confidence.</p>
Evaluative Comment	<p>It will be essential to continue this approach next session as we lose 20 hours of ASL assistant allocation.</p>

## 2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>	<p>Evaluative feedback from pupils, staff and parents informs us that our vision, values and aims are very relevant to our context. They are embedded and live in the ethos and life of the school, They are noticed and commented on by visitors to the school. They are modelled by all staff.</p> <p>The climate of the school encourages staff to initiate well informed change – each teacher is leading a professional recognition award for/ with pupils. Staff are accessing courses, completing applications and supporting pupils with leadership aspects through business groups. Pupil Business Groups are developing to ensure that pupil voice continues to grow and that pupil leadership skills and opportunities develop. Evaluation is a cycle for which pupils are taking more ownership.</p>	<p>Develop our approaches to cultural diversity and LGBTQ+ through UNRC Rights Respecting Schools.</p> <p>Concerns as Holywood begins to share a head teacher with another school - HT very hands on with learning and teaching as well as leading and developing change. Time in school with pupils now limited for the HT.</p> <p>Concerns as multiple staff changes in the team for next session – staff on maternity leave, appointment of new Principle Teacher, loss of long term experienced teacher (as HT no longer class committed).</p> <p>Essential to ensure that we keep all strong and positive improvement in place for our learners and for the Holywood community.</p>	<p>4</p>

	<p>Our fortnightly meetings to discuss our pupils (with a focus on ASL and behaviour) and our approaches and opportunities have led to more flexible working approaches and reflective practices for our learners. These meetings include all staff and promote good team approaches, use expertise and skills of all staff. Promote ownership and leadership for learning of all staff. Lead to better outcomes for all pupils.</p>	<p>Essential that we settle the staffing situation to best meet the needs of our learners. Significant proportion of the learners have additional support for learning needs – 73% of pupils are on the Supporting Learners Audit.</p>	
--	--	--	--

<b>Quality Indicator</b> 2.3 Learning, teaching & assessment	<b>How well are you doing?</b> <b>What's working well for your learners?</b> <b>(Include evidence of impact.)</b>	<b>Areas for Improvement</b>	<b>Evaluation based on the six-point scale</b>
<ul style="list-style-type: none"> <li>• Learning and engagement Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>	<p>Digital learning (Computer Science) is integrated into Big Thursday (for over 5 years) and is taught to all pupils in school in a planned skills progression across 2 full terms. Learners can then transfer and use these skills in all other areas of the curriculum. Most pupils have daily access to technology with which to enhance their learning. Teaching staff are increasingly skilled at planning, teaching and assessing computer science (digital literacy) from Early to Second Level.</p>	<p>Teaching staff plan digital skills use into all aspects of the curriculum as / when possible. All staff need the opportunity to keep up to date with new digital resources – to skill build and increase confidence.</p> <p>How effectively do we involve learners and parents in planning and evaluating learning?</p> <p>Big Thursday assessment - staff team method needed in order to track progress and to enable access for skills and next steps in learning to inform planning and reporting.</p>	<p><b>4</b></p>

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<p>Some staff attended Understanding Trauma online professional learning to support better understanding and approaches for trauma experienced pupils.</p> <p>Outdoor learning spaces are used effectively to promote positive relationships and wellbeing. Pupils play with peers across the school and have access to a wide range of resources to support imaginative, explorative and physical play. All pupils participate fully in breaktimes including the Big Woodland Break on a Friday afternoon. Most pupils return from breaks relaxed and ready to learn. Most pupils make positive choices at break times.</p> <p>Meetings to discuss football behaviour and playing together positively was set up by the HT. Pupils designed a respectful play code and tried to follow it. Improvement in fair play and attitudes for most pupils.</p> <p>Pupils are learning about their rights and how to respect the rights of others.</p> <p>Bronze UNRC Award earned by the school – plan in place to achieve Silver by January 2024.</p>	<p>Develop our approaches to cultural diversity and LGBTQ+ through UNRC Rights Respecting Schools.</p> <p>Continue to develop our Rights Respecting Schools Approach and earn our Silver Award.</p>	<p><b>4</b></p>

	Staff are providing support and counselling sessions for identified pupils – using Anger management programmes, Cognitive Behaviour Therapy Strategies, Emotionworks and Effective Communication Techniques. All pupils supported report an improvement in outcomes. Parent feedback also support improved outcomes for these pupils.		
--	---	--	--

<b>Quality Indicator</b>	<b>How well are you doing? What's working well for your learners? (Include evidence of impact.)</b>	<b>Areas for Improvement</b>	<b>Evaluation based on the six-point scale</b>
3.2 Raising attainment and achievement			
<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>	Staff team are very skilled at supporting and including pupils with a range of needs including Autism, CVI, Dyslexia, ADD and anxiety.	Our Support for Learning allocation has been cut by 20 hours again this session. HT was able to have it reinstated last session but it has been removed again. Inclusion and equality is difficult to maintain when you are having to prioritise learners due to a lack of ASL assistant support.	<b>4</b>

<b>Quality Indicator</b>	<b>How well are you doing? What's working well for your learners? (Include evidence of impact.)</b>	<b>Areas for Improvement</b>

<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Learning Pathways</li> </ul>	<p>Outdoor learning is a regular, progressive curriculum-led experience for all learners- built in as part of Big Thursday (2.5 terms per session). Teachers plan progressive skills-based approaches in outdoor skills from Early to Second Level. Most teachers reflect on how the outdoor environment can be used to enhance teaching and learning when they are planning. All pupils experience the opportunity to transfer skills and to explore and discover during Big Woodland Break (weekly). All pupils spend a Week in the Woods (annually in June) undertaking a range of outdoor skills and learning. Teachers consider skills progression and experiences needed when planning for learning. Opportunities provided during the week to transfer skills and to play. Pupils contribute to the plan for Week in the Woods and senior pupils lead sessions to skill share with younger pupils. P7 pupils are on secondary school induction for part of the week – opportunity for P5/6 pupils to expand leadership and skill sharing experiences – develop their leadership skills. Learning is shared with parents at Family Camp over – an opportunity for families to camp in the playground and visit our woodland area with their children. Supports positive relationships between families and school staff team.</p> <p>Staff take flexible and creative approaches to learning to ensure they best meet the needs of our learners. Positive and respectful relationships means that we can get it right for most of our pupils.</p> <p>Pupils with a range of needs including ADD, PDA, CVI, Autism, Dyslexia, Communication Disorder, Visual Impairment, ADHD, Down's Syndrome and Attachment issues are all</p>	<p>It will be essential to ensure that all new staff are involved in the continuation and development of the pathways. Significant staffing changes – all class teachers are temporary to the school.</p>
---	---	---

	<p>successfully included and making progress on their learning pathway.</p>	
<p>2.7 Partnerships</p> <ul style="list-style-type: none"> <li>• Impact on Learners</li> <li>• The impact of parental involvement on improving children and young people’s learning.</li> </ul>	<p>Sustran – Briony and her team have supported the school with Bike Breakfasts this session. 70+ members of the school community have rode out on a 2km circuit before having breakfast together in the school hall.</p> <p>Volunteers commented on the welcoming school ethos, the positive attitude of pupils and the incredible support of the parent and staff team. Briony has delivered cycling lessons to two of our pupils, helping them to gain essential life skills.</p> <p>Supported the school with resources – 4 cycle helmets and a pump which can be accessed by all pupils when needed.</p> <p>Impact on pupils: pupils see first hand the links between partners, school and home. Bike breakfast is a popular event – many of our pupils learn to ride a bike so that they can join in the event (walking also permitted). Bike swaps have taken place to enable pupils to participate.</p> <p>Village Hall Committee – worked in partnership to support the Hall committee’s Coronation Event, an afternoon tea in the village hall. Over 90 community members attended. School provided table cloths, bunting and paper chains. HT helped to set up the hall. Parents contributed home baking. Two of our pupils (one current) played the pipes and chanter at the event. Village Hall Committee Members commented on</p>	<p>Parents have told us in recent self evaluation that they want to be more involved in their children’s learning.</p> <p>They want to know more clearly where their child is in learning and what they can do to support.</p> <p>Hollywood and Duncow Primary Schools will be sharing a head teacher. This may be an opportunity to look at partnership working – we have to be clear about how it will impact positively on learners.</p> <p>Our Careers talks got off to a slow start and we need to build on this project next year. HT will take the project to the parent council again to see if they can support a calendar of events for developing the young workforce.</p>

	<p>the incredible support from the school community with this event. All pupils were given a commemorative coin by the committee members as a keepsake. Impact on pupils: the pupils have had the support of the community over the years in the purchase of resources which they use everyday in school to support their learning. It is important that pupils 'give back' by supporting the community when they can.</p> <p>Parent Volunteers -annually we write out and ask for volunteers. One parent and one grandparent were able to offer time on a Friday to support at business groups and at Big Woodland Break.</p> <p>One grandparent came into school and gave a presentation followed by a Q and A session on Geology as part of DYW.</p>	
--	---	--