



Holmston Primary School



Standards & Quality Report

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

June 2018

Introduction

At Holmston Primary School we put the child at the centre. We aim to create a happy, healthy, safe, secure and nurturing learning environment where every learner can achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community. Pupils are encouraged to value and contribute to their community, while their wider achievements are celebrated and learners have a voice in the school community.

It is our vision that the pupils at Holmston Primary receive an education for the 21st Century, which encompasses sound educational knowledge and understanding, responsibility for the environment and knowledge and opportunities to enable them to develop, resilience through a growth mindset lead healthy, active lives.

This education for the 21st century will be delivered in a motivating manner which results in the pupils of Holmston achieving the 4 capacities of Curriculum for Excellence enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.

The school motto, “Altiora sequamur” or ‘Aim for the Highest’, embraces the ethos of the school, which has consistently high standards and expectations and encourages innovation and creativity.

Holmston Primary is at the heart of the local community that it serves and is very much a community school. It has been called “the village school in the town”. We work hard to create a safe, welcoming and positive ethos, which ensures that all pupils have the opportunity to have their individual learning needs met.

Our school places a strong emphasis on tailoring learning and teaching to ensure that every child’s needs are met. Pupil attainment and their wider achievements are important to us in ensuring that every child is given the opportunity to reach their full potential.

Values

Our values are:

Respect
Responsibility
Fairness
Honesty
Courage

Aims

Our aims are:

- To create a positive school ethos that promotes inclusion and equality
- To provide a stimulating and enjoyable curriculum for all that will encourage creativity, ambition and independent learning delivered through quality teaching
- To provide opportunities for the school community to learn about and develop health and wellbeing through a relevant curriculum and experiences
- To improve the standard of achievement and attainment within the school
- To assist our pupils' personal and social development and teach them the values and responsibilities of citizenship by teaching respect, encouraging responsibility and promoting social confidence
- To promote an effective partnership with home, school and community
- To develop an effective framework for learning to facilitate pupils gaining skills to achieve the four capacities of Curriculum for Excellence – to become successful learners, confident individuals, responsible citizens and effective contributors

Context of the school

Holmston Primary is situated on the south side of the River Ayr close to the town centre and can trace its origins back to the 1820s. The accommodation is an original "listed" 1883 red sandstone building which was refurbished in 1996. This consists of 7 classrooms, a pupil support base, library, enclosed garden, gym / dining hall, general purpose room and administration area. Holmston Primary has 204 children on the school roll. The school has a mixed catchment area with percentage of pupils in each decile given in the table below.

SIMD Context

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
7.7	33.7	1	9.7	34.2	2	9.7	0.5	0.5	1

Attendance

2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
95.1	94.9	94.9	94.5	94.6	94.5

Attainment by Deprivation – average CEM scores by SIMD P3, 5, 7 (2016/17)

	Deciles 1-3			Deciles 4-7			Deciles 8-10		
	Reading	Mental Maths	Gen Maths	Reading	Mental Maths	Gen Maths	Reading	Mental Maths	Gen Maths
	104.4	103.0	101.4	108.1	106.3	107.5	100.8	91.4	85.3
SAC	99.9	97.3	96.4	103.6	100.4	100	106.9	104.8	104.7

- 2.4% of pupils are looked after
- 13% of pupils in P4 – P7 on FME
- There have been no exclusions for the past 6 years

Children attaining appropriate Curriculum for Excellence levels in Literacy, Numeracy and Health and Wellbeing

	2014-2015			2015 - 2016			2016 - 2017			2017 2018		
	Literacy	Numeracy	Health &WB	Literacy	Numeracy	Health &WB	Literacy	Numeracy	Health &WB	Literacy	Numeracy	Health and Wellbeing
Early	87%	90%	83%	100%	100%	100%	81%	89%	93%	86%	89%	100%
First	88%	89%	93%	90%	90%	97%	88%	88%	85%	90%	90%	100%
Second	70%	86%	84%	80%	87%	97%	87%	93%	100%	93%	86%	100%

Most children who enter Primary 1 have previously attended local authority or private pre-5 establishments. We take children from up to 12 different nurseries. The associated secondary school is Belmont Academy, pupils living in the Craigie area also have the opportunity to transition to Ayr Academy. This session, we have full time staffing of 10.2 FTE consisting of a Head Teacher, Depute Head Teacher and class teachers. We have a 0.5 FTE pupil support teacher. Pupils and staff are supported by three school assistants, two clerical assistants, a janitor, cleaning and catering staff.

The school has excellent links with local primaries and Belmont Academy. We also have strong links with schools out with the cluster. This year we have also worked closely with Ayr, and Kyle Academies to ensure a smooth P7/ S1 transition for pupils going to these schools.

The school is supported very well by the Parent Council or 'Parent Voice' who work tirelessly to raise funds for the benefit of all Holmston pupils. We also have parent and family helpers working in the classes, leading extra-curricular clubs and helping on trips. The parent council members have become increasingly knowledgeable about the education our pupils receive and are working hard to involve more parents in their child's learning. The Parent Voice members are consulted in the priorities for School Improvement Plan and their views sought throughout the year on a number of issues.

Pupil Voice is an important part of our work with Curriculum for Excellence. Pupils' views are sought continually and they have the opportunity to take part in decision making and take responsibility in groups such as Rights Respecting Schools committee members. Dyslexia Friendly Schools committee members, Junior Road safety Officers, Monitors, Playground Buddies, House captains, Head Boy, Head Girl and ICT Technicians.

We encourage and constantly recognise wider achievement and provide opportunities for our pupils to experience a variety of activities within the curriculum and through the wider life and ethos of the school.

What key outcomes have we achieved?

School Priority 1 : To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum

NIF Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Drivers

- School improvement
- School leadership
- Teacher professionalism
- Assessment of children's progress
- Performance information

Links to HGIOS 4

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 1.5 Management of Resources to Promote Equality
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.6 Transitions
- 3.2 Raising Attainment and Achievement
- 3.3 Creativity and Employability

Progress and Impact

Almost all SAC frameworks have been implemented ensuring progression and breadth. All staff have increased confidence in delivering a progressive and engaging curriculum. RME and Science frameworks have been personalised for Holmston. All staff are confident in using the benchmarks in Literacy and Numeracy to plan and assess learning. All staff have engaged with the teaching of comprehension strategies through North Lanarkshire Active Literacy and are using higher order questioning to promote higher order thinking skills especially in reading. 98% of parents agreed or strongly agreed that, '*my child is making good progress at school*' (Parent Survey 2018)

All staff consistently use a range of AiFL strategies to develop pupils' meta-cognitive skills. They are developing skills in *Making Thinking Visible* and have attended a series of professional learning meetings where they have developed their knowledge of different thinking routines.

An audit has been undertaken to identify the next steps in our DfS journey. A DfS Committee has been formed and progress has been made towards DFS Silver Award.

Almost all staff have led innovative curricular developments including creativity across learning. Pupils can now discuss and reflect upon creativity skills and processes and know why these are important for employability. They have demonstrated their problem-solving skills through their Winter Wonderland project.

The school encourages pupils to be motivated and enthusiastic about their learning and participates in a range of competitions throughout the year. This has included: achieving second place in the national 'World Book Day' competition; two finalists in the 'Show Racism the Red Card' competition and two bronze award winners in the Scottish Mathematical Council's Mathematical Challenge.

97% of Parents agreed or strongly agreed that, '*My child likes being at this school.*' (Parent and Pupil Surveys 2018)

All staff have participated in moderation events at Authority level and are more skilled in making judgements on achievement at a level.

All pupils experience 6 hours of maths per week and staff have embedded *Big Maths* and *Number Talks* approaches in their classrooms. Staff have also had training on developing '*mathematical mindsets*' based on the work of Jo Boaler and Carol Dweck. Staff have been introduced to 'mathematical norms' and are becoming more confident in encouraging thinking with a growth mindset. A Cluster common language and methodology document has been developed and will be rolled out next session.

Staff are increasingly confident in using a range of methodologies and approaches to the teaching of reading and additional books have been purchased to enrich the reading curriculum. These include graphic novels and a range of fiction and non-fiction books.

Using the PEF fund, the school has put in place a range of targeted supports for identified pupils. Pupils participating in the *Reading Wise* programme have improved their reading ages by an average of 1 year and 3 months over a 25 week period.

All staff have been supported by the Authority Development Officers in delivering French and this has developed their skills in promoting an additional language. The pupils benefitted from Spanish lessons from a native Spanish volunteer and all children have acquired skills in speaking Spanish from counting to

20 and beyond, identifying colours and in upper years learning some basic Spanish phrases.

Next Steps

Review the Teaching and Learning Policy and Curriculum Rationale

Develop a planning framework to support staff in promoting creativity across the curriculum

Develop holistic assessments in Language

Implement new descriptors of assessment – four stage approach

Review reporting arrangements

Embed active literacy

Implement accelerated reader in P4 – P7

Implement Talk for Writing approaches

Develop a concrete, pictorial, abstract (CPA) approach in Mathematics

Work towards achieving the Digital Schools Award

Develop programme of work for Digital Literacy and Computer Science

Organise STEM week during March.

School Priority 2 : To support closing the attainment gap whilst challenging all learners to meet their full potential by embedding the ‘GIRFEC’ principles and through the life and ethos of the school

NIF Priority:

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing

Drivers

- School improvement
- School leadership
- Teacher professionalism
- Assessment of children's progress and Performance information

Links to HGIOS 4

- 1.3 Leadership of Change
- 1.5 Management of Resources to Promote Equality
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.6 Transitions
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement
- 3.3 Creativity and Employability

Progress and Impact

The senior leadership team have been trained on using the wellbeing application to record pastoral notes and to produce GIRFEC and staged intervention paperwork. Pupil Equity Funding has been used to provide a range of interventions for those pupils living in SIMD deciles 1 and 2 and for those who are in receipt of free school meals. Additional reading texts have been purchased to improve the quality of the reading experience for pupils across the school. Active Literacy approaches are used to support teacher planning and are increasing the pupils' ability to identify ways language is used to develop setting, atmosphere and characterisation.

Targeted interventions such as Reading Wise, 5 min Box for Literacy, PAT Phonics programme and 3 Read have all been positively received by pupils, staff and parents. Primary 1 and Primary 2 teaching staff and all school assistants are trained in Word Aware and this will be embedded in classroom practise next session.

All pupils' progress and levels of attainment are tracked carefully at regular learning and development and target setting meetings. SIMD, LAC and FME data is used to identify those pupils who may require specific interventions to close the attainment gap and challenge all learners. Figures from 2016/17 indicate that pupils in deciles 1-6 attain higher than the authority average.

Holmston continue to use the CEM online assessments which allow the school and to monitor and track pupil progress and identify areas for development and good practice. The school are using SEEMIS for the written report to parents. Feedback from parents has been positive. This year staff reported on literacy, numeracy and the broad general education.

The school has been working towards the *Gold Rights Respecting School Award*. All pupils are confident when discussing their rights and can reflect on how to respect the rights of others. All staff have the skills to link the rights into other areas of the curriculum. We are awaiting the result of our assessment visit.

The 'Fun and Fit 15' route is marked out on the playground and almost all participate in this challenge regularly.

All children benefit from exciting and challenging opportunities to achieve success through a wide range of in and out-of-school activities. These include a wide variety of Active Sports coaches, staff and parent led sport and recreational clubs. There are strong links with local clubs, providing progression pathways for participation beyond school. The variety of clubs and experiences available broadens the experience for children, enabling them to develop new skills and self-confidence.

Aspects of the pupil profile have been developed and this will continue into next session with the development of holistic assessments to track the learner's journey. Wider achievements are celebrated in class and during assemblies. Attendance at clubs is monitored and tracked by our Active Schools co-ordinator. 97% of parents agreed or strongly agreed that, *'My child is encouraged to be healthy and take regular exercise.'* (Parent Survey 2018)

All staff have received training on their responsibilities within the Children and Young People's Act and members of the SLT have undertaken Designated Manager training for LAC pupils.

Almost all staff have received basic nurture training and three members of staff have undertaken full nurture training. As part of the targeted interventions nurture groups have been set up.

Parents are actively encouraged to approach the school if they have any questions or concerns about their child's education or wellbeing. 100% of parents agreed or strongly agreed that, *'I feel comfortable approaching the school with questions, suggestions and/or a problem'*. (Parent Survey 2018)

Next Steps

Profile format agreed and implemented to include pupil targets and evidence of achievement

Embed and continue to raise profile of growth mindset work

Review school vision

Review behaviour policy

Work towards achieving the Silver DfS Award

Embed work of RRS Award

Review the programme for Mental, Social and Emotional Wellbeing

Work in partnership with Southcraig School on a variety of inclusive projects



School Priority 3 : To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work

NIF Priority:

- Improvement in employability skills and sustained positive school leaver destinations for all young people
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Drivers

- School improvement
- School leadership
- Parental engagement

Links to HGIOS 4

- 1.3 Leadership of Change
- 2.5 Family Learning
- 2.7 Partnerships
- 3.2 Raising Attainment and Achievement
- 3.3 Creativity and Employability

Progress and Impact

More parents are becoming increasingly involved in the life of the school. Developing the school website and class blogs has had a positive impact on communication between the school and home. The website content includes links to support for parents at home in different curricular areas, growth mindsets and online safety. All parents were invited along to a meet the staff event at the start of the year. All new P1 parents were invited to attend two events to meet with staff and gather information. School events including the P4-7 show Robin and his Sherwood Hoodies, the Nativity and Scottish Showcase were all very well attended. Almost all parents attended the parents' evenings. Pupils were given further opportunities to share their learning with parents through assemblies, church services, performances and IDL topic open afternoons. Parents were invited along to a workshop to support the development of the curriculum rationale, Standards and Quality Report and the School Improvement Plan.

More parents are becoming confident to share their expertise and contribute to the life of the school. An increasing number of parents and extended family members became involved in running after school clubs including Football, Bikeability, Netball, and sewing clubs. Parents have also been involved in organising trips to their work places with P1 visiting a local dentist surgery and P7 visiting a plastics factory. Through school events and within the curriculum, pupils are becoming increasingly aware of a wide variety of career pathways and options that are open to them. During the Forest, Farms and Mines Fortnight, pupils were motivated and engaged through a range of experts visiting the classes and practical challenges. All pupils were given a variety of opportunities to apply their skills in a range of familiar and unfamiliar situations as they found out more about the local businesses and employment opportunities in the local area linked to the rural Ayrshire. Educational out-of-class learning experiences and visitors from The Wildlife Trust, Owl Magic, The Mining Museum, Dumfries House, Sky Academy, Belleise Park and Stourhead Farm enriched the learning experiences of the pupils across the curricular subjects. All pupils are now more aware of the employment opportunities in the local area.

Almost all staff are becoming more confident to make links between skills for learning, life and work and the DYW agenda. A framework for curricular events and themes is being developed to ensure progression for subsequent years. Next session our focus for DYW is on travel and tourism where we will be looking at jobs in the travel and transport industries in our local area.

Next Steps

Organise a Global Culture and Wellbeing week

Plan DYW fortnight based on Travel and Tourism in Ayrshire

Develop framework for IDL events linked to DYW agenda and career standards

Further involve parents in curriculum planning

Parental workshops

1.3 Leadership of change



We promote and encourage leadership at all levels. All members of the Senior Leadership Team have achieved the Standard for Headship through either the 'Flexible Route to Headship' or 'Into Headship' programme. 2 members of teaching staff have completed Leadership Development Level 1.

The entire leadership team is consultative and collegiate and encourages a culture of continuous improvement to develop and effectively use the talents and expertise of all staff encouraging them to exercise initiative, adopt lead roles and share their skills and talents in a supportive manner. Almost all staff are responsible for an area of the development plan or curriculum and have led staff meetings on their area of responsibility. The SIP identifies clear targets for improvement and strategies to meet these targets. We encourage parents and pupils to take leadership responsibilities within the school. Staff are also becoming more skilled in using self-evaluation tools within HGIOS 4th Edition to enhance the work of the school.

The current vision was reviewed under the last head teacher and reviewed with staff, parents and pupils based on the principles of Curriculum for Excellence. A review of the vision will take place next session due to the change of the senior leadership team and staff and the emphasis on the direction the school is now taking.

In consultation with staff, pupils and parents the school has developed an aspirational curriculum rationale to drive forward our curriculum. This is underpinned by the high expectations that all staff have for all learners. 100% of pupils agreed or strongly agreed that learners are, *'encouraged and stretched to work to the best of their ability.'* (Pupil Survey 2018)



Priorities are linked to the local and national drivers; they are identified through thorough examination of all available data and have a focus on reducing the attainment gap and challenging all learners. The annual collegiate calendar agreed by all staff supports the management of the workload and bureaucracy.



Staff and pupils participate in school self-evaluation to evaluate the curriculum and parents are provided with the opportunity to reflect on the work of the school. Pupils are involved in self and peer evaluation daily and their opinions sought when identifying the next steps in their learning and when implementing change.

Staff are supported through well-planned curriculum development and have opportunities to link with colleagues. In-service days and curriculum development meetings based on Curriculum for Excellence and the School Improvement Plan involve staff in policy making and curriculum design. Staff refined their skills in making assessments through participation at Authority level moderation events. Our support staff use their skills and talents to enhance the education and environment of our pupils. The school is making good progress in this area.

2.3 Learning and teaching



Our pupils are motivated and engaged across the four contexts for learning through a wide range of experiences and contexts which include the use of active learning, co-operative learning, personalisation and choice. Staff are becoming more skilled in differentiated effectively to support and challenge pupils planning differentiated lessons that are matched to the needs of the pupils. Pupils are encouraged to develop thinking with growth mindsets, and are becoming increasingly resilient to tackle new areas of learning. The school promotes creativity and sharing learning and there have been a range of opportunities for children to demonstrate their skills in being successful

learners, confident individuals and effective contributors.

Pupils contribute to the life of the school through a variety of groups as well as contributing to curriculum planning within their classes. 98% of pupils agreed or strongly agreed with 'I enjoy learning at school'. (*Pupil Survey, 2018*)

As a Rights Respecting School, we have an ethos and culture that reflects a commitment to inclusion and children's rights. School and class charters have been developed with pupils and all pupils and staff are familiar with the articles of the UNCRC. Good links have been made with Southcraig School who have shared our Easter and Christmas services. A nurturing approach underpins behaviour management and discipline throughout the school.

Staff are provided with opportunities to reflect on pedagogy through CLPL sessions on the teaching of mathematics and reading. This has impacted on almost all pupils being challenged at an appropriate level and all staff are becoming more skilled in providing differentiated creative learning experiences to meet the needs of the pupils. All staff have undertaken CLPL on the approaches for developing reading skills and as a result there is now an good consistency in the approach to planning and differentiating the learning. higher order thinking skills about texts and across the curriculum.

Mathematics throughout the school is taught using a range of approaches with a key focus on equipping our pupils with a range of mental strategies to carry out calculations. All staff have been trained in and have implemented 'Number Talks' approaches and elements of the 'Big Maths' programme.

Information technology plays an important part in learning and teaching. Every classroom is equipped with an interactive whiteboard and a class set of I-Pads is available for use across the curriculum. Examples of pupils' work are on display throughout the school, reflecting a high quality of learning and pupil engagement.

Throughout the school year, staff have worked collaboratively to plan a series of IDL themed weeks linked to the Developing the Young Workforce agenda. Throughout this session, and in particular in our Forest, Farms and Mines Fortnight, pupils benefitted from the input of experts and specialist instructors. This has resulted in high quality curricular experiences, pupils gaining knowledge and skills for learning, life and work, and also provided opportunities for staff development.

Pupils are enthusiastic and confident in their learning through the use of AiFL and co-operative learning techniques and these are used to encourage pupils to become independent learners and develop meta-cognitive processes.

Staff have worked collaboratively at school and authority level to develop assessment approaches and moderate the assessment process to ensure pupils are secure within a level. Staff are increasingly confident to make the judgements as a result of this. Almost all staff ensure that feedback is focused on the skills and learning that has taken place. All staff have engaged with the benchmarks for literacy and numeracy to develop a shared understanding of standards and have begun to create holistic assessments in Maths.

Regular tracking meetings between staff and SLT provide opportunities for professional dialogue where Staged Intervention targets, professional judgements and results of formative assessments are combined with summative assessment data to provide an informed picture of the

progression and attainment of all pupils. Within each curricular area the SAC frameworks provide a structure to allow for progression and increasing challenge. All staff use these as a basis to plan the learning for the classes. The school is making good progress in this area.



3.1 Ensuring wellbeing, equity and inclusion



All staff understand and use the wellbeing indicators to ensure the wellbeing of all pupils. A monthly focus on each of the indicators develops further understanding of these with the pupils. Staff use a wellbeing assessment web to identify any particular needs for pupils or individuals within the class. Staff and pupils have a very good understanding of the UNCRC. Senior members of staff have received training on the wellbeing application and pastoral notes are kept online and can be shared as appropriate. 99% of pupils agreed or strongly agreed 'they feel safe and cared for in school'. (Pupil Survey, 2018) and 99% of parents agreed or strongly agreed that their child feels safe at school. (Parent Survey, 2018)

All staff undertake child protection training on an annual basis and engage with professional learning specific to the needs of learners. Senior members of staff have received Designated Manager training for LAC pupils. Identified staff attend GIRFEC forums. Information is disseminated as appropriate. All staff comply with and actively engage with statutory requirements and codes of practice.

Pupils with specific additional needs are supported through the staged intervention process and Team Around the Child (TAC) meetings. Looked-after pupils are supported through the staged intervention process. We aim to be as inclusive as possible and we have a diverse range of pupils with more complex needs supported within the school.

We work closely with other agencies to meet individual needs. Parents are given support about how best to help their child at home. Parents, teachers and PSAs are fully involved in review meetings and multi-agency TAC meetings and pupils' and parents' views are taken into account.

Support staff are deployed to meet the needs of identified pupils. Pupil Support Assistants work very well with teachers and parents, are fully included in the life and work of the school and provide high quality support for individual children. All PSAs participate in the Authority CLPL programme as well as the schools internal training opportunities.

All pupils participate in assemblies that promote the school values. Themes include inclusion and equality, Global Citizenship, gender discrimination and diversity. Pupils are invited to lead assemblies and have shared their achievements on sports tours, visits to religious buildings and hobbies and interests. There are also opportunities for pupils to be involved in the decision making process through workshop assemblies.

As well as two hours of quality PE, in partnership with Active Sports, all pupils have the opportunity to participate in a range of sports and exercise. Vulnerable pupils and groups are targeted for participation in out of class activities.

The RME and HWB programmes promote religious tolerance, appreciating differences and respect for ourselves and others. All pupils were involved with the 'Show Racism the Red Card' competition and one of our pupils was a finalist. The school continues to sponsor and find out about the life of Daphne through Plan International.

96% of pupils identified that they can keep themselves safe online and the school continues to develop teacher confidence in ensuring our pupils are digitally literate. We will continue to focus on this next session. All pupils participated in Safer Internet Day alongside developing their skills through class lessons.

There continues to be a very good standard of behaviour across the school as a result of the school actively promoting an ethos of respect through the UNCRC and school values. 100% of pupils agreed or strongly agreed that, '*my school helps me to understand and respect other people.*' (Pupil Survey, 2018) Pupils across the school continue to be given the opportunity to be responsible for each other and to participate in developing the life and ethos of the school. There is an excellent and effective transition programme in place with Belmont, Kyle, Queen Margaret and Ayr secondary schools. Children requiring extended transitions were identified at an early stage and a wide range of support put in place. This ensures all pupils experience a smooth move to their high school. The school is making good progress in this area.



3.2 Raising attainment and achievement



The school improvement plan clearly identifies the focus on literacy and numeracy. Staff have worked alongside Cluster and Authority colleagues on the moderation of numeracy and literacy. Almost all staff are more confident when planning assessments to demonstrate achievement within a level and are becoming more confident in assessing borderline pupils. Authority development officers have worked to up-skill staff in the delivery of mental maths strategies through 'Number Talks' and in-house CLPL has further developed staff skills and confidence in approaches to the teaching of reading and mathematics. Almost all pupils make good

progress in literacy and mathematics and this is maintained over time. 88% of pupils in Primary 2, 3, 5 and 6 achieved age-related scores in the CEM general maths assessment and 87% of pupils in these stages achieved age-related scores in Mental Maths. 85% of pupils achieved age-related scores in Reading.

The school is data rich and all staff are confident in analysing data to identify trends and patterns and to plan the next steps in learning. Professional dialogue during tracking meetings identifies progress or supports required for vulnerable pupils or groups. The school uses a wide range of data to track and monitor the progress of pupils. Teacher judgements are supported by a range of summative and formative assessments. Groupings within classes are flexible and fluid and this allows pupils to make appropriate progress.

The school is committed to inclusion and equity and as a result there have been no exclusions over the past 6 years. 91% of pupils and 91% of parents agreed or strongly agreed that 'My school deals well with any bullying' (Pupil Survey 2018). Through training, all staff are now aware of the career standards and as a result pupils benefit from a wider range of partners, including parents, from the world of work supporting the learning within school. Visiting employers have discussed the various pathways and options open to pupils as they move through school and beyond. These experiences are linked in with opportunities that are also available within the local area. At least fifteen different employers were involved with the school this year. This is now reflected in the experiences planned for pupils.

Pupils are encouraged to share achievements within class and during assemblies. Opportunities are provided for pupils to achieve in a range of contexts including certified courses for the Award of Ambition and the John Muir Award. P7 pupils also apply their learning and skills on a four day outdoor residential visit. Pupils are given opportunities to participate in a range of competitions at local and national level including the Lego Mindstorm, Euroquiz, Art competitions and Show Racism the Red Card Events. Pupils also participate in a range of local and national sporting events including the Authority Triathlon, cross-country events and the netball league. The school is making good progress in this area.



What are the key priorities for improvement in 2018/2019?

To continue to raise attainment and maintain consistently high standards in the quality of learners' experiences across the curriculum

- Review the Teaching and Learning Policy and Curriculum Rationale
- Develop a planning framework to support staff in promoting creativity across the curriculum
- Develop holistic assessments in Language
- Implement new descriptors of assessment – four stage approach
- Review reporting arrangements
- Embed active literacy
- Implement accelerated reader in P4 – P7
- Implement Talk for Writing approaches
- Develop a concrete, pictorial, abstract (CPA) approach in Mathematics
- Work towards achieving the Digital Schools Award
- Develop programme of work for Digital Literacy and Computer Science
- Organise STEM week during March

To support closing the attainment gap whilst challenging all pupils to meet their full potential through the principles of 'Getting It Right For Every Child' and the life and ethos of the school.

- Profile format agreed and implemented to include pupil targets and evidence of achievement
- Embed and continue to raise profile of growth mindset work
- Review school vision
- Review behaviour policy
- Work towards achieving the Silver DfS Award
- Embed work of RRS Award
- Review the programme for Mental, Social and Emotional Wellbeing
- Work in partnership with Southcraig School on a variety of inclusive projects

To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work.

- Organise a Global Culture and Wellbeing week
- Plan DYW fortnight based on Travel and Tourism in Ayrshire
- Develop framework for IDL events linked to DYW agenda and career standards
- Further involve parents in curriculum planning
- Parental workshops on various curricular areas

What is the capacity for improvement?

The school community has a clear vision. Our purpose is to ensure that every child is given the opportunity and support to be the best that they can be and develop the four capacities, supported by the nurturing ethos of the Holmston School Family Community. This will continue to be improved through developing internal relationships, collegiate working and developing effective leadership at all levels.

We will develop effective approaches to moderation, assessment, self-evaluation and improvement by developing staff skills, knowledge and understanding through having high expectations of the performance of all staff and thoroughly planned Career-Long Professional Learning opportunities linked into the Profession Review and Development process and School Improvement Plan.

We will continue to review and develop the procedures of systematic formal and informal approaches to monitoring the quality of learning and teaching. This will ensure consistent quality learning experiences for pupils as part of the schools quality assurance procedures.

We will continue to rigorously track pupils' progress through analysing all available data including regular meetings involving teaching staff, support staff and management team to identify dips in pupil's performance as soon as they occur, so that prompt action can be taken, and we can continue to celebrate areas where improvements have been made.



